

**PSCI 3920: Gender and Global Politics**  
Dr. Neathery-Castro ([jneathery@mail.unomaha.edu](mailto:jneathery@mail.unomaha.edu))  
ASH 378 5:30-7:10 M/W

My Office Hours: M/W 4:30-5:30 pm , or by appointment

University of Nebraska at Omaha

ASH 275, 554-3611

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Course Overview

This course examines to what extent women participate in the decisions that shape the political and economic world and the goals of women in politics. While an existing course at UNO looks exclusively at female political participation in the United States, this course connects gender politics to both comparative and international relations literatures. We will examine gender's impact on political interests and how foreign domestic and international institutions shape policy results in differential ways for the genders.

A constant theme of the course, and its clear connection to service learning, will be the emphasis on critically assessing the role of women in political society and collectively defining and strategizing toward gender equality within the constraints of international political cultures and institutions.

This semester, we will work with the Southern Sudanese Community Association (SSCA), a volunteer agency that serves refugees from south Sudan. Serving an Omaha community of about 2500 refugees, the SSCA offers several services to the refugees who have fled the civil war-torn Sudan. Many refugees have spent up to 20 years living in UN refugee camps prior to their settlement in Omaha. We will assist with tutoring and mentoring young women in the Omaha Public Schools.

Please be aware that this is a service-learning course, and you will be expected to spend about 2 hours per week in service activities outside of class.

Course Objectives

1. to critically identify the political problems and opportunities women face within their own countries and in the global arena
2. to respectfully examine and evaluate government policies on gender issues
3. to promote creative strategies for reducing bias on the basis of gender, race, ethnicity, class, and sexual orientation
4. to foster collaborative learning and understanding between learners
5. to advance learner leadership skills
6. to connect theory and case study to real-life situations, promoting cognizance of the interrelatedness between personal experience and broader social realities.

Evaluation

The student's final grade will be based on the following:

3 reaction papers	45%
Quizzes on readings	10%
Service-Learning Journal	30%
<u>Attendance/discussion</u>	<u>15%</u>
	100%

Grading scale:	98-100 A+	88-89 B+	78-79 C+	68-69 D+	below 60 F
	90-97 A	80-88 B	70-77 C	60-67 D	

Key to text abbreviations

Hale                   Hale, Sondra, 1997. *Gender Politics in Sudan: Islamism, Socialism, and the State*. Boulder: Westview Press.

Staudt                Staudt, Kathleen, 1998. *Policy, Politics & Gender*. Kumarian Press.

Hutchinson         Hutchinson, Sharon. 1996. *Nuer Dilemmas*. Los Angeles: University of California Press.

P&R                 Peterson, V. Spike and Anne Sisson Runyan. 1999. *Global Gender Issues*, 2<sup>nd</sup> edition. Boulder: Westview Press.

Schedule of readings/assignments: (I reserve the right to modify this syllabus, if necessary)

Week 1 - 1/8, 1/10

Introduction, service info.

Redefining politics?

- no readings, intro and lecture “Redefining Politics”,
- P&R: ch. 1 “Introduction: The Gender of World Politics”
- P&R: ch. 2 Gender as a Lens on World Politics

Week 2 - 1/15, 1/17

Gender and Power

Class cancelled – Martin Luther King, Jr. holiday

- Staudt: ch. 1 “Beginning Reflections on Language, Power and Ethics”
- P&R: ch. 3 “Gendered Divisions of Power”

Week 3 - 1/22, 1/24

The Case of Sudan

- readings TBA (Sudan handout will be given to you)
- Hale: ch. 2 “Locating Sudanese Women’s Studies”

Week 4 - 1/29, 1/31

The Case of Sudan

- Hutchinson: ch. 3 “Guns, Warfare and the State: New Contexts of Power, Violence, and Leadership”
- Hutchinson: ch. 4 “Cattle over Blood: the Changing
- Symbolism of Gender, Marriage, and Filiation”

Week 5 – 2/5, 2/7

Gender and Education

- Hale: ch. 4 “Women in Contemporary Northern Sudan”
- Staudt: ch. 4 “Education for Life and Capacitation”

Week 6 -2/12, 2/14

Gender and Development

- Staudt: ch. 5 “Women’s Work: Central to Economies
- Staudt: ch. 6 “Population, Overconsumption and Reproductive Health”

Week 7 – 2/19, 2/21

Gender, Violence, and Peace vs. War

- P&R: ch. 4 “Gendered Divisions of Violence, Labor and Resources
- Staudt: ch. 7: Public Safety, Peace, and Violence against Women

Week 8 – 2/26, 2/28

Gender, International Movements, and International Organizations

- Staudt: ch. 2 “Postwar Development: International Institutions Marginalize Women”
- P&R: ch. 5 “The Politics of Resistance”

Week 9 – 3/5, 3/7

Institutional Strategies for Change

- Staudt ch. 8 “Bringing Politics Back In”
- Staudt ch. 9 “Institutional Strategies: Analyzing Political Contexts”

Week 10 – 3/12, 3/14

Work on journals at home

Spring Break – no classes

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Week 11 – 3/19, 3/21

Wrap up and conclusions

- P&R: ch. 6 “Ungendering World Politics
- Staudt ch. 10 “Engaging and Changing the Political Mainstream

#### On Written Work:

Be sure to follow an accepted bibliographic form to cite all of your sources, either MLA or APA style. Here are a few simple rules about quotations, paraphrases, and plagiarism.

1. "When you copy the words of another, put those words inside quotation marks, and acknowledge the source with a footnote."
2. "When you paraphrase another's words, use your own words and your own sentence structure, and be sure to use a footnote giving the source of the idea."
3. A plagiarist often merely changes a few words or simply rearranges the words in the source.

Source: *Harbrace College Handbook*, p. 407.

#### Reaction Papers (each worth 15% of course grade)

Reaction papers should be typed, double-spaced and about 3-5 pages in length. Please be thoughtful in these papers, drawing upon readings, class discussion, and your own ideas. They may be e-mailed to me (as a Word attachment).

##### Reaction Paper #1 – Gendered Visions of the World? Due 1/24 at the beginning of class

How does your gender shape the way you perceive the world? Can you separate your ideology from your gender? How are your political views influenced by your gender?

##### Reaction Paper #2 – War and Gender - Due 2/26 at the beginning of class

Is war a masculine enterprise? What role should women play in international conflict? In state or international military organizations? Who should make these decisions?

##### Reaction Paper #3 – International Agenda on Gender - Due 3/7 at the beginning of class

Suppose you were convening a conference on international gender issues. What would you focus the conference on? Who would you invite? What would you hope to accomplish?

#### Service Learning Journal (30% of course grade)

This is basically a log of your service activity and your reaction to it. You should have an entry each week, once we start the service work. Record the time you spent in the field -- both activities and your ongoing thoughts. I will collect these journals a couple of times during the semester, then at the end of the course. I should be able to get a sense of your experiences in the field by reading this journal.

Before you turn it in at the end of the semester, please include a final entry where you summarize both your experiences and your reaction to the entire experience. It should be written in an informal, journalist style – as if you were telling me about your experiences. This should be both a literal and impressionistic account of your experiences working with the community. I won't be grading you on some preconceived idea that I have about what you should say. Rather, grades will be based on your completeness and thoughtfulness.