

**University of Florida**  
**INR 4931 - Special Topics in International Relations**  
**Gender & Politics in the Global South**  
**Fall 2023**

Professor: Juliana Restrepo Sanín, Ph.D.

Class Meeting Times: Tuesday 11:45- 1:40 ; Thursday 12:50-1:40

Room: [Rolfs Hall 0205](#)

Office Hours: Thursday 2:00 to 3:30 pm. Anderson Hall room 011 and by appointment.

Contact: via Canvas:

### **Course Description & Goals**

This course surveys different topics in the study of gender and politics with a focus on the Global South. We will study central theoretical concepts developed by feminist scholarship, and use them to understand different issues in political science, such as social movements, democracy and autocracy, representation, and violence.

By the end of the semester, students will be able to:

- Analyze the use of gender and other categories of analysis to understand political phenomena in different regions of the Global South
- Understand the importance of women's and feminist movements, both locally and globally, for achieving policy transformations
- Analyze the importance of democratic institutions for the advancement of gender equality as well as how non-democratic governments instrumentalize gender equality
- Evaluate the impact of women's representation in the Global South

### **Grading & Assessment**

Summary

Assignment	Points	Due date
Reading discussion, pop quizzes, small group activities	10 points	Throughout the semester
Syllabus exam	5 points	August 28
Infographics and reflection	20 points total	September 5 - Choose country September 14 - First infographic October 12 - Second infographic
Infographic presentation	10 points	Any class after the first infographic is due
Final paper abstract	P/F	September 28
Final paper outline and initial bibliography	P/F	October 26
Final paper draft	10 points	November 17
Final paper	25 points	December 5
Final paper presentation	points	Last weeks of class
Peer review	10 points	November 26

***\*\* All written assignments except in-class quizzes and activities must be submitted through Canvas, otherwise they will not be graded\*\****

### Reading discussion, pop quizzes, small group activities - 10 points

Students should come to class prepared to discuss the readings and additional materials. Participation includes answers to questions posed by the professor in class, bringing questions, discussing news reports related to the class topics, and participating in small-group discussions. There may also be unannounced reading quizzes. Since all these assignments depend on your presence in the classroom, there will be no makeup assignments if you miss class.

### Syllabus exam - 5 points

There will be an online, multiple choice syllabus quiz. The quiz is due on August 27 at 11:59.

## Country infographics and reflection - 20 points total

Students will pick one country from the Global South. This will be ‘their’ country for the whole semester. Periodically, students will be asked to do a country infographic with indicators and information about particular topics in that country. These are short overviews with general information about the country. The data should be presented as an infographic, combining short snippets of information with images and visual aids that make the data more interesting and engaging. Below you will see the topics for each infographic. This is only the basic information and you are encouraged to include other topics/themes.

There will also be an in-class reflection class for each infographic.

Choose your country: September 5.

First infographic: Due Thursday, September 14.

Introduce your country. Include basic data from the country such as population size, demographic information, currency, etc. Include ‘fun facts’ about the country that you think are interesting or surprising (for example about food, carnivals or national holidays, etc.). In addition, include information about the status of women, sexual and gender minorities, and other marginalized groups. This can include socioeconomic data such as labor force participation, education level, income and poverty levels, access to social services, etc.

Second infographic: Due Thursday, October 12.

General political information (political system, regime type, political parties, etc.) women’s political participation; when were women granted the right to vote, female politician figures; gender quotas; percentage of women in politics; etc. quotas or other affirmative actions to promote the inclusion of ethnic, racial, or religious minorities, LGBT+ communities, youth, or other groups that are underrepresented in politics; data on these groups’ representation and presence in politics, notable political actors from these groups.

## Infographic presentation - 10 points

After submitting the infographic, students should be prepared to make a 5-min presentation about their infographic. These presentations will be random, but every student must present at least once during the semester.

## Final paper and presentation - 25 points

The final paper is due on the last day of class, December 5th. You are free to choose the topic of your paper, but it should be about the country you have been investigating throughout the semester. You will submit several parts of the paper throughout the semester and a complete draft that will be peer reviewed.

The abstract is due on September 28.

Outline and initial bibliography, due October 26

First draft due on November 17

Peer Review due on November 26

In addition, you should prepare a 5-minute presentation (no more than five minutes). More information about the final paper and the presentation will be provided later in the semester.

## Peer review - 10 points

You will serve as a peer reviewer for one of your classmates' final paper. You will receive the paper in advance and should evaluate its strengths and weaknesses. Then you should write a peer review (1-2 pages) in which you

- 1) Briefly explain what the paper is about. This is important as it gives the author a sense of how readers are understanding the paper – it might be the case that the author thinks the paper is about X but readers think it is about Y.
- 2) Highlight the strengths of the paper and main contributions. Peer reviewers generally share some areas of expertise with the authors but often are experts in topics that are only tangentially related to the paper they are assessing. This makes them uniquely well-positioned to understand how the author is framing the contributions to the literature, and also assess whether the paper may benefit from looking at other different topics or analyzing the problem/question from a different perspective.
- 3) Make recommendations for improvements. These should include theoretical, and methodological, recommendations, as well as 'missed opportunities' for example, ideas, concepts, or contributions the author should highlight. This is probably the most important job of peer reviewers: rather than just tearing down the paper, they should provide the author with actionable recommendations for improvement.

Your review should be kind and constructive but should give the author suggestions for improvement, note parts of the paper that are unclear, or that may not be supported by the

information provided. The peer reviewer should also note issues with the paper's organization. Again, these comments should be constructive in nature --not just note where the paper falls short, but suggest ways to improve it. You should also highlight parts of the paper where you think the author did a good job. Receiving enthusiastic support from other writers-- because the topic is important and the research is interesting, even when there is room for improvement, helps academics move projects forward.

For more information about UF grading policies check:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## Expectations

As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. That means that you are expected to do 6 hours of work outside of the classroom. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.

Please be respectful of your classmates and your professor. We may disagree on a lot of things but we can have productive and civil discussions. Racism, misogyny, homo/bi/transphobia, and other forms of discrimination and harassment will not be tolerated.

## Grading scale

>=93 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-  
<= 60 E

## Attendance

For successfully passing this course, your participation and engagement are **expected**. Students must be prepared to discuss the readings and other materials listed for that day. If you are sick, please stay home but notify the instructor (see full policy below). Excused absences are consistent with university policies in the [undergraduate catalog](#) and require appropriate documentation.

## Communications

Please let me know of any issues you have with the class or that can be affecting your academic performance. If you have questions, you are encouraged to schedule office hours (Tuesday, 12:30-2:00; Grinter Hall 331 or by appointment). Please use **Canvas** for all communications with me and allow 24 hours for me to respond. I only check my email during regular business hours and days: Monday through Friday from 9 to 5.

## Policy on Late and Make-up Work:

Barring exceptional circumstances, due dates are final. Assignments will be marked down 1 point for each day late, starting at 11:59 pm on the due date. If you turn an assignment in at 12:05 am, that counts as a full day late. Discuss things with your professor if you have any difficulties turning in assignments on time. Make-up work will only be accepted for excused absences as per university policy.

## Grade Return Timing:

Please allow two weeks after you turn in an assignment to receive grades and feedback.

## University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the professor.

## Books & materials:

All readings will be available on Canvas.

If you are interested in gender & politics broadly, the book

Krook, Mona Lena, and Sarah Childs. 2010. *Women, Gender, and Politics: A Reader*. Oxford; New York: Oxford University Press.

Is a good introductory source. It is listed as a recommended book for this course if you want to expand on the topics discussed in class, but it is **NOT** required.

Other recommended resources:

The podcast Changing the Face of Politics, produced by the National Democratic Institute has wonderful interviews with women politicians and activists from around the world. You can find it here: <https://www.ndi.org/changing-face-politics-podcast>

# Class calendar (Subject to change)

**Thursday 24-Aug - No Class**

**Course Introduction**

Read the syllabus & take syllabus quiz

**Tuesday 29-Aug**

**Gender & Politics**

Why study Gender & Politics?

- Beckwith, Karen. 2005. "A Common Language of Gender?" *Politics & Gender* 1 (01). <https://doi.org/10.1017/S1743923X05211017>.
- Hawkesworth, Mary. 2005. "Engendering Political Science: An Immodest Proposal." *Politics & Gender* 1 (1): 141–56. <https://doi.org/10.1017/S1743923X0523101X>

**Thursday, 31-Aug**

**The study of gender in political science**

Why should political scientists study gender? How does gender impact how we study politics?

- Htun, Mala. 2005. "What It Means to Study Gender and the State." *Politics & Gender* 1 (1): 157–66. <https://doi.org/10.1017/S1743923X05241016>

**Tuesday 5-Sep**

*Choose your country due*

**Intersectionality, sex, gender, and race**

What is 'gender'? What is intersectionality? Can we use concepts developed in the Global North to understand the Global South? How do we apply intersectionality in practice and research?

- Viveros-Vigoya, Mara. 2016. "Sex/Gender." In *The Oxford Handbook of Feminist Theory*, edited by M. E. Hawkesworth and Lisa Jane Disch. Oxford Handbooks. Oxford: Oxford University Press.



- Cooper, Britney. 2016. "Intersectionality." In *The Oxford Handbook of Feminist Theory*. Oxford Handbooks. Oxford: Oxford University Press.

### Thursday 7-Sep

- Townsend-Bell, Erica. 2011. "What Is Relevance? Defining Intersectional Praxis in Uruguay." *Political Research Quarterly* 64 (1): 187–99.

#### Recommended:

- Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review*, 1241–99.
- Crenshaw, Kimberlé. 2015. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *University of Chicago Legal Forum* 1989 (1).  
<https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>.
- Collins, Patricia Hill. 1998. "Intersections of Race, Class, Gender, and Nation: Some Implications for Black Family Studies." *Journal of Comparative Family Studies* 29 (1): 27–36.

### Tuesday 12-Sep

#### The Global South

What is the Global South? Why is this concept important? What does 'Global South', a concept born in economics, have to do with politics? What are the limits of the 'Global South'?

- Medie, Peace A., and Alice J. Kang. 2018. "Power, Knowledge and the Politics of Gender in the Global South." *European Journal of Politics and Gender* 1 (1–2): 37–54.  
<https://doi.org/10.1332/251510818X15272520831157>.
- Mahler, Anne Garland. 2015. "The Global South in the Belly of the Beast: Viewing African American Civil Rights through a Tricontinental Lens." *Latin American Research Review* 50 (1): 95–116. <https://doi.org/10.1353/lar.2015.0007>.

## Thursday 14-Sep

### First infographic due

- Dados, Nour, and Raewyn Connell. 2012. "The Global South." *Contexts* 11 (1): 12–13. <https://doi.org/10.1177/1536504212436479>.

## Tuesday 19-Sep

### Women's movements

What is a women's movement? What is a feminist movement? What are women's interests? How and why do women mobilize? What are the effects of women's activism?

- Beckwith, Karen. 2011. "Interests, Issues, and Preferences: Women's Interests and Epiphenomena of Activism." *Politics & Gender* 7 (3): 424–29. <https://doi.org/10.1017/S1743923X11000195>.
- Weldon, S. Laurel, and Mala Htun. 2013. "Feminist Mobilisation and Progressive Policy Change: Why Governments Take Action to Combat Violence against Women." *Gender & Development* 21 (2): 231–47. <https://doi.org/10.1080/13552074.2013.802158>.

## Thursday 21-Sep

- Molyneux, Maxine. 1985. "Mobilization without Emancipation? Women's Interests, the State, and Revolution in Nicaragua." *Feminist Studies* 11 (2): 227–254.

### Recommended:

- Beckwith, Karen. 2001. "Women's Movements at Century's End: Excavation and Advances in Political Science." *Annual Review of Political Science* 4 (1): 371–90. <https://doi.org/10.1146/annurev.polisci.4.1.371>.
- Beckwith, Karen. 2000. "Beyond Compare? Women's Movements in Comparative Perspective." *European Journal of Political Research* 37 (4): 431–68. <https://doi.org/10.1111/1475-6765.00521>.
- Strolovitch, Dara Z. 2006. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender." *The Journal of Politics* 68 (4): 894–910. <https://doi.org/10.1111/j.1468-2508.2006.00478.x>.

## Tuesday 26-Sep

### Transnational feminist activism

What makes a movement 'transnational'? Why are transnational movements important? Do transnational movements have local effects?

- Einwohner, Rachel L, Kaitlin Kelly-Thompson, Valeria Sinclair-Chapman, Fernando Tormos-Aponte, S Laurel Weldon, Jared M Wright, and Charles Wu. 2019. "Active Solidarity: Intersectional Solidarity in Action." *Social Politics: International Studies in Gender, State & Society*, December, jxz052. <https://doi.org/10.1093/sp/jxz052>.
- Bunch, Charlotte. 1990. "Women's Rights as Human Rights: Toward a Re-Vision of Human Rights." *Human Rights Quarterly* 12 (4): 486–98. <https://doi.org/10.2307/762496>.

## Thursday 28-Sep

### Final paper abstract due

- López Ricoy, Ana. 2021. "South–South Symbolic Transnationalism: Echoing the Performance 'A Rapist in Your Path' in Latin America." *Gender & Development* 29 (2–3): 493–511. <https://doi.org/10.1080/13552074.2021.1981697>.

### Recommended:

- Alvarez, Sonia E., Elisabeth Jay Friedman, Ericka Beckman, Maylei Blackwell, Norma Stoltz Chinchilla, Nathalie Lebon, Marysa Navarro, and Marcela Ríos Tobar. 2003. "Encountering Latin American and Caribbean Feminisms." *Signs: Journal of Women in Culture and Society* 28 (2): 537–79. <https://doi.org/10.1086/342589>.
- Alvarez, Sonia E. 1999. "Advocating Feminism: The Latin American Feminist NGO 'Boom.'" *International Feminist Journal of Politics* 1 (2): 181–209. <https://doi.org/10.1080/146167499359880>.
- Alvarez, Sonia E. 2000. "Translating the Global Effects of Transnational Organizing on Local Feminist Discourses and Practices in Latin America." *Meridians*, 29–67.
- Alvarez, Sonia E. 2009. "Beyond NGO-ization?: Reflections from Latin America." *Development* 52 (2): 175–84. <https://doi.org/10.1057/dev.2009.23>.
- Sternbach, Nancy Saporta, Marysa Navarro-Aranguren, Patricia Chuchryk, and Sonia E. Alvarez. 1992. "Feminisms in Latin America: From Bogotá to San Bernardo." *Signs: Journal of Women in Culture and Society* 17 (2): 393–434. <https://doi.org/10.1086/494735>.

## Tuesday 3-Oct

### Gender, Politics & the State

What is the state? How do different state configurations & values shape women's rights and opportunities for change? Can states act intersectionally?

- Kantola, Johanna. 2016. "State/Nation." In *The Oxford Handbook of Feminist Theory*, edited by M. E. Hawkesworth and Lisa Jane Disch, 915–33. Oxford Handbooks. Oxford: Oxford University Press  
<http://lp.hscl.ufl.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=1100500&site=eds-live>
- Charrad, Mounira. 2001. *States and Women's Rights: The Making of Postcolonial Tunisia, Algeria, and Morocco*. Berkeley: University of California Press. Introduction

## Thursday 5-Oct

### *Invited guest speaker*

Pick one

- Piscopo, Jennifer M. 2015. "States as Gender Equality Activists: The Evolution of Quota Laws in Latin America." *Latin American Politics and Society* 57 (3): 27–49.  
<https://doi.org/10.1111/j.1548-2456.2015.00278.x>.
- Townsend-Bell, Erica. 2013. "Intersectional Advances? Inclusionary and Intersectional State Action in Uruguay." In *Situating Intersectionality: Politics, Policy, and Power*, 43–61. Springer. <http://site.ebrary.com/id/10800133>.

*Recommended:*

- Kantola, Johanna. 2006. *Feminists Theorize the State*. Basingstoke [England]; New York: Palgrave Macmillan.

## Tuesday 10-Oct

### Democracy & autocracy

What is democracy? What makes a government democratic? How do countries become democratic? What is women's role in democracy and democratic transitions? Are democracies better for women?

- Okeke-Ihejirika, Philomina E., and Susan Franceschet. 2002. "Democratization and State Feminism: Gender Politics in Africa and Latin America." *Development and Change* 33 (3): 439–66. <https://doi.org/10.1111/1467-7660.00262>.
- Waylen, Georgina. 1994. "Women and Democratization Conceptualizing Gender Relations in Transition Politics." *World Politics* 46 (3): 327–54.

Recommended:

- Dendere, Chipso. 2018. "Finding Women in the Zimbabwean Transition." *Meridians: Feminism, Race, Transnationalism* 17 (2): 376–81.
- Baldez, Lisa. 2003. "Women's Movements and Democratic Transition in Chile, Brazil, East Germany, and Poland." *Comparative Politics*, 253–72.

## Thursday 12-Oct

### Second infographic due

What is a dictatorship? What makes a government authoritarian? Are autocrats bad for women?

- Bjarnegård, Elin, and Pär Zetterberg. 2022. "How Autocrats Weaponize Women's Rights." *Journal of Democracy* 33 (2): 60–75. <https://doi.org/10.1353/jod.2022.0018>.

Recommended:

- Berry, Marie E. 2015. "When 'Bright Futures' Fade: Paradoxes of Women's Empowerment in Rwanda." *Signs: Journal of Women in Culture and Society* 41 (1): 1–27. <https://doi.org/10.1086/681899>.

## Tuesday 17-Oct

### Political representation

- Celis, Karen, Sarah Childs, Johanna Kantola, and Mona Lena Krook. 2008. "Rethinking Women's Substantive Representation." *Representation* 44 (2): 99–110.
- Funk, Kendall D., and Magda Hinojosa. 2023. "Descriptive Presentation: Invoking Identity as a Claim for Descriptive Representation." *Politics & Gender*, March, 1–6. <https://doi.org/10.1017/S1743923X22000563>.

## Thursday 19-Oct

Pick one:

- Jalalzai, Farida, and Pedro G. dos Santos. 2015. "The Dilma Effect? Women's Representation under Dilma Rousseff's Presidency." *Politics & Gender* 11 (1): 117–45.
- Jiang, Xinhui, and Yunyun Zhou. 2021. "Coalition-Based Gender Lobbying: Revisiting Women's Substantive Representation in China's Authoritarian Governance." *Politics & Gender*, October, 1–33. <https://doi.org/10.1017/S1743923X21000210>.
- Shitrit, Lihi Ben. 2016. "Authenticating Representation: Women's Quotas and Islamist Parties." *Politics & Gender* 12 (4): 781–806 <https://doi.org/10.1017/S1743923X16000027>.

## Tuesday 24-Oct Gender quotas

What are gender quotas? How have they been used to increase women's presence in parliaments worldwide? What are different types of gender quotas? What are the effects of gender quotas?

- Piscopo, Jennifer M. 2015. "Democracy as Gender Balance: The Shift from Quotas to Parity in Latin America." *Politics, Groups, and Identities* 4 (2): 214–30. <https://doi.org/10.1080/21565503.2015.1084936>.
- Kang, Alice J., and Aili Mari Tripp. 2018. "Coalitions Matter: Citizenship, Women, and Quota Adoption in Africa." *Perspectives on Politics* 16 (1): 73–91. <https://doi.org/10.1017/S1537592717002225>

## Thursday 26-Oct

*Final paper outline and bibliography due*

*Invited guest speaker*

Pick one

- Kudva, N., & Misra, K. (2008). Gender quotas, the politics of presence, and the feminist project: What does the Indian experience tell us?. *Signs: Journal of Women in Culture and Society*, 34(1), 49-73.
- Karekurve-Ramachandra, V., & Lee, A. (2020). Do gender quotas hurt less privileged groups? Evidence from India. *American Journal of Political Science*, 64(4), 757-772.

Recommended:

- Franceschet, Susan, and Jennifer M. Piscopo. 2013. "Equality, Democracy, and the Broadening and Deepening of Gender Quotas." *Politics & Gender* 9 (03): 310–16. <https://doi.org/10.1017/S1743923X13000184>.
- Ewig, Christina. 2018. "Forging Women's Substantive Representation: Intersectional Interests, Political Parity, and Pensions in Bolivia." *Politics & Gender* 14 (3): 433–59. <https://doi.org/10.1017/S1743923X18000211>.
- Wylie, Kristin, and Pedro dos Santos. 2016. "A Law on Paper Only: Electoral Rules, Parties, and the Persistent Underrepresentation of Women in Brazilian Legislatures." *Politics & Gender* 12 (3): 415–42. <https://doi.org/10.1017/S1743923X16000179>

## Tuesday 31-Oct Reactions to women in politics

What are some ways women's inclusion has been resisted? What is Violence against women in politics (VAWIP)? How is VAWIP related to women's political representation? How is VAWIP related to other forms of gender-based violence? In what ways does VAWIP affect women's representation? Gender equality? Democracy?

- Krook, Mona Lena. 2016. "Contesting Gender Quotas: Dynamics of Resistance." *Politics, Groups, and Identities* 4 (2): 268–83. <https://doi.org/10.1080/21565503.2016.1151797>.
- Krook, Mona Lena, and Juliana Restrepo Sanín. 2020. "The Cost of Doing Politics? Analyzing Violence and Harassment against Female Politicians." *Perspectives on Politics* 18 (3): 740–55. <https://doi.org/10.1017/S1537592719001397>.

## Thursday 2-Nov

- Encarnación, Omar G. 2017. "The Patriarchy's Revenge: How Retro-Macho Politics Doomed Dilma Rousseff." *World Policy Journal* 34 (1): 82–91.

Recommended:

- Berry, Marie E., Yolande Bouka, and Marilyn Muthoni Kamuru. 2020. "Implementing Inclusion: Gender Quotas, Inequality, and Backlash in Kenya." *Politics & Gender*, 1–25. <https://doi.org/10.1017/S1743923X19000886>.

- Bardall, Gabrielle, Elin Bjarnegård, and Jennifer M. Piscopo. 2020. "How Is Political Violence Gendered? Disentangling Motives, Forms, and Impacts." *Political Studies* 68 (4): 916–35. <https://doi.org/DOI: 10.1177/0032321719881812>.
- Restrepo Sanín, Juliana. 2022. "Violence against Women in Politics as an Unintended Consequence of Democratization." *International Feminist Journal of Politics* 24 (1): 16–39. <https://doi.org/10.1080/14616742.2021.2014343>
- Alam, Zainab B. 2020. "Do-It-Yourself Activism in Pakistan: The Fatal Celebrity of Qandeel Baloch." *Perspectives on Politics* 18(1): 76–90.

### Tuesday 7-Nov Gender, Populism, and democratic backsliding

- Roggeband, Conny, and Andrea Krizsán. 2018. "Reversing Gender Policy Progress: Patterns of Backsliding in Central and Eastern European New Democracies." *European Journal of Politics and Gender* 1 (3): 367–85. <https://doi.org/10.1332/251510818X15311219732356>.
- Biroli, Flávia. 2020. "The Backlash against Gender Equality in Latin America: Temporality, Religious Patterns, and the Erosion of Democracy." *LASA Forum* 51 (2): 22–26.

### Thursday 9-Nov

- Arat, Yeşim. 2022. "Democratic Backsliding and the Instrumentalization of Women's Rights in Turkey." *Politics & Gender* 18 (4): 911–41. <https://doi.org/10.1017/S1743923X21000192>.

### Tuesday 14-Nov

#### Feminism and contemporary global challenges

- Enloe, Cynthia, Agnieszka Graff, Ratna Kapur, and Suzanna Danuta Walters. 2019. "Ask a Feminist: Gender and the Rise of the Global Right." *Signs: Journal of Women in Culture and Society* 44 (3): 823–44. <https://doi.org/10.1086/701162>.
- Pereira, Bruna, and Macarena Aguilar. 2021. "'Nenhum Passo Atrás' (Not a Step Back): Brazilian Black Women's Resistance in the Era of Bolsonaro's Far-Right Government." *Gender & Development* 29 (2–3): 447–65. <https://doi.org/10.1080/13552074.2021.1978719>.



## Thursday 16-Nov

*Possibly online*

Pick one

**Recommended:**

- Lamas, Marta. 2022. "Feminism in Mexico City." In *Twenty-First-Century Feminismos: Women's Movements in Latin America and the Caribbean*, translated by Julie Kemack, 4:25–47. McGill-Queen's Press-MQUP.
- Huang, Chang-Ling. 2021. "#MeToo in East Asia: The Politics of Speaking Out." *Politics & Gender* 17 (3): 483–90. <https://doi.org/10.1017/S1743923X21000234>.
- Mkhize, Gabi, and Nwabisa Mgcotyelwa-Ntoni. 2019. "The Impact of Women's Movements' Activism Experiences on Gender Transformation Policies in Democratic South Africa." *Agenda* 33 (2): 9–21. <https://doi.org/10.1080/10130950.2019.1618637>.
- Souza, Natália Maria Félix de. 2019. "When the Body Speaks (to) the Political: Feminist Activism in Latin America and the Quest for Alternative Democratic Futures." *Contexto Internacional* 41 (April): 89–112. <https://doi.org/10.1590/S0102-8529.2019410100005>.

## Tuesday 21-Nov

*Possibly online*

Student presentations

## Thursday 23-Nov

**NO CLASS - THANKSGIVING**

## Tuesday 28-Nov

*Possibly online*

Student presentations

## Thursday 30-Nov

Student presentations

Tuesday 5-Dec

Student presentations & Class evaluations

## Class policies & University Resources

### Plagiarism and Academic Integrity:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that violate this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### Online Evaluation:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students [here](#).

### Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### Attendance

For successfully passing this course, your participation and engagement are expected. Students must be prepared to discuss the readings and other materials listed for that day. However, if you are sick or have been in contact with someone who is sick please stay home and take care of yourself. Please let your professor know if you are not attending class because of illness. Generally, missing one or two classes during the semester will not affect your performance. However, you should not expect to be allowed to make up for any missing work unless you have an excused absence. If you miss class, you are encouraged to ask your classmates for their notes or come to office hours to talk about the class you missed.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found [here](#)

## Communications

Please let me know of any issues you have with the class or that can be affecting your academic performance. If you have questions, you are encouraged to schedule office hours. Please use Canvas for all communications with me and your teaching assistant. Please allow 24 hours for me to respond and until Monday if you contact us over the weekend. I only check my work email during regular business hours: Monday through Friday 9-5.

## Technology

For succeeding in this class, you need to have access to Canvas. Please consult these guides if you are unsure about how to use this application:

For Canvas: <https://elearning.ufl.edu/keep-learning/quickstart-guide-for-students/>

## Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be

subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## Other Recommendations

**Masks.** The College of Liberal Arts and Sciences emphasizes that, in light of CDC recommendations, face coverings, though not required, are expected in all UF facilities, including your classrooms. Regardless of vaccination status, mask usage is a responsible and vital way of preventing transmission of COVID-19. Faculty may also ask for mask usage in their offices during one-on-one meetings (with a provision for remote office hour meetings as an alternative).

**Vaccination.** If you have not been vaccinated, please consider starting the process immediately. If you are currently at home, you can obtain a first dose where you are and receive a second dose here in Gainesville. If you are already in Gainesville, you can schedule a vaccination appointment at ONE.UF. Please keep in mind that being vaccinated for COVID-19 is the best way to protect yourself and others from the potentially life-threatening effects of the virus. Your action in this regard may help ensure the health and safety of yourself, your fellow CLAS students, and the faculty and staff with whom you interact.

## Campus Resources: Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

## **COVID-19 & other illnesses**

- In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.
- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.ufl.edu](https://one.ufl.edu) for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

## **Academic Resources**

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- On-Line Students Complaints: View the Distance Learning Student Complaint Process.