

IR 354: Gender & Global Politics
Frederick S. Pardee School of Global Studies
Boston University
Spring 2022 Course Syllabus

Professor Rachel Brulé

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Classes: MWF 1:25-2:15pm MWF, CAS 228

Office Hours: MW 11:30am–12pm F 3pm– 5pm

Monday = drop in; WF = by appointment only. I schedule meetings on Calendly: calendly.com/rabrule

Mon OH: <https://bostonu.zoom.us/j/91907572713?pwd=eU91MVVleDRtY2RLbEp1ZzNQk0rZz09>

Monday Office Hours meeting ID: 919 0757 2713; password: CAS330a

Wed OH: <https://bostonu.zoom.us/j/99138801966?pwd=Qkl4QUUNDaTdUZ25HSTFOQ092VGhUQT09>

Wednesday Office Hours meeting ID: 991 3880 1966; password: CAS330b

Friday OH: <https://bostonu.zoom.us/j/96011297876?pwd=K0hkdnpQLzZkc2o1Ync3amNKTGIHZz09>

Friday Office Hours meeting ID: 960 1129 7876; password: CAS330c

Course Rationale, Goals, and Organization

This course will offer a general introduction to the study of gender and global politics, mainly through the lens of understanding the larger political and economic underpinnings of gender inequality in the contemporary world, with a focus on several countries that span developing and advanced industrial democracies. We will develop, critically analyze, and rethink potential policy remedies to such inequality. This course will prepare international affairs practitioners with substantive knowledge and analytic tools and techniques to propose and analyze policy solutions to address long-standing challenges of political gender inequality around the globe. It will emphasize hands-on learning using real social, political, and policy data and cases, including how political, economic, and social systems create and weaponize gender inequality, and how citizens mobilize for revolutionary change in economics, society, and politics.

We are living a time of great reckoning. Awareness has grown about the magnitude of enduring forms of inequality – particularly around race and gender – alongside evidence of our collective ability to challenge systems of power. Inegalitarian orders, by their very nature, succeed by magnifying the contributions of those in dominant positions, making invisible the contributions of those in subordinate positions, and arguing that any reduction in the privileges of those at the top is untenable because of its direct effect on their work, which is invaluable for society as a whole. In order to imagine and create alternative, more egalitarian orders, the first step is to rethink what we learn about power when we examine formerly invisible contributions. The second step is to analyze how systems function differently when we redistribute access to power. The third step is to ask how the small set of changes we can observe from the past encourage us to reimagine the future.

This course does not assume any prior knowledge of gender, political science, or political economy. It does, however, require a high, sustained level of active engagement with the material to achieve the course aims. This course fulfills a single unit in the following BU Hub areas: 1) Global Citizenship and Intercultural Literacy (GCI); 2) Ethical Reasoning (ETH); and 3) Critical Thinking (CRT).

Course Learning Objectives

1. Students will gain knowledge about the history and contemporary characteristics of gendered political engagement and influence, locally and regionally, as well as the dynamics of global attempts to advance women's political voice and their varied effectiveness across a range of substantive issues subject to great controversy today (including what constitutes the most effective form of political mobilization for systemic change, and the ways in which solidarity can produce greater equality versus reproduce inequality).
2. Students will develop key elements of critical thinking including distinguishing deductive from inductive modes of inference, and recognizing common logical fallacies and cognitive biases, through their reading, writing, analysis, and communication skills that will serve them in college careers and beyond, whether as public servants, private sector entrepreneurs or policy analysts, activists, or academics.
3. Students will demonstrate their understanding of core conceptual and theoretical tools used in quantitative reasoning, in particular statistics.
4. Students will interpret quantitative models and understand a variety of methods of communicating them, including graphs, tables, regression formulae, and causal diagrams.

Course Requirements

Students are expected to attend all classes and keep up with the reading assignments. Grades are based on a presentation, critical analysis paragraphs, participation, one reflection paper, and one research paper.

Group presentation (1): Each student will be assigned to a group focusing on one of the following substantive challenges to achieving gender equality: *religion, property & power, social (re)production, women's representation and political agency, or women's mobilization for change*. Students will meet with several other members of the class in groups based on the substantive issue, and present joint analysis and conclusions. This will include creation of short questions covering controversies about the political economy of gender with a careful answer key, which groups will send me. *Do not* share these with classmates, as we will utilize the questions to test as well as deepen class comprehension. The questions that spark the most thoughtful engagement will yield extra credit for all group members. **See following pages for due dates; expectations are at the end of the syllabus.**

Critical analysis paragraphs (15): Eighteen mini-lectures (<20 min lectures) will be recorded and posted on the course Blackboard site. This flipped course format will help to preserve class meeting times for the discussions and intellectual and social connections that are essential to student learning. Students are required to watch the mini-lectures and write a one-paragraph critical reflection with questions/ synthesis/ conflict raised by 15 of the 18 lectures, in doing so engaging concretely with the readings. This is to be submitted via a thread for each lecture, posted on the course Blackboard site. **Students will receive credit for each critical analysis paragraph posted at least one hour prior to class**, as long as the paragraph is coherent and relevant. This enables incorporation of questions and insights into class discussion. Students will not receive credit for paragraphs posted after the respective class, *with two exceptions (for revisions or new postings)*. To respect your time, classes will be 20 minutes shorter on days with mini-lectures (**noted in bold on the syllabus**).

Participation: The course will include synchronous discussions, student presentations, and a series of debates at the end of each relevant course unit. This format requires students to attend regularly, read

diligently, and participate actively in class discussions. Students are expected to come to class with questions about the mini-lectures, other students' critical paragraphs, and readings. Students are expected to ask focused questions about their classmates' presentations. Students are required to participate actively in the debates. Students are also expected to attend every class possible; if health or other unavoidable challenges prevent attendance, they should communicate this as quickly as possible and agree on an alternative form of participation (typically, writing a longer reflection on the required material for the class, or additional peer review/support) for credit.

Reflection Paper: Students will read path-breaking analysis on a core theme of the course (choose ONE from the list of nine books investigating a core course theme) and will prepare a three-page paper reflecting on something each student learned about gender and politics from the reading. I will expect students to be ready to present their reflections to the rest of the class. The assignment will emphasize the development of individual consciousness and politics in relation to the systemic dynamics of the relevant substantive topic or society as a whole. This is expected to be a high-quality piece that articulates a nuanced reflection on the work, such that it enables the student to advance our understanding of a key theoretical theme discussed in the class. DUE: WEEK 9

Research Paper: Each student will choose one substantive issue to study, and one required paper (on syllabus, starred) that addresses it. Students then write a ten-page paper (with a separate cover page and bibliography) that answers the following questions, well-grounded in concrete theory and precise analysis: What is the single greatest challenge that substantive issue poses to achieving gender equality in global politics? Why? How does the paper you chose address the challenge origin and remedy? What else must be done (policy changes? other relevant interventions?) to resolve the challenge? To do so:

- (a) in your own words, summarize how this paper addresses the relevant substantive challenge (summarize how the main theory, argument, and evidence address the given challenge), then
- (b) identify (i) a gap in the paper's analytic framework, or opportunity to extend either the (ii) theory or (iii) analysis to develop policy that better ameliorates the substantive challenge,
- (c) develop a testable hypothesis about a policy that could help fill this gap/opportunity to better address the relevant substantive challenge,
- (d) locate data, either from the paper or elsewhere, then describe the relevant components and explain how you would use it to test your hypothesis from (c), and finally
- (e) conclude with your assessment of the likelihood that your policy solution would work, and recommendations for meeting that challenge with this level of risk/certainty in mind.

First draft due 9am April 15th; peer review due 9am April 22nd; final paper due by 9am May 4th.

Required Texts: (1) Torben Iversen & Francis Rosenbluth (2010) *Women, Work, & Politics*. Princeton.
(2) **Choice:** 1 novel / deep dive (*options on page 9*).

Communication: I require students to write email as a response to the first message I send to the class to ensure I receive it. I will respond to emails within 24 hours *on weekdays*. I strongly encourage students to use this syllabus, class and office hours as the primary space for asking and answering questions.

Deadlines: Unless otherwise specified, assignments must be handed in on the due date at the beginning of the day (9:00 AM). All assignments are to be individually completed unless otherwise specified. If you are struggling, let me know as early as possible. Absent prior, explicit agreement, late submissions (*with the exception of two reflection paragraphs*) will not receive credit except for documented emergencies.

MORE DETAILS ON TEXTS, ASSIGNMENTS & GRADES: pp. 9-14; POLICIES: pp. 15-16.

Course Outline

The speed at which each section will be completed depends on each class.

I. INTRODUCTION: Weeks 1-3

a. Overview: What is gender & why do we need it to understand politics? Weeks 1-2

F – (Jan 21) Introduction. No assigned readings.

M – (Jan 24) Sapiro, Virginia (1981) “When Are Interests Interesting? The Problem of Political Representation of Women,” *The American Political Science Review*, 75(3): 701-716. Link here: https://www.jstor.org/stable/1960962?seq=1#metadata_info_tab_contents

*****Note:** all classes with dates listed in bold (as here) require you to watch & respond to a mini-lecture in advance. These class days will begin as usual, but will be 20 minutes shorter to respect your time.

W – (Jan 26) Okin, Susan Moller (1989) *Justice, Gender, and the Family*,” Intro (pp. 3-24). *On Blackboard. *Review:* World Economic Forum (2021) “Global Gender Gap Report 2021,” *Key Findings & Chapter 1*, pp. 5-40. Link: <https://www.weforum.org/reports/global-gender-gap-report-2021>* *What surprises you?*

F – (Jan 28) *Movie:* “The Divine Order” (original title: “Die göttliche Ordnung”) directed by Petra Volpe (<https://www.amazon.com/Divine-Order-Marie-Leuenberger/dp/B078MJY1M2>)* OR NY Times on “The Primal Scream” (<https://www.nytimes.com/interactive/2021/02/04/parenting/working-moms-coronavirus.html>); 2021 podcast: <https://www.nytimes.com/2021/04/16/podcasts/the-daily/parenting-covid-pandemic.html> Then: share a 1-paragraph reflection on “the problem of political representation of women” based on this movie/journalism/podcast and Sapiro (1981).

b. How & when does gender translate into political (in)action? Week 3

M – (Jan 31) Htun, Mala (2005) “What it means to study gender & the state,” *Politics & Gender* 1(1): 157-66. Link here: <https://www.cambridge.org/core/journals/politics-and-gender/article/what-it-means-to-study-gender-and-the-state/2A344DC1B63C11AFDD59C19EF01245E4>

W – (Feb 2) Crenshaw, Kimberlé (1989) “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics,” *University of Chicago Legal Forum*, 1(8): 139-67. Link: <http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>

F – (Feb 4) *In class debate:* What should be the focus of activism for reducing political gender inequality: economics (poverty/class), politics (quotas/parties), or mobilization for social change? [*Roles TBA.*]

Optional background: On why culture/social change matters: Sen, Amartya (2001) “Many Faces of Gender Inequality.” *Frontline*, 18(1): 466-77. Link: <http://prof.chicanas.com/readings/SenInequality.pdf> ;

On wealth: Hager, Anslem & Hanno Hilbig (2019) “Do Inheritance Customs Affect Political & Social Inequality?” *American Journal of Political Science*, 63(4): 758-73: <https://onlinelibrary.wiley.com/doi/pdf/10.1111/ajps.12460>

On why political institutions matter: Clayton, Amanda and Pär Zetterberg (2018) “Quota Shocks: Electoral Gender Quotas and Government Spending Priorities Worldwide,” *The Journal of Politics*, 80(3): 916-932. Link: <https://www.journals.uchicago.edu/doi/abs/10.1086/697251>.

II. Rethinking the Household, or All Politics is Local, Weeks 4-8

a. Patriarchy: Origins & dynamics, Week 4

M – (Feb 7) Sanday, Peggy Reeves (1981) *Female Power and Male Dominance: On the Origins of Sexual Inequality*. NY: Cambridge University Press. Intro, Chapter 1: “Scripts for female power”, & Chapter 6: “The bases for female political and economic power and authority” (pp. 1-34, 113-134). *via BU library*.

W – (Feb 9) Iversen & Rosenbluth (2010) Chapter 2: The Structure of Patriarchy (17-54).

F – (Feb 11) *In class watch & discuss series*: “Borgen,” Season 1, Episode 5: “Men Who Love Women.”
****Deadline to choose your novel/ academic book: a deep dive into the course theme****

b. Culture, Economics & the Dynamics of Political Agency, Week 5

M – (Feb 14) Brulé, Rachel and Nikhar Gaikwad (2021) “Culture, Capital & the Gender Gap in Political Economy Preferences: Evidence from Meghalaya's Tribes.” *Journal of Politics*. * Link:

<https://www.journals.uchicago.edu/doi/abs/10.1086/711176>

W – (Feb 16) Kandiyoti, Deniz (1988) “Bargaining with Patriarchy,” *Gender & Society*, Vol. 2 (3): 274-90. Available at: <https://www.jstor.org/stable/190357>

F – (Feb 18) *Submit your documentaries by 9am, Feb 17*: What does patriarchy look like now? Where do you see bargaining? Use the model of Video Volunteers: <https://www.videovolunteers.org/>. Please **upload** a **3-minute clip** on **dynamics of patriarchy (either on resistance or support)**. **Come ready to discuss it.**

c. Negotiating the terms of power. Gender & Political Systems. Week 6

Tu – (Feb 22) Iversen and Rosenbluth (2010) Chapter 5: Political Preferences (pp. 110-133).

W – (Feb 23) Iversen & Rosenbluth (2010) Chapters 6-7: Gender & Political Careers: A Comparative Labor Market Analysis of Female Political Representation (134-61); Conclusion (162-9).

F – (Feb 25) *Discussion of expectations for reflection and research papers. (Review examples on Dropbox first)* **Partners assigned for peer editing of reflection papers. Brainstorm on reflection papers with your papers.**

d. Who benefits from the household? Gender, Race & Class. Week 7

M – (Feb 28) Michener, Jamila and Margaret Teresa Brower (2020) “What’s Policy Got to Do With It? Race, Gender and Economic Inequality in the United States,” *Daedalus*, 149(1): 100-118. Link:

https://www.amacad.org/sites/default/files/publication/downloads/Daedalus_Wi20_7_MichenerBrower.pdf

W – (Mar 2) Walker, Hannah and Marcela García-Castañón (2017) “For Love and Justice: The Mobilizing of Race, Gender, and Criminal Contact,” *Politics & Gender* 13(4): 541-68.* Link:

<https://doi.org/10.1017/S1743923X17000198>

F – (Mar 4) *Movie*: 13th directed by Ava DuVernay (Netflix: <https://www.netflix.com/title/80091741>); See: <https://www.theatlantic.com/entertainment/archive/2016/10/ava-duvernay-13th-netflix/503075/>

SPRING BREAK (5-13 March, 2022)

e. How do we get out of here? Gender, the family, & political change. Week 8

M – (Mar 14) Cheema, Ali, Sarah Khan, Shandana Khan Mohmand, Asad Liaqat (2021) “Canvassing the Gatekeepers: A Field Experiment to Increase Women’s Voter Turnout in Pakistan,” *APSR (conditionally accepted)*. * Link: https://www.khansarah.com/uploads/2/6/3/8/26387631/20210529_cgk.pdf

W – (Mar 16) Prillaman, Solédad (2021) “Strength in Numbers: How Women’s Groups Close India’s Political Gender Gap,” *American Journal of Political Science*.* Link: <https://onlinelibrary.wiley.com/doi/abs/10.1111/ajps.12651>

F – (Mar 18) *In class manifesto / collective statement writing*: Ground rules for empowering families [*Your goal: collectively craft a concrete, compelling manifesto.*]

For Background: Aurat March Lahore 2021 “Feminist Manifesto on Healthcare” (2021) Link:

https://drive.google.com/file/d/1BPQSu-4D-BVDQNKmWmH_cmZqt93Po2E97/view

#BlackLivesMatter (2017) “Healing in Action: A Toolkit for Black Lives Matter Healing Justice & Direct Action.” https://blacklivesmatter.com/wp-content/uploads/2017/10/BLM_HealinginAction-1-1.pdf

The Combahee River Collective Statement (1977) Link: <https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/>

Julian Hanna (2014) “Manifestos: A Manifesto.” *The Atlantic*. Link:

<https://www.theatlantic.com/entertainment/archive/2014/06/manifestos-a-manifesto-the-10-things-all-manifestos-need/372135/>

Self Employed Women’s Association “11 Questions.” Link: <https://www.sewa.org/sewas-11-questions/>
Signs (2017) “Feminist Resources for #TheResistance.” Link: <http://signsjournal.org/features/virtual-issues/feminist-resources-for-theresistance/>

III. Substantive Cases & Deep Dives, Weeks 9-14

M – (Mar 21) Case Studies: Introduction

Presentations on Novel & Academic Deep Dives into Key Course Themes

Novel/academic deep dive group meetings to discuss what learned, presentations by volunteers.

Discuss expectations for research papers; Q&A on reflection papers; *share papers with peers.*

W – (Mar 23) *Peer editing*: Reflection papers. *Feedback should be included via comments in google docs prior to class.*

F – (Mar 25) *Discussion of research expectations & group meetings.*

Novel & Academic Deep Dives into Key Course Themes, Continued

Choose a case to research; brief group meeting (I will reshuffle if groups are wildly uneven).

As time permits: novel/academic deep dive group meetings & presentations by volunteers.

FINAL REFLECTION PAPER DUE BY 9AM FRIDAY, MARCH 25th.

a. Religion – Solidarity, Identity & Political Power, Week 10

M – (Mar 28) Blaydes, Lisa and Drew Linzer (2008) “The Political Economy of Women’s Support for Fundamentalist Islam,” *World Politics*, 60(4) 576-609.* Link:

<https://blaydes.people.stanford.edu/sites/g/files/sbiybj1961/f/women.pdf>

[*To compensate for our move to full classes on mini-lecture days, we will not have class today. Please bring notecards Wed.]

W – (Mar 30) *Presentation* Religion – Contemporary Developments & Dilemmas Re: Gender & Politics

Presentation by “Religion” group. Class discussion of related contemporary challenges.

RELIGION QUESTIONS DUE BY 9AM

F – (Apr 1) *Workshop: locating, understanding, and leveraging data.*

b. Property & Power, Week 11

M – (Apr 4) Brulé, Rachel (2020) “Reform, Representation and Resistance: The Politics of Property Rights’ Enforcement,” *Journal of Politics*, 82(4).* Link: <https://doi.org/10.1086/708645>

W – (Apr 6) *Presentation Property & Power – Contemporary Dev. & Dilemmas Re: Gender & Politics*
Presentation by “Property” group.
Class discussion of contemporary issues on property/economic autonomy and political power.
PROPERTY QUESTIONS DUE BY 9AM

F – (Apr 8) *Peer editing: Share and discuss outlines of research papers in peer groups; option for full-group workshop.*

c. Social (Re)Production, Week 12

M – (Apr 11) Folbre, Nancy (1983) “Of Patriarchy Born: The Political Economy of Fertility Decisions,” *Feminist Studies*, 9(2): 261-284. Link: <https://www.jstor.org/stable/pdf/3177490.pdf>
*In class discussion about research paper progress: group presentations of hypotheses.

W – (Apr 13) Teele, Dawn Langan, Joshua Kalla and Frances Rosenbluth (2018) “The Ties that Double Bind: Social Roles and Women’s Underrepresentation in Politics,” *American Political Science Review*, 112(3): 525-41.* Link: <https://doi.org/10.1017/S0003055418000217>

Presentation Social (Re)Production – Contemporary Developments & Dilemmas On Gender & Politics
Presentation by “Social (Re)Production” group.
Class discussion of contemporary modes of social (re)production and debates around them.
SOCIAL (RE)PRODUCTION QUESTIONS DUE BY 9AM

F – (Apr 15) **WORKSHOP:** *drafting research papers. Expectations for peer review.*

d. Women’s Representation & Political Agency, Week 13

M – (Apr 18) **No class (Patriot’s Day).**

W – (Apr 20) Mansbridge, Jane (1999) “Should Blacks Represent Blacks and Women Represent Women? A Contingent ‘Yes’,” *Journal of Politics*, Vol. 61(3): 638-57. Link: <https://www.journals.uchicago.edu/doi/abs/10.2307/2647821>

Optional Background: Fiona Mackay (2017) “Jane Mansbridge – a quietly dangerous woman,” Interview on March 8, 2017 at: <http://dangerouswomenproject.org/2017/03/08/4863/>

RESEARCH PAPER DRAFTS DUE (POSTED) BY 9AM TODAY
NOTE: PEER REVIEW WILL BE DUE BY 9AM FRIDAY, APRIL 22nd.

F – (Apr 22) Goyal, Tanushree (2021) “How Women Mobilize Women into Politics: A Natural *Presentation Women’s Representation & Political Agency – Contemporary Developments & Dilemmas*
Presentation by “Women’s Representation & Political Agency” group.
Class discussion of contemporary issues around women’s representation & political agency.

WOMEN’S REPRESENTATION & POLITICAL AGENCY QUESTIONS DUE BY 9AM
PEER REVIEW FOR ALL PEERS DUE BY 9AM TODAY.

e. Women’s Mobilization for Change & Dynamics, Week 14

M – (Apr 25) Moghadam, Valentine M. (2018) “Feminism and the Future of Revolutions.” *Socialism and Democracy*, Vol. 32(1): 31-53. Available at: <https://doi.org/10.1080/08854300.2018.1461749>

& Audre Lorde (1979) “The Masters Tools Will Never Dismantle The Master’s House,” pp. 39-43, *The Selected Works of Audre Lorde*, Edited by Roxane Gay (2020) NY: WW Norton. Link: <https://wnorton.com/books/the-selected-works-of-audre-lorde>

Presentation Women's Mobilization for Change – Contemporary Developments & Dilemmas

Presentation by “Women's Mobilization for Change” group.

Class discussion of contemporary women's mobilization for change & challenges.

WOMEN'S MOBILIZATION FOR CHANGE QUESTIONS DUE BY 9AM

W – (Apr 27) Titan M. Alon, Matthias Doepke, Jane Olmstead-Rumsey, Michèle Tertilt (2020) “The Impact of Covid-19 on Gender Equality,” *NBER Working Paper 26947*, April 2020 version.* Link: https://www.genderportal.eu/sites/default/files/resource_pool/w26947.pdf

& bell hooks (2001) *all about love*. Chapter 6 (“Values: Living by a Love Ethic”, pp. 86-101). I encourage students to read the entire second half of the book (Chapters 7-13, pp. 102-237). *Via BU library*.

F– (Apr 29) *Policy debate*: What should we be doing to build social resilience & gender equality in the face of COVID-19 – at BU? In Boston? In the US? Globally? What policy successes vs. failures right now?

SO Where do we go from here? Week 15

M – (May 2) *Policy change workshop*: Make a concrete agenda, plan which representatives to contact, what to say. *Call!*

W – (May 4) Conclusions: What have we learned about gender and global politics? Is equality possible?

Anne Marie Slaughter (2012) “Why Women Still Can't Have It All,” *The Atlantic*, July/August:

<https://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

Amia Srinivasan (2021) “Who Lost the Sex Wars?” *The New Yorker*, 6 September:

<https://www.newyorker.com/magazine/2021/09/13/who-lost-the-sex-wars>

Optional Background: On Leaning in: Jennifer Piscopo (2019) “The limits of leaning in: ambition, recruitment, and candidate training in comparative perspective,” *Politics, Groups, and Identities*, 7(4): 817-28.

On masculinity: Van Jackson (2020) “The Liberal Internationalist Origins of Right-Wing Insurrection,”

Inkstick. Link: <https://inkstickmedia.com/the-liberal-internationalist-origins-of-right-wing-insurrection/>

On the politics of sex: Amia Srinivasan (2021) *The Right to Sex: Feminism in the 21st Century*. FSG: NY.

Research paper is due by 9am on May 4th (the last day of class). No exceptions.

REQUIRED TEXTS

1) Torben Iversen and Francis Rosenbluth (2010) *Women, Work, and Politics: The Political Economy of Gender Inequality*. Yale University Press. <https://yalebooks.yale.edu/book/9780300171341/women-work-and-politics>

2) **One** of the following nine books (in novel/academic) investigating a core theme (**your choice**):

1) Rachel Brulé (2020) *Women, Power, and Property: The Paradox of Laws for Gender Equality in India*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781108869287>

“In this powerful and subtle book, Rachel Brulé combs through an array of micro-level data for clues regarding the causes of and obstacles to gender inequality in India. One of her most stunning findings is that femicide actually increases when gender-equal inheritance laws are enforced—unless families are freed from the expectation that a daughter’s property is forfeited to in-laws upon marriage. This book is a triumph of social science and a model for empirical scholarship on gender.” (Frances McCall Rosenbluth, *Yale University*)

2) Brittney Cooper (2018) *Eloquent Rage: A Black Feminist Discovers her Superpower*. NY: Picador. <https://us.macmillan.com/books/9781250112576>

Author and professor ... Brittney Cooper uses her own experience to talk about the power of black female rage and how it can drive revolution and change the world. “[Eloquent Rage] is distinct both for its telling as the author’s own journey and for its—yes—eloquent personal voice, which, between her erudition (she is a professor at Rutgers) and her command of vernacular, is funny, wrenching, pithy, and pointed.” (Rebecca Solnit, *The New Republic*)

3) Mala Htun and S. Laurel Weldon (2018) *The Logics of Gender Justice: State Action on Women’s Rights Around the World*. Cambridge: Cambridge University Press.

<https://www.cambridge.org/us/academic/subjects/politics-international-relations/comparative-politics/logics-gender-justice-state-action-womens-rights-around-world?format=AR>

“In this exciting new book, Htun and Weldon break new ground not only by showing the profound variations across gender equality policies and their different logics, but by providing a compelling typology and framework for analyzing continuity and change in each type of policy. With its rich theoretical grounding, and breathtaking global scope, *The Logics of Gender Justice* is set to change the field of feminist public policy for years to come – a must-read for scholars and students interested in gender equality policies and for activists and practitioners looking for insights into [political dynamics].” (Shahra Razavi, *Chief of Research & Data Section, UN Women*)

4) Miriam Toews (2019) *Women Talking*. New York: Bloomsbury Publishing.

<https://www.bloomsbury.com/us/women-talking-9781635572599/>

“A feminist manifesto that delicately unwraps the horror, but also bubbles with the love and wry humor that has endeared Toews to her readers... she has never written with such heartbreak, or taken such sure aim at fundamentalism and its hypocrisies, as she does [here]...Did I mention the book is funny? Wickedly so, with Toews’s brand of seditious wit” (The New York Times)

“Women Talking is an eloquent exploration of how a group mind coalesces — as a kind of vision that comes in fits and starts, arguments and digression — to finally arrive at a decision. Or, read another way, it’s a compelling examination of the opposing voices in our own heads as we wrestle with impossible choices between the known and the unknown. What’s most compelling [is] how it shows real people struggling through the aftermath of devastating violence. Grounded in a religious culture where suffering and obedience are an expectation, these women grapple with uneasy answers to what’s best for themselves and their children.

Women Talking is the quiet, startling story of coming to terms with how, or if, we save ourselves.” (Steve Mitchell, *Scuppernong Books, Greensboro*)

- 5) Christopher F. Karpowitz and Tali Mendelberg (2014) *The Silent Sex: Gender, Deliberation & Institutions*. Princeton: Princeton University Press.
<https://ebookcentral.proquest.com/lib/bu/detail.action?docID=1689374>
“... a revolutionary book. Women must not only be equally represented in our society; they must be equally heard and responded to. Karpowitz and Mendelberg demonstrate that presence and voice are not the same thing, with critical consequences for our politics and society. Even more important, they show us what to do about it. This book will make a difference.” (Anne-Marie Slaughter, President & CEO of *New America Foundation*)
- 6) Ismail Fahd Ismail (2019) *The Old Woman and the River*. Translated by Sophia Vasalou. Interlink Books: Northampton, Massachusetts.
“As the war between Iran and Iraq gathers steam in 1980, military orders arrive at the village of Sabiliyat requesting the immediate evacuation of all civilians. Old Um Qasem and her family pack up their belongings, round up their donkeys, and begin the journey north to find temporary refuge in Najaf... The story that follows is a story about the life-giving powers of women; it is also a story about hope and the possibilities of the human spirit even in the bleakest settings. (Sophia Vasalou, *University of Birmingham*)
- 7) Raka Ray (1999) *Fields of Protest: Women's Movements in India*. Kali for Women: Delhi, India.
<https://ebookcentral.proquest.com/lib/bu/detail.action?docID=310444>
“Raka Ray provides a rich and riveting account of how women's organizations and feminist identities are actively formed in specific local struggles. Her approach offers a model for comparative political analysis that can readily be extended to other countries and different social movements. Ray relates protest politics and conventional political activities in a way that is both novel and convincing.” (Myra Marx Ferree, *University of Connecticut*)
- 8) Kimberly Kay Hoang (2015) *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. University of California Press: Berkeley, CA.
<https://www.ucpress.edu/book/9780520275577/dealing-in-desire>
“This extraordinary work is pathbreaking, substantively, theoretically, and methodologically. It powerfully explores the socially co-constitutive and critical cultural role of Vietnam's multi-tiered sex industry in its burgeoning global economic sector. Hoang simultaneously dissects competing hierarchies of race, gender, and nation in the pursuit of multinational deals and masculine desires. It upends traditional trafficking studies of Asian sex workers as victims, presenting them instead as shrewd entrepreneurs and creative agents of their own lives. A methodological tour de force. Malinowskian in scope, depth, daring, and technical virtuosity, this will remain the standard by which sociological fieldwork in other societies will be judged for years to come.” (Orlando Patterson, *Harvard University*)
- 9) Swetha Ballakrishnen (2021) *Accidental Feminism: Gender Parity and Selective Mobility among India's Professional Elite*. Princeton University Press: Princeton, NJ.
<https://press.princeton.edu/books/paperback/9780691182537/accidental-feminism>
“This is an extraordinarily eloquent analysis of an understudied dynamic: what accounts for progress on pervasive gender inequalities. Ballakrishnen explains why Indian female lawyers in elite firms have achieved more professional success than peers in other fields and countries, including the United States, and offers invaluable insights into the structural conditions that promote gender equity for professional women.” (Deborah L. Rhode, *Stanford Law School*)

ASSIGNMENT DETAILS & EXPECTATIONS

Formatting: All assignments should be double-spaced in Times New Roman size 12 font with a one-inch margin on all sides. Use Chicago Style footnote citations for primary and secondary sources (guidelines: https://www.chicagomanualofstyle.org/tools_citationguide.html).

Discussion Leadership Assignment: Details

Each student will be assigned to a group focusing on one of the following substantive challenges to achieving gender equality: *religion, property & power, social (re)production, women's representation and political agency, or women's mobilization for change*. Students will meet with several other members of the class in groups based on the substantive issue, and present joint analysis and conclusions. This will include creation of short questions covering controversies about the political economy of gender with a careful answer key, which groups will send me. *Do not* share these with classmates, as we will utilize the questions to test as well as deepen class comprehension. The questions that spark the most thoughtful engagement will yield extra credit for all group members.

- Create a group presentation to begin 30 minutes of class on which you sign up, and
- Lead an engaged, reflective class discussion for the remainder (24 March-21 April, 2021)
- Your goal is to synthesize knowledge on the major substantive challenge to achieving gender equality you were assigned (religion, property & power, social (re)production, women's representation and political agency, or women's mobilization for change), with a particular eye to overarching themes and tensions, engage your classmates in a lively and critical debate about the "big picture" challenge's roots, scope, and the successes, failures and appropriateness of policy solutions taken thus far.

- To do so, you may launch the class with a presentation that includes the following elements:
 - A brief, three-to-five minute summary of what you consider core strengths, weaknesses, and/or tensions from the week's assigned readings, in your own words, potentially with visuals.
 - A ten-to-fifteen minute overview of the main points you gathered from additional readings beyond those assigned; this should first introduce the main question from the given reading(s), then explain the theory/alternative theories tested, the material used, the conclusions reached, how convincing you find these conclusions to be, and how this fits with other readings/themes already discussed in the class.
 - A core set of questions designed to critically analyze the readings and larger themes. Feel free to draw from other students' questions or responses to begin this section of the presentation. Estimate roughly ten-to-fifteen minutes for this component of the project
 - Consider using props such as relevant video clips, games or group activities that you have designed, or a compelling image to prompt thought-provoking discussion. Note you will be evaluated for content, creativity, and pedagogy. These should be introduced briefly to explain their relevance/your motivation for choosing them, and you should leave adequate time after viewing the clip/conducting the game/etc. to debrief, investigate student experiences, and synthesize their reflections with the bigger theme.
 - Conclude by helping students understand the "big picture" about this challenge's importance & likelihood of resolution/expansion in the future (along with your logic).

Discussion Leadership Expectations

Clear & concise discussion structure	
Articulate explanation of Assigned Reading(s)	
Accurate overview: Additional Readings' Arguments	
Synthesis: explains how conclusions fit with other readings	
Communication: actively engages students	
Raises important questions	
Moderates discussion of questions well	
Creative use of media to make theories concrete	
Fosters student insights throughout discussion	
Supports other group members' learning	
Provides extra work (ex. review) to promote collaborative outcomes	

*** *Group members are expected to contribute equally.*

Reflection Paper: Assignment Expectations

Choose ONE book from the list of seven possible required books investigating a core course theme:

- Write a three-page paper, double-spaced in Times New Roman size 12 font with a one-inch margin on all sides. Use Chicago Style footnote citations for primary and secondary sources. On proper citation format, see: http://www.chicagomanualofstyle.org/tools_citationguide.html
- Reflect on what you learned about gender and politics from the reading. Consider what you now understand better about the nature of gender, its relevance and role in structuring and mediating politics – through the formal domain of the state as well as the informal domain of the “family” as well as social and economic relations more generally in public and private life, and how gender as a framework of “power” and “dominance” helps us understand the overarching systems of power are collectively organized, negotiated, and dismantled.
- Consider the tension between the development of (a) individual consciousness and (b) collective political identity, agendas, and mobilization. This may be either in relation to the systemic dynamics of the relevant substantive topic at the heart of the book you choose, or more generally how the collective consciousness/structure of society as a whole.
- Note: you are required to share your paper with a peer for their review, and to review your peer’s paper as well. To make this possible, it is imperative that you share your complete paper with your peer in a timely manner by the deadline on the syllabus (by Monday, March 21st). Please use the rubric below to assess your peer’s work, and provide at least 2 clarifying sentences explaining your logic and/or providing concrete suggestions about areas for improvement or positive models in one part of the paper that can help guide revisions in another part of the paper. You will also be graded based on how thoughtfully you complete this peer review.

Expectations for Peer-reviewed Drafts

Clear & concise explanation of book’s core question/tension	(~3/4 of a page)
Articulate relationship of book to central course theme	(~1 page)
Explain how theory from the course helps explain how the tension between individual consciousness & collective political identity/attitudes/beliefs/action is negotiated	(~3/4 of a page)
Identify unresolved challenges/theory for gender & politics	(~1/2 of a page)
Appropriate formatting, in text citations & bibliography	(~ 1 page bibl. appendix)

Overall Peer Assessment – main strengths and weaknesses of Reflection Paper?

Expectations for Final Reflection Paper

Clear & concise explanation of book's core question/tension	(~3/4 of a page)
Articulate relationship of book to central course theme	(~1 page)
Explain how theory from the course helps explain how the tension between individual consciousness & collective political identity/attitudes/beliefs/action is negotiated	(~3/4 of a page)
Identify unresolved challenges/theory for gender & politics	3 points (~1/2 of a page)
Appropriate formatting, in text citations & bibliography	(~ 1 pg bibl. appendix)
Thoughtful, concrete, constructive responses to peer reviews	

Research Paper : Assignment Expectations

Choose one substantive issue to study, based on your substantive challenges presentation (that is, on either *religion, property & power, social (re)production, women's representation and political agency, or women's mobilization for change*). Select one paper (see bold stars on syllabus) assigned in weeks 4-14. Read it carefully, and then write a ten-page paper (not counting a separate cover page and bibliography) which is double-spaced in Times New Roman size 12 font with a one-inch margin on all sides. Use Chicago Style footnote citations for primary and secondary sources. On proper citation format, see: http://www.chicagomanualofstyle.org/tools_citationguide.html. In it, answer the questions:

- What is the single greatest challenges that substantive issue poses to achieving gender equality in global politics? Why?
- How does the assigned paper you chose address this challenge's origin and remedy?
- What else should be done (ex. policy changes or other relevant interventions) to resolve the challenge? Explain why and how, using logic from assigned readings and class discussions.

The structure of the paper should be as follows:

- 1) First, in your own words summarize how this paper addresses the relevant substantive challenge (introduce the relevant substantive challenge and explain its importance for achieving equality, then summarize how the main theory, argument, and evidence address the given challenge), then
- 2) Identify (i) a gap in the paper's analytic framework or opportunity to extend the (ii) theory or (iii) analysis, in order to develop policy that better ameliorates the substantive challenge,
- 3) Develop a testable hypothesis about a policy that could help fill this gap/opportunity to better address the relevant substantive challenge,
- 4) Locate data, either using the paper's dataset or another source, and explain how you would use it to test your hypothesis from (c), and finally
- 5) Conclude with your assessment of the likelihood that your policy solution would work, and recommendations for meeting that challenge with this level of risk/certainty in mind.

Expectations for Research Paper

Clear & accurate summary of substantive challenge	(~2 pages)
Identified appropriate gap/area for theory/analytic extension	(~1 page)
Concrete testable hypothesis relevant to fill gap/etc.	(~1 page)
Articulate, appropriate process outlined to test hypothesis	(~3 pages)
Assessment of policy success well-informed by theory	(~ 2 pages)
Identification of what else should be done well-informed by prior empirical evidence of prior policy success and failures	(~ 1 page)
Addressed peer review comments to improve paper	(*quality not quantity)
Appropriate formatting, in text citations & bibliography	(1-2 page bibliography)

ASSESSMENT Your final grade at the end of the semester will be based on the number of assignments you complete, and the quality of your engagement and support for your peer community's learning.

Letter Grade	Assignments Achieved
D	<ul style="list-style-type: none">• 12 critical analysis paragraphs, minimal participation• Group presentation
C	<ul style="list-style-type: none">• 13 critical analysis paragraphs, minimal participation• Group presentation• Reflection paper (basic)• Basic feedback on peer's reflection paper
B-	<ul style="list-style-type: none">• 14 critical analysis paragraphs, consistent participation• Group presentation• Reflection paper (basic)• Constructive review for peer's reflection paper• Research paper (basic) with limited reviews (some peers)
B	<ul style="list-style-type: none">• 15 critical analysis paragraphs, consistent participation• Group presentation• Reflection paper (basic)• Constructive review for peer's reflection paper• Constructive peer review for research paper (all peers)• Research paper (basic)
B+	<ul style="list-style-type: none">• 15 critical analysis paragraphs, thoughtful participation• Group presentation• Reflection paper (nuanced reflection)• Constructive review for peer's reflection paper• Constructive peer review for research paper (all peers)• Research paper (basic)
A-	<ul style="list-style-type: none">• 15 critical analysis paragraphs, excellent participation• Group presentation• Reflection paper (exemplary, nuanced reflection)• Constructive review for peer's reflection paper• Constructive peer review for research paper (all peers)• Research paper (some nuance)
A	<ul style="list-style-type: none">• 15 critical analysis paragraphs, excellent participation• Group presentation• Reflection paper (exemplary, nuanced reflection)• Constructive review for peer's reflection paper• Constructive peer review for research paper (all peers)• Research paper (exemplary nuance throughout)

UNIVERSITY & PERSONAL POLICIES

Office Hours and Email

I invite students to come to office hours regularly. Come when you can. I expect a minimum of *one* office hour appointment (*scheduled via Calendly*) with each student. I guarantee that students will enjoy this class more and learn more if they come often. No questions are too basic for office hours. Students may arrange to come to office hours in small groups, especially for collaborative research.

I require students to write email as a response to the first message I send to the class to ensure I receive them. I will respond to emails within 24 hours *on weekdays*. Emails received on the weekend will not receive a response until Monday, and weekday emails will often receive a response the following weekday. Please plan accordingly. I strongly encourage students to use this syllabus and our course notes as a resource for questions. Please make sure your question cannot be answered this way before sending email. I also recommend class and office hours as the primary space for asking and answering questions.

COVID-19 Compliance Protocol

Adherence to BU guidelines on COVID-19 including wearing a mask is a condition of attending class in person. If one or more students are not wearing a face covering, class will be stopped until the student(s) return to wearing masks. Student(s) will be asked to leave if they fail to adjust their behavior.

Digital Conduct Code

Misuse of classroom video and recording can violate the Academic Conduct Code, the Student Conduct Code (<https://www.bu.edu/dos/policies/student-responsibilities/>), the Policy on Computer Ethics (<http://www.bu.edu/policies/conditions-of-use-policy-computing-ethics/>), and in some cases Massachusetts state law. Expectations for behavior are based on simple principles of privacy and mutual respect by which all students must abide. Expectations for digital conduct include (not restricted to):

- Students may not record class sessions without permission.
- Students may not share recordings made by the instructor or others with anyone who is not enrolled in the class.
- Students may not share other students' personal information that is revealed in class.
- Harassment of fellow students is strictly forbidden.

If you have questions as to whether a particular action conforms with or violates these expectations, please consult with the instructor.

Academic Integrity

All Boston University students are expected to maintain the highest standards of academic honesty and integrity. It is the responsibility of every student to be aware of the university's Academic Conduct Code's contents and to abide by its provisions. Plagiarism and academic dishonesty of any kind will not be tolerated. For additional information, please refer to the complete Academic Conduct Code and the BU CAS Policies and Procedures using the links below.

<https://www.bu.edu/academics/policies/academic-conduct-code/>
<https://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/>

The work you submit must be your own, with clear and accurate citations for the source of any quotations, data, or ideas. Collaboration among students on assignments is allowed if explicitly required.

Disabilities

Boston University is committed to providing equal access to our coursework and programs to all students, including those with disabilities. In order to be sure that accommodations can be made in time

for all exams and assignments, please plan to turn in your accommodations letter as soon as possible after the first class to the instructor [or Head TA for multi-section classes]. After you turn in your letter, please meet with me to discuss the plan for accommodations so that we can be sure that they are adequate and you are supported in your learning. If you have further questions or need additional support, please contact the Office of Disability Services (access@bu.edu). For more details, see: <https://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/>

Land Acknowledgement

We acknowledge that the territory on which Boston University stands is that of The Wampanoag and The Massachusett People. Our classroom and BU's campus should be places to honor and respect the history and continued efforts of the Native and Indigenous community leaders which make up Eastern Massachusetts and the surrounding region. We must acknowledge the history that brought us to reside on the land, and to help us seek understanding of our place within that history. Ownership of land is itself a colonial concept; many tribes had seasonal relationships with the land we currently inhabit. Today, Boston is still home to indigenous peoples, including the Mashpee Wampanoag and Wampanoag Tribe of Gay Head (Aquinnah). For more information, please visit the [North American Indian Center of Boston](#) and the [Commission on Indian Affairs of the State of Massachusetts](#).