

College of Arts & Sciences

Political Science

**Global Gender Politics POL 2096 Online**

**Dr. Anne Sisson Runyan**

**Spring 2017**

**January 9-April 23**

**Professor**

# Dr. Anne Sisson Runyan

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Office hours (mostly optional) by WebEx (instructions on Blackboard/Coursesites and weekly email prompts provided) or Skype: Wednesdays. Noon-1pm (7-8pm Cairo time) and by appointment (virtual or in person)

**Syllabus**

Program Name**: Political Science**

Course Title: **Global Gender Politics**

**Course Number: POL 2096 Semester**: **Spring 2017**

## Course Description

In this online Political Science undergraduate course, we will consider why it matters to take women and gender issues seriously in global politics and the field of International Relations (IR); how global governance, security, and political economy--and the current crises of representation, insecurity, and sustainability they have engendered--are analyzed through gender and intersectional lenses, and how women and other less powerful and visible actors on the world stage organize transnationally in resistance to world politics-as-usual.. Through readings, videos, discussions, and other assignments, we will address such questions as:

How does taking women and gender seriously in global politics change how we view global problems and solutions? How are dominant approaches to global governance, global security, and global political economy gendered? What is the power of gender as a power relation? How are global gendered divisions of power, violence, labor, and resources productive of the global crises of representation, insecurity, and sustainability? What are global gender issues? How do women, men, and non-normative genders experience “global” gender issues differently in different parts of the world and depending upon their nationality, race and ethnicity, class, and sexuality? How do women and/or feminists organize transnationally for gender, social, political, economic, and ecological justice? If the personal is political and international, how would you change the world as if gender and other relations of inequality mattered?

A special feature of the course is that some students at Future University of Egypt (in Cairo) will be partaking in it concurrently through an open source Blackboard-like platform called Coursesites. UC and FUE students will use this site together for discussion forums. Another special opportunity in this course is to contribute ideas for revising one of the texts in this course, *Global Gender Issues* (to be retitled *Global Gender Politics*) for a 5th edition. The class will be acknowledged in the new edition for its input!

**Course Credits: 3**

**Textbooks** (available in UC/Dubois bookstores and through Amazon as paperbacks or ebooks)

**Required:**

Runyan, Anne Sisson and V. Spike Peterson. 2014. *Global Gender Issues in the New Millennium, 4th Edition*. Boulder, CO: Westview Press. (ebook available through UC library; arranged online copy for FUE students)

Shepherd, Laura J. ed. 2015. *Gender Matters in Global Politics, 2nd Edition*. London: Routledge.(personal paperback will be on reserve in UC library by Week 2; arranged select online chapters for FUE students)

**Additional Resources: (provided on Blackboard/Coursesites)**

Enloe, Cynthia. 2013. Chapters 1 and 8 in *Seriously! Investigating Crashes and Crises as If Women Mattered*. Berkeley: University of California Press.

Enloe, Cynthia. 2014. Chapter 9 in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics, 2nd Edition.* Berkeley: University of California Press.

## Course Objectives:

**Students who complete this course will:**

Understand the landscape of feminist international relations thought

* Challenge gender-blind approaches to global politics
* Identify the relationship between global crises and global gender(ed) divisions
* Complicate understandings of global politics through gender lenses that reveal the power of gender to order the world
* Critically engage with readings through responses to key course questions

Know an array of gender analyses of global political processes

* Compare women’s roles in governance around the world
* Analyze the gendered nature and effects of war and peace
* Evaluate the gendered nature and effects of the global political economy
* Collaborate, including internationally, through online discussions

Appreciate that the international is personal and the personal is international

* Understand transnational feminist resistances to world politics-as-usual
* Contribute to revising a global gender politics text
* Recognize the necessity and complexity of the taking women and gender issues seriously in global politics

## Learning Activities

A variety of learning activities are designed to support the course objectives, facilitate different learning styles, and build a community of learners. Learning activities for the modules include the following:

1. Reading textbook assignments
2. Reading other articles as assigned
3. Viewing and/or listening to PowerPoint lectures and videos

4. Participating in discussions by responding to assigned topics/questions and replying to comments posted by other students

5. Completing a writing assignment to contribute to revising a textbook

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## Grading Policy

**Method for Calculation of Course Grade**

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| --- | --- | --- | --- | --- | --- |
| **Assignment** | **Week/Module One** | **Module Two** | **Module Three** |  | **Total**  **Points** |
| **Participation in Discussion Board Forums** | 25 | 30 | 10 |  | **65** |
| **Written Assignment** |  |  | 35 |  | **35** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Total Points** | **25** | **30** | **45** |  | **100** |

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## Grading Scale

Grading (points/percentages) will follow the University schema: 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-; below 60 = F

**General Grading Rubrics for Submitted Work**

A work: follows assignment instructions well and creatively, uses key and compelling course content to show mastery of it in exploring and organizing ideas, uses language that is clear, fluid, and skillful with hardly any errors

B work: mostly follows assignment instructions, uses relevant course content to develop, explore, and organize idea(s), uses clear language that conveys appropriate meaning and has few errors in language or grammar

C work: minimally responds to assignment instructions, uses some course content to convey a simple idea, uses language and grammar in ways that sometimes impedes meaning and/or contains a number of errors

D work: does not follow assignment instructions, use course content, and/or convey an idea or meaning sufficiently due to many errors

F work: does not submit assignment

**IN GENERAL, YOU SHOULD DO WELL IF WELL PREPARE FOR, PROOF, AND SUBMIT ALL ASSIGNMENTS ON TIME ACCORDING TO INSTRUCTIONS.**

**COURSE POLICIES**

An online course requires a fair amount of self-discipline to keep up, so make sure you consult your syllabus and online platform(s) and email frequently. In this course, all informed points of view will be listened to and respectfully considered. In addition to being respectful of each other in online discussions, students are also expected to keep up with and critically engage with the readings, videos, and other course materials; electronically submit completed work on time; and avoid plagiarism of any kind by appropriately documenting sources of quotations, ideas, and arguments. UC students must also complete the verification exercise in Blackboard as can affect financial aid if don’t, but has nothing to do with the course content or grading.

Assignments must be submitted by their due dates and times for full credit. Assignments submitted late will generally result in point deductions (.5 of a point per each day late with nothing accepted more than a week late) unless there is a documented medical or other emergency/serious problem (including technical ones) of which the instructor is informed of in advance of the due date/time so that adjustments can be made if warranted. PLEASE CONTACT ME IN A TIMELY WAY IF YOU ARE HAVING ANY PROBLEMS SO WE CAN WORK THEM OUT IN ORDER FOR YOU TO BE SUCCESSFUL IN THIS COURSE. In collaborative aspects of the course, it is vital that students keep up and do their fair share on time so that they are responsive to their student colleagues. All written assignments should be in text boxes/areas or in Word.

Blackboard support is offered by going to <https://canopy.uc.edu> or emailing [helpdesk@uc.edu](mailto:helpdesk@uc.edu) or calling 513-556-4357 (or 1602) with any technical questions you have or problems you might experience. You should also contact me if you are having technical, assignment, submission, health, or other course problems by email ([anne.runyan@uc.edu](mailto:anne.runyan@uc.edu) or cell in emergencies at 513-706-0125). I will respond to queries within 48 hours and will usually complete grading within a week of submission. I will advise students if I will be out of contact or delayed for any longer period. Coursesites also has a help contact given to students when they enroll and additional help provided for Coursesites by UC instructional designer at [kuyler.mccomas@uc.edu](mailto:kuyler.mccomas@uc.edu).

All are expected to abide by the University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. It is each student's responsibility to know and comply with the Student Code of Conduct, which defines behavior expected of all University of Cincinnati students and behavior considered misconduct. Sanctions and penalties are outlined. The Code of Conduct is available online at <http://www.uc.edu/conductl/Code_of_Conduct.html> Definitions of cheating, plagiarism, and penalties are in the Code of Conduct. The definition of plagiarism includes, but is not limited to: copying another student's work, copying materials without proper citation, paraphrasing without proper citation and failing to cite all sources used and/or consulted. Examples of unacceptable plagiarism can be reviewed at: <http://www.Indiana.edu/~wts/wts/plagiarism.html#original> or <http://guides.libraries.uc.edu/integrity> *In written assignments in this course, you need only put a page number in parentheses after a direct quote (in quotation marks) or a paraphrasing from one or more assigned readings you are using in your submission. If using outside sources, do also include reference(s) for such sources at end of submission as well as parenthetically cite them when quoting/paraphrasing.*

If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should contact Disability Services and me to arrange for reasonable provisions to ensure an equitable opportunity to meet all requirements of this course.

Students can get help from the Academic Writing Center by visiting <http://www.uc.edu/aess/lac/writingcenter.html> or calling 513-556-3912 to schedule an appointment or a series of appointments with a tutor. It is important to schedule in advance and not wait until the end of the semester. If, on the basis of initial assignments, I see that a student needs a writing tutor, that student will be referred to the Writing Center. Allowances will be made in grading for English as a second language, particularly for FUE students.

Sally Moffitt ([sally.moffitt@uc.edu](mailto:sally.moffitt@uc.edu)) is the UC Langsam librarian specializing in political science and gender studies resources and you can contact her about any research assistance you might need.

Finally, some topics can be difficult for sexual, gender, or other violence survivors. Do let me know via email or phone if you are finding any course material difficult in this respect to determine how best to assist you, but please be aware that teaching personnel are required to report disclosures of sexual assault to the Title IX office at 513-556-3349. Also see [www.uc.edu/titleix](http://www.uc.edu/titleix) for support services and reporting/disclosure policies at UC on sexual violence. Free and confidential counselling and mental health services are also available by calling 513-556-0648 (24 hour careline that can assist and refer you to main and satellite campus professionals).

**Course Schedule**

**January 9-April 23, 2017**

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| --- | --- | --- | --- | --- | --- |
| **Dates/Modules** | **Readings** | **Videos/ Lectures** | **Discussions** | **Writing Assignment** |  |
| Week 1  1/9-1/15 | Enloe,. 1 in Seriously!  Shepherd, 1 | Welcome video and Week 1 powerpoint; Shepherd and Enloe videos | Week 1: DBF 1  (have first two weeks to submit) |  |  |
| Module 1  1/17-2/12 | Week 2: Runyan/Peterson 1  Week 3: Shepherd, 4,5  Week 4: Runyan/Peterson 2  Week 5: Shepherd 2,3 | Week 2: Lecture; CEDAW video/site  Week 3:Peterson & Tickner videos  Week 4: Lecture & Hutchings video  Week 5: Zalewski video & Womenstats site | Week 2: DBF 2  Week 3: DBF 3  Week 4: DBF 4  Week 5: DBF 5 |  |  |
| Module 2  2/23-4/2 | Week 6: Runyan/Peterson 3  Week 7: Shepherd 19,7  Week 8: Runyan/Peterson 4  Week 9: Shepherd 10,14,21  Week 10: Runyan/Peterson 5  Week 11: Shepherd 6,16,18 | Week 6: Lecture & 2 UNWomen, 2 SDG videos  Week 7: 2 Goetz videos  Week 8: Lecture & 4 women, peace, security videos  Week 9: Palestine video  Week 10: Lecture & 3 econ/environ videos  Week 11: 3 econ/environ videos | Week 6: DBF 6  Week 7: DBF 7  Week 8: DBF 8  Week 9: DBF 9  Week 10: DBF 10  Week 11: DBF 11 |  |  |
| Module 3  4/3-4/23 | Week 12:  Runyan/Peterson 6;Enloe 8 in Seriously  Week 13:  Shepherd 27, 31  Week 14:  Enloe 9 in Bananas, Beaches,Bases | Week 12: Lecture and 4 activist videos  Week 13: 2 (social)lmedia videos  Week 14: Concluding video | Week 12: DBF 12  Week 13: DBF 13 | Week 14: Global Gender Issues revisions report (due 4/23) |  |

**\*\*all discussion board forum (DBF) postings (on Coursesites) due by 11:55 PM (EST) on Sundays at the end of each week (FUE students submit by 8am Cairo time of the Mondays immediately following each of those Sundays).** **Final assignment for UC students due at 11:55 on 4/23 (for FUE students, 8am on 4/24).** Any alerts about new course information/instructions will be done through Blackboard/Coursesites announcements and/or email.

# WEEK 1

***Course Introduction: Taking Women and Gender Seriously in Global Politics***

**1/9-1/15: Why Women and Gender Matter in Global Politics**

## Learning Objectives

Challenge gender-blind approaches to global politics

## Learning Activities and Assignments

**Read**

Chapter 1 in Enloe in *Seriously!* (attached in Week 1 Readings)

Shepherd, Chapter 1

**View and/or Listen**

See Welcome and Week 1 Kaltura videos

Laura Shepherd on “(Why) Gender Matters in Global Politics”

<https://www.youtube.com/watch?v=Av0uI8MkiQ8>

Cynthia Enloe on “Taking Women’s Lives Seriously to Tally the Costs of the Iraq War”

<https://www.youtube.com/watch?v=BUVPm0vJINA>

**Discussion Board Forum Assignment 1**

Using Coursesites (for this and all other DBF assignments), post an introduction of yourself (in 50-100 words), which includes the name you would like to be called, your major area of study at UC or FUE, why you are interested in taking this course, and something about yourself that you’d like to share with US and Egyptian counterparts (such as where you are from, career aspirations, international experiences or language skills, gender politics background, etc.). Just to make sure Coursesites is operating properly, you have 2 weeks to post this (end of Week 2 when a second DBF post is also due), but do so as soon as you can so we can get to know each other some. Feel free to also attach a picture of yourself! (5 points or 5%).

*Note*: There is also an Open Discussion Board Forum for student-to-student informal sharing of ideas, resources, or experiences.

Module 1

***Gender in Global Politics and International Relations***

**1/17-2/12**

## Learning Objectives

## 

Understand the landscape of feminist international relations thought

* Identify the relationship between global crises and global gendered divisions
* Complicate understandings of global politics through gender(ed) lenses that reveal the power of gender to order the world
* Critically engage with readings through responses to key course questions

## Learning Activities and Assignments

**Read**

**Week 2 (1/17-1/22—Happy MLK Day on 1/16): Gender, Global Divisions, and Global Crises**

*Reading:* Runyan and Peterson, Chapter 1

**Week 3 (1/23-1/29): Feminist Normative Orientations to Global Justice**

*Readings:* Shepherd, Chapters 4 and 5

**Week 4 (1/30-2/5): Feminist Knowledges and Perspectives in International Relations**

*Reading*: Runyan and Peterson, Chapter 2

**Week 5 (2/6-2/12): Feminist Research Orientations in International Relations**

*Readings:* Shephard, Chapters 2 and 3

**View and/or Listen**

**Week 2 (1/17-1/22)**

*Video:* “The Secret Treaty” <https://www.youtube.com/watch?v=bbarsPSwM1Q&feature=youtu.be>

See also “Cities for CEDAW” <http://citiesforcedaw.org/>

*Lecture:* See Kaltura/Powerpoint for Week 2

**Week 3 (1/23-1/29)**

*Videos:* In Conversation with Spike Peterson on “Critical Global Politics”

<https://www.youtube.com/watch?v=9BXnlEC6910>

Ann Tickner on “What Feminism has done for International Relations” <https://www.youtube.com/watch?v=B33FkDx4__k>

**Week 4 (1/30-2/5)**

*Video*: Kimberly Hutchings on “Feminism and International Relations” <https://www.youtube.com/watch?v=ajAWGztPUiU>

*Lecture*: See Kaltura Powerpoint for Week 4

**Week 5 (2/6-2/12)**

*Video:* “A Three Question Interview with Marysia Zalewski”

<https://www.youtube.com/watch?v=SbQE5DZuJqU>

*Class Activity:* Check out and play with the WomanStats Project Database (<http://www.womanstats.org/>)

**Discussion Board Forum Assignments**

**Week 2 (1/17-1/22)**

*Discussion Board Assignment 2:* Respond to Chapter One, Question 2 on p. 273 in Runyan and Peterson (reading CEDAW online text in advance of writing response) in about 100 words (5 points or 5%)

**Week 3 (1/23-1/29)**

*Discussion Board Assignment 3:* Respond to either Question 3 in Chapter 4 or Question 4 in Chapter 5 of Shepherd in about 75 words and respond to one other student’s post in terms of the what their response helped you to think about more in about 25 words (5 points or 5%).

**Week 4 (1/30-2/5)**

*Discussion* *Board Assignment 4:* Respond to Chapter 2, Question 2 on p. 274 of Runyan and Peterson in about 100 words (5 points or 5%)

**Week 5 (2/6-2/12)**

*Discussion Board Assignment 5:* Respond to either Question 4 in Chapter 2 or Question 2 in Chapter 3 in Shepherd in about 75 words and respond to one other student’s post in terms of the what their response helped you to think about more in about 25 words (5 points or 5%).

# Module 2

***Gender in Global Governance, Security, and Political Economy***

**2/13-4/2**

## Learning Objectives

Know an array of gender analyses of global political processes

* Compare women’s roles in governance around the world
* Analyze the gendered nature and effects of war and peace
* Evaluate the gendered nature and effects of the global political economy
* Collaborate, including internationally, through online discussions

## Learning Activities and Assignments

**Read**

**Week 6 (2/13-2/19): Gender and Global Governance**

*Readings:*  Runyan and Peterson, Chapter 3

**Week 7 (2/20-2/26) Gender Mainstreaming and Rights**

*Readings:* Chapters 19 and 7

**Week 8 (2/27-3/5): Gender and Security**

*Readings:* Runyan and Peterson, Chapter 4

**Week 9 (3/6-3/12) Women, War, and Peace**

*Readings:* Shephard, Chapters 10, 14, 21

**HAPPY SPRING BREAK FOR UC STUDENTS! SEE FUE STUDENTS IN CAIRO!**

**Week 10 (3/20-3/26) Women and the Global Economy**

*Reading:* Runyan and Peterson, Chapter 5

**Week 11 (3/27-4/2) Gendered Economics and Environments**

*Readings:* Shepherd, Chapters 6, 16, 18

**View and/or Listen**

**Week 6 (2/13-2/19)**

*Videos:* “What UN Women Means to Me” and “One Woman”

<https://www.youtube.com/watch?v=Znh7Dt08Reo> and <https://www.youtube.com/watch?v=Dnq2QeCvwpw>

Transitioning from the MDGs to the SDGs

<https://www.youtube.com/watch?v=5_hLuEui6ww>

Sustainable Development Goals Explained: Gender Equality

<https://www.youtube.com/watch?v=ZGNsldobnR4&index=6&list=PLBu9R9C-zSzHrKvj-je4E7OmJM3bNnrUF>

*Lecture:* See Week 6 Kaltura/Powerpoint

**Week 7 (2/20-2/26)**

*Videos:*

Anne Marie Goetz on “Gender and Development”

<https://www.youtube.com/watch?v=yjy-GuTsfx8>

Anne Marie Goetz on “The New Cold War on Women’s Rights”

<https://www.youtube.com/watch?v=10i3f3pRzEI>

See also CSW 2015 website at <http://www.unwomen.org/en/csw/csw59-2015> and UN Sustainable Development Goals at <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

**Week 8 (2/27-3/5)**

*Videos:* Women, War, and Peace PBS series trailer; a second series to come in 2017)

<https://www.youtube.com/watch?v=tgm-EvXaYCU>

Gender, Civilian Security, and the Paradox of War Norms”

<https://www.youtube.com/watch?v=zyh_noIpITs>

“Side by Side: Women, Peace and Security” <http://www.unwomen.org/en/digital-library/videos?videoid=a2Br8DCRxME>

Taking the Agenda Further: 15th Anniversary of 1325”

<http://www.unwomen.org/en/digital-library/videos?videoid=MH2hKXZe2m0&keywords=peace%20and%20security&pageNumber=1>

*Lecture:* See Week 8 Kaltura/Powerpoint

**Week 9 (3/6-3/12)**

*Video:* “Israeli Women Take a Stand Over Palestine” <https://www.youtube.com/watch?v=oJPhBn7AjbE>

**Week 10 (3/20-3/26)**

*Videos:* “Maquilapolis” <https://www.youtube.com/watch?v=WUQgFzkE3i0>

WEDO “Women’s Delegates Fund: Women’s Leadership in Climate Democracy” <https://www.youtube.com/user/WEDOworldwide>

“Vandana Shiva on Ecofeminism” <https://www.youtube.com/watch?v=fM8TLXjpWk4>

*Lecture:* See Week 10 Kaltura/Powerpoint

**Week 11 (3/27-4/2)**

*Videos:* “Davos 2013: Women in Economic Decision-Making” <https://www.youtube.com/watch?v=8Fz8UFC9r_o>

Ananya Roy “Can We Shop to End Poverty?” <https://www.youtube.com/watch?v=mpuf-N66CGI>

“Vandana Shiva on Earth Democracy” <https://www.youtube.com/watch?v=8zGIN39VUo4>

**Discussion Board Forum Assignments**

**Week 6 (2/13-2/19)**

*Discussion Board Assignment 6:*  Engage in exercise described in Chapter 3, Question 2 on p. 275 of Runyan and Peterson and respond to the question posed about it in about 100 words (5 points or 5%).

**Week 7 (2/20-2/26)**

*Discussion Board Assignment 7:* Respond to either Question 1 in Chapter 19 or Question 4 in Chapter 7 in Shepherd in about 75 words and respond to one other student’s post in terms of the what their response helped you to think about more in about 25 words (5 points or 5%).

**Week 8 (2/27-3/5)**

*Discussion Board* *Assignment 8:* Respond to the questions on the top of page 277 in Runyan and Peterson (after getting on twitter and joining to follow Peacewomen’s twitter feed--go to <http://www.peacewomen.org/> ) for a week (5 points or 5%),

**Week 9 (3/6-3/12)**

*Discussion Board Assignment 9:* Respond to either Question 4 in Chapter 10, Question 4 in Chapter 14, or Question 2 in Chapter 21 in Shephard in about 75 words and respond to one other student’s post in terms of the what their response helped you to think about more in about 25 words (5 points or 5%).

**Week 10 (3/20-3/26)**

*Discussion Board Assignment 10:* Respond to Question 1 for Chapter 5 on p. 277 in Runyan and Peterson in about 100 words (do exercise before responding), (5 points or 5%)

**Week 11 (3/27-4/2)**

*Discussion Board Assignment 11:* Respond to Question 5 in Chapter 6, Question 2 in Chapter 16, or Question 4 in Chapter 18 in Shepherd in about 75 words and respond to one other student’s post in terms of the what their response helped you to think about more in about 25 words (5 points or 5%).

# Module 3

***Transnational Feminist Resistances to World Politics-as-Usual***

**4/3-4/23**

## Learning Objectives

Appreciate that the international is personal and the personal is international

* Understand transnational feminist resistances to world politics-as-usual
* Contribute to revising a global gender politics text
* Recognize the necessity and complexity of the taking women and gender issues seriously in global politics

## Learning Activities and Assignments

**Read**

**Week 12 (4/3-4/9): Transnational Feminist Theories and Practices**

*Readings:* Runyan and Peterson, Chapter 6; Enloe, Chapters 8 in *Seriously!* (attached in Blackboard/Coursesites readings in Module 3)

*If can get to UC Main Campus, Dr. Caroline Hussein of York University (Canada), a gender and global political economy specialist, will be speaking on Monday 4/3 at 2:30pm in Taft Research Center*. Details to follow.

**Week 13 (4/10-4/16): Transnational Feminist Organizing Through Media**

*Readings:* Shepherd, Chapters 27 and 31

**Week 14 (4/17-4/23):**

*Reading:* Enloe Chapter 9 in *Bananas, Beaches and Bases* (attached in Blackboard/Coursesites Readings in Module 3)

**View and/or Listen**

**Week 12 (4/3-4/9)**

*Videos:* “Four Women, One Revolution” at <https://www.youtube.com/watch?v=-EWThbC5eG4>

“The Women of Greenham Common Taught a Generation How to Protest” (story and embedded video clips) <https://www.theguardian.com/uk-news/2013/sep/02/greenham-common-women-taught-generation-protest>

“The Women of Occupy Wall Street” <https://www.youtube.com/watch?v=8nkpaRZ0e2w>

Cynthia Enloe on domestic worker activism <https://www.youtube.com/watch?v=JDwlQE2gDxQ>

*Lecture:* See Week 12 Kaltura/Powerpoint

**Week 13 (4/10-4/16)**

*Videos:* “Using Pop Culture for Defeating Gender Inequality” <https://www.youtube.com/watch?v=gngfpm4eGX0>

See also “Breakthrough TV” for women’s human rights site/clips <https://www.youtube.com/user/LetsBreakthrough>

**Week 14 (4/17-23)**

*Video*: See Professor’s Class Conclusion and Farewell

**Discussion Board Forums Assignments**

**Week 12 (4/3-4/9)**

*Discussion Board Assignment 12:* Respond to Question 1 for Chapter 6 on p. 278 in Runyan and Peterson in about 100 words (5 points or 5%)

**Week 13 (4/10-4/16)**

*Discussion Board Assignment 13:*  Respond to either Question 3 in Chapter 27 or Question 5 in Chapter 31 in Shepherd in about 75 words and respond to one other student’s post in terms of the what their response helped you to think about more in about 25 words (5 points or 5%).

**Final Assignment:**

**Week 14 (4/17-23)**

By the end of this module and course, you are to submit a final written project in Word: A seven-page report in which you address suggestions for revising the text Global Gender Issues we are using this term. Devote one-page of this to each chapter and a final page to suggestions for new web and video resources and questions/activities for discussion. To be submitted via Blackboard for UC students (by 11:55pm on 4/23) and emailed to me by FUE students by 8am Cairo time on 4/24). You should be developing this throughout the course. More detail on this will be provided. (35 points or 30%)