Gender and Membership

(draft)

Spring 2013

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RPOS399
Class meets Tuesdays and Thursdays
8:45am to 10:05 am
Room ES 147
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Tue. 10:30 am - 11:30 am
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Class description: This course tackles important issues in political theory (identity), feminist theory (gender), public policy (case studies), and comparative politics.

What does it mean to belong to a group? Looking at different situations and policies, such as the Islamic scarf controversy in France, or the repeal of “The Don’t Ask Don’t Tell” act, this course explores the meaning of being/becoming a member while taking into consideration one’s gender.

Using a comparative framework, it looks at two groups: soldiers and migrants. Both groups have been traditionally defined as predominantly (heterosexual) male, and as a result acquiring membership was strictly confined. However, recent developments such as women acquiring leading roles, both as migrants and as soldiers, challenge the classical view of membership. This class will survey the theoretical underpinnings of gender and its role in acquiring membership. In addition, more recent works, emerging from art and film, will be used to further analysis.

While most of the readings in this course address soldiers and immigrants within the European Union and the United States, they also address other regions of the globe.
**Class objectives:** The syllabus is designed to introduce students to challenging analytical perspectives of Gender and membership. At the end of the term will know a good deal more about the heritage of gender, how and why and why it affects one’s accessing party in the host society. At the same time, this course aims to improve students’ critical thinking skills, understood here to mean students’ capacity to grasp abstract concepts and theories, to appreciate how such concepts and theories can be translated into concrete empirical claims, and to come to grips with the difficulty of using evidence to evaluate the validity of empirical claims.

Finally, the written assignments and in-class presentations are designed to improve different writing skills, including students’ ability to summarize the main points of an argument succinctly, to explain theories clearly, to use language precisely and demonstrate command of political science terminology, and to make an argument in which they state a thesis and support it through the use of evidence.

**Class etiquette:** Students are expected to be respectful, tolerant and conduct themselves in a manner compatible with the rigor of the academic dialogue in-class and on-line.

Students will need to complete the assigned readings in advance, in order to facilitate better understanding of lectures and to permit participation in-class and on-line discussion. Time-permitting, we will attempt to hold frequent discussion focused on the topics described below, with informed student participation.

Please show common courtesy to your professor and your colleagues in this class: do not go in and out of class during the lecture, refrain from holding private conversations or passing notes, turn off your cell phones or other electronic devices, don’t eat your lunch in class, don’t read newspapers, etc.
An open manner conducts discussions. Feel free to disagree with me, with the authors who will be studying, the application of their concepts, or with your classmates’ view etc. However, discussion needs to reflect the university atmosphere in that it unfolds in an intelligent manner and you must support your opinion with facts (that may mean research). Interruption, use of slurs and making fun of other students encounters strict prohibition.

We will read original texts, and therefore you will be required to have the required texts with you at all sessions.

**Grades:** There will be ONE in class presentation and ONE final written assignment; which needs to be handed-in for the final grade to be processed. In-class and on-line participation will be recognized and will count towards final grade. Class activities include, but are not limited to: reading all the weekly assignments, providing proof of understanding of the material, conducting discussion focused on the assigned readings and your fellow colleagues’ argumentation.

Incompletes are not acceptable. All the assignments must be turned in at the assigned dates.

**Course Requirements**

1) Complete reading assignments before the class meets in order to facilitate better understanding of lectures and to permit participation in discussion. Time permitting, we will attempt to hold frequent discussion focused on the topics described below, with informed student participation. Please note that as we proceed, assignments may vary somewhat from what the syllabus indicates. It is your responsibility to keep abreast of any updates to the schedule.
2) Attend class meetings regularly and on time. The lectures provide a framework for understanding conservative thought and contain material not in the readings. Attendance will be taken regularly and will figure in your course grade, as explained below; students who arrive late will be counted as absent.

Incomplete/late work: Failing to turn in the papers will lead to failing the class. Handing in your work after the deadline will negatively affect your grade with $\frac{1}{2}$ of letter grade per day.

Presentation- general guidelines: you need to send me and your colleagues via email a ONE PAGE outline of the presentation the day before your presentation is scheduled. In the day of the presentation you need to print out copies of the outline for all you colleagues. The presentation should not be longer than 15 minutes. At the end of the outline you should have 1-3 questions for further discussion. If you have a presentation partner, you need to collaborate with her/him and decide upon the structure of the assignment. You could also see me if you have any questions about the text.

Written work- general guidelines: All work requires standard grammatical English. Papers should be typed in “Times New Roman” with a font size of 12, and double-spaced with a 1-inch margin all around. Students are required to keep a copy of their submitted essay (electronic format) and of the graded, returned copies of all exams and writing assignments until two weeks after May 30, 2013. Failure to do so will invalidate any potential questions or protests about assignment or course grades.

Assignments:

1) Class Presentation (25%)
**Goal:** to assess your understanding of the author you are presenting.  
**Guidelines:** Focusing on the assigned readings, explicitly express your understanding of the author/s’ political ideas. You will need to focus primarily directly on the assigned text, clearly outline the main idea/s, and support them with examples. Your personal view is welcomed but it is discretionary.  
15-20 minutes

2) **Essay (30%)**  
**Goal:** to assess your understanding of the political concepts studied in class and your capacity to apply them to contemporary political situation.  
**Guidelines:** Choose one/two of authors studied in class. Using his/ their work express your perspective on a political contemporary issue. The main ideas of the chosen text need to be clearly summarized and reference to the original text continuously used to support your claim. All data used in the essay needs to be supported by naming your source. Presenting your view is compulsory.  
10-15 pages; due May 8 - via e-mail

4) **Midterm (25%)**  
Details will be given to students at a later date in the semester.

5) **Participation (20%)**  
Class activities include, but are not limited to: reading all the weekly assignments, providing proof of understanding of the material, conducting discussion focused on the assigned readings and your fellow colleagues’ argumentation. Quizzes and group in -class assignments will be considered an integral part of the participation activity.
Schedule of Lectures and Exams: Approximate dates for lectures and exams are listed below, along with reading assignments for the lectures and discussions. As this schedule is subject to revision, you are responsible for keeping up with any announced changes. If you miss a class, be sure to learn the assignment and readings for the following session.

Detailed class schedule

Part One: Gender and The Understanding of Membership

01/24 Plato Republic, Book V (selections on BB) Monday Jan 28, 2013, Jon Stewart
Show http://www.hulu.com/watch/450626#i0.p9.d0 ;
http://www.nytimes.com/2013/01/24/us/pentagon-says-it-is-lifting-ban-on-women-in-combat.html?pagewanted=all&_r=0
http://www.foxnews.com/politics/2013/01/24/panetta-opens-combat-roles-to-women/

01/29 Judith Butler Gender Trouble (selections on BB)

01/31 Foucault History of Sexuality: Body/Power (selections on BB)

02/05 Charles Taylor, Politics of Recognition 1992 (selections on BB)

02/07 Responses to Taylor: Susan Wolf, Anthony Apiah (selections on BB)

02/12 Fraser and Honneth (selections on BB)

Part Two: Immigration

12/14 *Imagined Communities* Benedict Anderson (selections on BB)

02/19 Aristide Zolberg *Nation by Design* ch.1 (selections on BB)

02/21 Immigration polices: Ruth Lister “Dialectics of Citizenship” (selections on BB)

02/26 *New Immigrants, New Models of Assimilation* Susan K. Brown and Frank D. Bean 2006 - article on BB


03/05 *Assessing Immigrant Assimilation: New Empirical and Theoretical Challenges*

03/07 Mary C. Waters and Tomas R. Jimenez 2005 - article


Part Three: Military

**Women in the military:**

03/12 *America’s Military Population* by David R. Segal and Mady Wechsler Segal 2004

03/14 *The Myth of the Macho Military* Regina F. Titunik 2008


SPRING BREAK 03/15 TO 03/23
03/26 The Women behind the Warriors Cynthia Enloe 1993

"Women and Militarization" – A Seminar Cynthia Enloe 1984

Gender, War, and Militarism: Feminist Perspectives, Eds. Laura Sjoberg, Sandra E Via

http://genderandsecurity.umb.edu/Carol%20Cynthia%20Conversation.pdf

http://www.pbs.org/wnet/women-war-and-peace/full-episodes/war-redefined/

03/28 Faithfull and Fearless Mary Katzenstein

Immigrant women:

04/04 MIDTERM

Made in LA- Immigrant documentary
The Nanny Question in Feminism Joan Tronto 2002 Gender Job Searching and Employment Outcomes Among Mexican Immigrants Gretchen Livingston 2006

04/09 Gay in the military: polices

Gay, lesbian and transgender immigrants: gay marriage vs immigration

Eithne Luibhéid:
http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_lesbian_and_gay_studies/v010/10.2luibheid.html

04/11 Nicholas de Genova:

04/16 Karma R. Chávez:
http://wewhofeeladifferently.info/journal.php#Karma Chavez
04/18, Undocumented queer youth who coined the term UndocuQueer. They are young DREAMers who are advocating for a very intersectional immigrant rights conversation: http://juliosalgado83.tumblr.com/post/15803758188/i-am-undocuqueer-is-an-art-project-in

04/23 Guest speaker- activists on LGBT Immigrant rights

05/02 Summary