

Disclaimer: This is an indicative syllabus only and may be subject to changes. The final and official syllabus will be distributed by the Instructor during the first day of class.

The American University of Rome
International Relations and Global Politics Program

Department or degree program mission statement, student learning objectives, as appropriate

Course Title:	Gender in Global Perspectives
Course Number:	SOC 210
Credits & hours:	3 credits – 3 hours
Pre/Co-Requisites:	100 level course on sociology, anthropology, international relations, political science or permission of the instructor

Course description

This course examines the role of gender in different societies and helps understanding gendered dimensions of economic and social inequality, stratification, oppression and power in global perspectives. Questions regarding sex and gender are going to be discussed in the context of complex social phenomena such as: sex trafficking, pay-gap, machismo, immigration, development, poverty, marriage and politics. Concepts such as democracy, human rights, freedom, emancipation, equality and oppression are going to be critically evaluated through the careful analysis of gendered practices around the world. The construction of both masculinity and femininity is going to be addressed and investigated in comparative, cross-national perspectives. Case studies will help to approach gender in-context and from a cultural relativist perspective.

Required Textbook (subject to change)

The course does not rely on a single textbook. Readings are listed in the Class Schedule and will be uploaded on MyAUR at the beginning of the semester.

Course Learning Objectives

At the end of the course, students will be able to:

1. Use and engage with gender as a multi-dimensional category of analysis taking into consideration the role of both culture and politics in its variety
2. Define and critically evaluate the ways in which gender intersects with race, ethnicity and sexuality in global perspectives
3. Identify and analyse the roots of past and present forms of gender inequalities and discriminations
4. Critically analyse the factors that contribute to the emergence of gendered forms of agency around the world
5. Compare and assess the role of different social and political institutions in the making of gender inequalities

Course Learning Activities

In order to meet the learning objectives 1-5, this course is structured in a format that blends lectures with presentations, class activities and discussions. It is crucial that students come to class on time, well prepared to offer thoughtful responses to the assigned readings. To be effective as class participants, students need to complete readings by the assigned dates.

Many issues that we address in the course are controversial and students may have or voice very different viewpoints and perspectives. It is critical that we acknowledge and respect one another's experiences and perspectives so that our classroom is a safe and supportive space to converse productively across our differences.

Different assignments have been designed to meet the learning objectives of this course:

- an individual oral presentation assignment in the first half of the course will help students approaching and discussing the question of gender in a global perspective contributing to learning objectives 1,2, 3, 4, 5. The presentation, based on individual research on an assigned topic (i.e. gender discrimination in the world place, in education, family and fertility policies, social movements and protests, feminism and anti-feminism, etc) must include cross-national comparisons of different experiences, policies and events.
- A research paper, due in the second half of the course, will help students analysing and researching independently the topic, presenting and discussing a case study related in depth. This will also contribute significantly to all learning objectives (1-5) as students will present their research paper in class in order to share and discuss their considerations and conclusions. Active and respectful participation is required in all class activities.

Students will choose their topics after submitting a presentation proposal in week 4 and a paper outline in week 7. The topic must be approved by the professor.

Assessment tools

Oral presentation – cross countries comparison	15%
Mid-term exam	20%
Research Paper	20%
Final exam	25%
Term paper presentation and discussion	10%
Class participation	10%

COURSE SCHEDULE

Week	Topic	Readings
Week 1	<p>What is gender?</p> <p>Introduction to the course and its themes</p> <p>Gender in a global perspective</p> <p>Understanding the Gender Spectrum and the role of culture</p>	<p>Steve Loughnan et al, 2015, Exploring the role of culture in sexual objectification: A seven nations study, <i>IRSP</i>, 28 (1), 125-152.</p> <p>Crossette, Barbara. "Testing the Limits of Tolerance as Cultures Mix: Does Freedom Mean Accepting Rituals that Repel the West?" <i>The New York Times</i> (March 6, 1999): A15, and A17.</p> <p>https://www.genderspectrum.org/quick-links/understanding-gender/</p>
Week 2	<p>Gender in a global perspective</p> <p>Feminism, social action and gender theory revisited</p>	<p>Weir, A. (2008). Global feminism and transformative identity politics. <i>Hypatia</i>, 23(4), 110-133.</p> <p>Ferree, M. M., & Mueller, C. M. (2004). Feminism and the women's movement: A global perspective. <i>The Blackwell companion to social movements</i>, 576-607.</p>
Week 3	<p>Black feminism and intersectionality</p> <p>Case Study: Michelle Obama</p>	<p>Patricia Hills Collins – handouts on black feminism and intersectionality</p> <p>Cott, Nancy. "What is Gender History?" Speech delivered at the American Historical Association Conference, January 2005.</p> <p>Extracts from the book <i>Becoming</i>, written by Michelle Obama</p>
Week 4	<p>Diversity, femininity, motherhood and labour</p> <p>The different facets of Gender in Europe</p>	<p>Correll, Shelley J., Stephen Benard, et al. "Getting a Job: Is There a Motherhood Penalty?" <i>American Journal of Sociology</i> 112, no. 5 (2007): 1297–338.</p> <p>Agénor, P. R., & Canuto, O. (2015). Gender equality and economic growth in Brazil: a long-run analysis. <i>Journal of Macroeconomics</i>, 43, 155-172.</p> <p>Lister, R., A Nordic Nirvana? Gender, Citizenship, and Social Justice in the Nordic Welfare States, 2009</p>
Week 5	<p>Machismo in Mexico</p> <p>The machista context</p>	<p>Salvador Barragan, Mariana I. Paludi, Albert Mills, (2017) "Top women managers as change agents in the machista context of Mexico", <i>Equality, Diversity and Inclusion: An International Journal</i>, Vol. 36 Issue: 4, pp.321-339</p> <p>Duflo E. (2012), Women empowerment and economic development, in <i>Journal of Economic Literature</i>, Vol 50,4, pp. 1051-1079</p> <p>Adichie, Chimamanda Ngozi. "The Danger of a Single Story." TEDGlobal.</p>
Week 6	<p>Gender in China:</p> <p>Young activists, new movements</p> <p>Indigenous Feminism in China</p>	<p>Barlow, Tani E., ed. <i>Gender Politics in Modern China: Writing and Feminism</i>. Durham: Duke University Press, 1993.</p> <p>Wen Liu, Ana Huang, Jingchao Ma, 2015 Young activists, new movements: Contemporary Chinese queer feminism and transnational genealogies, <i>Feminism & Psychology</i>, Vol. 25(1) 11–17</p> <p>Schaffer & Song Xianlin (2007) Unruly Spaces: Gender, Women's Writing and Indigenous Feminism in China, <i>Journal of Gender Studies</i>, 16:1, 17-30</p>
Week 7	<p>Mi-term Revision and</p> <p>Deadline for Paper Outline.</p> <p>Mid-term exam</p>	

Week 8	Gender, caste and social stratification in India Patriarchy and the origin of the caste system The autonomous women's movement in Kerala	Uma Chakravarti, 1993, Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State, <i>Economic and Political Weekly</i> , Vol. 28, No. 14 (Apr. 3, 1993), pp. 579-585 Dhar, D., Jain, T., & Jayachandran, S. (2018). Intergenerational Transmission of Gender Attitudes: Evidence from India. <i>The Journal of Development Studies</i> , 1-21 Subrahmanian, M. (2019). Autonomous Women's Movement in Kerala: Historiography. <i>Journal of International Women's Studies</i> , 20(2), 1-10
Week 9	Women and Islam Freedom and social control Saudi Arabia	Ahmed, Leila. <i>Women and Gender in Islam: Historical Roots of a Modern Debate</i> . New Haven: Yale University Press, 1992.
Week 10	Women in the global labour market	Hochschild, Arlie Russell. "Love and Gold." In <i>Global Woman: Nannies, Maids, and Sex Workers in the New Economy</i> . Edited by Barbara Ehrenreich and Arlie Hochschild. Holt Paperbacks, 2004. ISBN: 9780805075090. Cornwall, A., & Rivas, A. M. (2015). From 'gender equality and 'women's empowerment'to global justice: reclaiming a transformative agenda for gender and development. <i>Third World Quarterly</i> , 36(2), 396-415. Suri, T., & Jack, W. (2016). The long-run poverty and gender impacts of mobile money. <i>Science</i> , 354(6317), 1288-1292.
Week 11	Sex and seduction in a global perspective Cosmetic surgery and sexual objectification	Tobias Jones, <i>The Means of Seduction</i> , in "The dark heart of Italy", Faber & Faber; 2013 Holliday, R., Bell, D., Jones, M., Hardy, K., Hunter, E., Probyn, E., & Taylor, J. S. (2015). Beautiful face, beautiful place: relational geographies and gender in cosmetic surgery tourism websites. <i>Gender, Place & Culture</i> , 22(1), 90-106. Aizura, A. Z. (2010). Feminine transformations: Gender reassignment surgical tourism in Thailand. <i>Medical Anthropology</i> , 29(4), 424-443.
Week 12	Term paper presentations and discussion	
Week 13	Is gender a useful concept? Final review	Scott, Joan Wallach (2010) Gender: Still a Useful Category of Analysis? <i>Diogenes</i> , pp. 57: 7 Linzi Manicom (1992) Ruling Relations: Rethinking State and Gender in South African History, <i>The Journal of African History</i> , Vol. 33, No. 3 pp. 441-465 Pollitt, Katha. " There's a Reason Why Gay Marriage is Winning, and Abortion Rights are Losing: Are These Two 'Culture Wars' Issues Really That Similar? " <i>The Nation</i> , April 22, 2015.
Week 14	FINAL EXAM	

ATTENDANCE POLICY

In keeping with AUR's mission to prepare students to live and work across cultures, the University places a high value on classroom experience. As a result attendance is expected in all classes and attendance records are maintained. The University's attendance policy is as follows:

1.0. Minimum Attendance Requirement: Students must attend a minimum of 70% of a course in order to be eligible to be considered for a passing grade.

1.1. Automatically Accepted Absences

Students will not be penalized for one absence from classes meeting once a week;
Students will not be penalized for three absences from classes meeting twice a week;
Students will not be penalized for four absences from classes meeting more than twice a week, as in the case of some intensive courses.

1.2. If further absences are recorded, grade penalties will be applied according to the Instructor's specific attendance policy, as stated in the syllabus, and following the institutional parameters given in the Note* below.

1.2.1. If the Instructor does not specify an attendance policy, there will be no grade penalty other than that attached to the minimum attendance requirement, and any penalized absences recorded above the basic 70% attendance requirement for the course will be invalidated.

1.3. During Summer sessions where courses are taught more intensively over a shorter period the following applies:

- Students will not be penalized for two absences from class.

2.0. Tolerated Absences

Certain categories of absence will not be penalized but they will be counted as an absence (for a 3-credit course meeting twice a week). These absences are:

- The Model United Nations (MUN);
- Permit to Stay,
- SG's "Ambassador Program" (Student Government initiative)
- Religious Holidays

The American University of Rome makes all reasonable efforts to accommodate students who must be absent from classes to observe religious holidays. (Please verify with the Dean's Office for the list of accepted absences for religious holidays)

Not attending a class due to the observance of a religious holiday will not be penalized but will be counted as an absence. Students who will need to miss class in order to observe religious holidays must notify their Instructors by the end of the Add/Drop period (first week of classes), and must make prior arrangements with their Instructors to make up any work missed.

2.1. The list does NOT include academic field trips because these (including arrangements for travel) must not overlap with other classes.

3.0. Cases of prolonged absences caused by an emergency or a medical condition may require students to withdraw from some or all of their courses. Under such circumstances students should first consult their academic advisors.

*Note: No instructor may penalize a student more than one-third of a letter grade for each absence beyond the tolerated limit (e.g. from A- to B+).

Grade Point Average

A student's grade point average (GPA) is computed by multiplying the quality points achieved by the number of credits for each course. The result is then divided by the total number of credit hours taken. The Cumulative or Career Total Grade Point Average (CGPA) is the grade point average for all credit hours taken at the University and at approved study abroad programs. The GPA and CGPA are calculated by truncating after the second digit after the decimal point. Transfer credits have no effect on the CGPA at The American University of Rome.

Grades

Grades are posted on a secure area of the University's official website and are mailed to AUR degree students only upon written request. Grades are mailed to the various study abroad programs. Grades computed in the (GPA) reflect the following grade equivalents:

GRADE		GPA	
A	Excellent	4.00	94 – 100 points
A-		3.70	90 – 93.99 pts
B+	Very Good	3.30	87 – 89.99
B	Good	3.00	83 – 86.99
B-		2.70	80 – 82.99
C+		2.30	77 – 79.99
C	Satisfactory	2.00	73 – 76.99
C-	Less than Satisfactory	1.70	70 – 72.99
D	Poor	1.00	60 – 69.99
F	Failing	0.00	59.99 – 0
WU	Unofficial withdrawal counts as an F	0.00	
P	Applicable to development courses	0.00	
<i>Grades not computed into the grade point average are:</i>			
W	Withdrawal		
AUDIT (AU)	Only possible when the student registers for a course at the beginning of the semester as an audit student		
I	Incomplete work must be completed within the ensuing semester. Failure to do so results in automatically converting the I grade to the default grade, which is then computed into the grade point average		
P	Pass grade is applicable to courses as indicated in the catalog.		
WIP	Work in progress		