Winthrop University
Women and Global Politics
PLSC 337/WMST 337 Sec 001, 3 credits
Dr. Jennifer Leigh Disney
Fall 2012
Mondays and Wednesdays 5:00-6:15pm
OWENS 102
disneyj@winthrop.edu

Political Science Office Phone: (803) 323-2209  My Office Phone: (803) 323-4668
PLSC Office Hours: Mondays 9:00am-12:00pm and by appointment
PLSC Office Location: Bancroft Hall 327
WMST Office Hours: Wednesdays 9:00am-12:00pm and by appointment
WMST Office Location: Bancroft Annex G-03
ONCA Office Hours: Tuesdays/Thursdays 9:00am-12:00pm and by appointment
ONCA Office Location: Dinkins 222A
Pre-Requisites: PLSC 205 or 207 or WMST 300 or permission by instructor

Required Readings


Course Description
This course is designed to introduce the category of gender and the subject of women into the discussion and analysis of global politics. We will explore the impact women have had on global politics through an analysis of women’s movements around the world, as well as the impact global politics has had on women, through an analysis of domestic and international policies in the areas of economics, politics, law, society and culture.

Women and Politics has been conceptualized as a subfield of Political Science to address three biases in the discipline: 1. the existing misogyny in much of the treatment of women; 2. the absence of women within disciplinary discourse; and 3. claims of universality within theory and research which were actually based on male experience. This course seeks to offer a critique of such biases by bringing the experiences and perspectives of women from around the world into the discourse. In addition, this course is designed to offer feminist reconceptualizations of: 1. basic concepts used within the study of global politics; 2. existing structures and institutions of power in our society; and 3. visions of what a just world would look like. I personally will argue that the best way to construct an inclusive human community is to do so from the perspective of those who live at the intersections of multiple oppressions. An understanding of how interlocking systems of oppression operate is crucial to working toward their demise.
Course Goals
This course meets the Global Perspectives and Social Science Requirements of the General Education/Touchstones Program and meets Goals 1, 3, 4 and 7 of the Program: Goal 1: To communicate clearly and effectively in standard English; Goal 3: To use critical thinking, problem-solving skills, and a variety of research methods; Goal 4: To recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles; Goal 7: To examine values, attitudes, beliefs, and habits which define the nature and quality of life. Students enrolled in this course will gain an appreciation of gender diversity, global diversity, and the intersections between the two.

Student Learning Outcomes
At the completion of this course, students should be able to answer the following questions:
What is the difference between sex and gender? How have assumptions about gender role stereotypes constrained women and men in global politics? What is the relationship between gender, race, class, ethnicity, sexuality, nationality, post-coloniality and culture in the lives of women around the world? How do these differences affect the constructions of ‘womanhood’ and the actual experiences of women globally? What kinds of women’s movements and constructions of ‘feminism’ exist around the world? What have women done in various political, cultural, and economic settings to challenge oppression and create a better world for themselves, their communities, other women, and their families? To what extent can Third World feminisms and notions of ‘intersectionality’ offer a theory and a practice which unite women and men in a common fight against multiple systems of oppression? These are just a few of the questions we will explore throughout this course.

Student Learning Activities and Course Requirements
**ORAL PARTICIPATION:** Discussion is a very important aspect of this course, both for critically comparing and contrasting ideas as well as for interesting, inclusive, and educational dialogue. It is required that you each come prepared to class having read and thought about the material. Your willingness to collectively engage and critique the selections we will be reading is a fundamental aspect of this course, worth 20% of your grade. We will be reading difficult and provocative books this semester. Your willingness to engage and critique them is a fundamental aspect of this course. If I find you are not doing that, I reserve the right to integrate in-class quizzes at the start of class.

**WRITTEN PARTICIPATION:** ALL STUDENTS will be required to prepare daily reading notes and discussion questions to share with the class as part of your class participation grade. You will also write **two 5-page critical analysis papers** on the three books we will be reading together. Your daily reading summaries and discussion questions, along with our collective discussions of the readings, are designed to assist you in writing these papers. In addition, you will have a cumulative final exam during the scheduled final exam period.

**EXPERIENTIAL LEARNING:** This class also includes a Service Learning/Direct Action Project. I will ask each of you to volunteer at one of several community organizations in Rock Hill with a women, gender, race, class, ethnicity, sexuality and/or family component: A Place for Hope (impoverished African American community resource center), Interfaith Hospitality Network (provides places to stay and support for homeless families); ParentSmart/Rock Hill
Family Resource Center; Pilgrim’s Inn (Emergency Assistance, Counseling, and Housing for Women and Children), St. Annes Catholic Church (Vietnamese and Latino ESL Classes); Teen Health Center; The Children’s Attention Home; The International Center of York County (Immigrant Citizenship Classes and United Way Latina Battered Women Program); The Catawba Indian Reservation; Catawba Care Coalition (HIV/AIDS), Rock Hill Adult Literacy.

Service Learning is designed to be 50% service and 50% learning. So, you will both: (1) provide a needed service to the community organization with which you choose to work; and (2) learn from the community organization and the women in that community and share what you learn through a Direct Action Project done on the Winthrop University Campus. You can select a particular issue (women’s health, women’s access to education, reproductive and sexual rights) or theme (culture, language, race, class, sexuality, ethnicity) to examine through the community organization with which you are working. You can work alone, in a pair, or in a group for your Direct Action Project. I am extremely flexible here. I just want you to think creatively and make a positive educational impact in the community you serve and in our campus community.

A main objective of this class is for you to think about how to link theory and practice in your own lives. The service learning component of the class will consist of: (1) 20 Community Service Hours; (2) one direct action project here on campus creatively designed by you to educate the Winthrop community about your issue, organization, or group of women; (3) one 1 page direct action report, where you tell me what you have done or what you intend to do for your direct action on campus; (4) one 2 page critical/reflective essay on your service learning and direct action projects, based on a culmination of your reflections made throughout the semester. **If any of these components is not completed, you will receive a zero for the entire 20% Service Learning/Direct Action portion of your grade.**

**Your Grade Composition will be as follows:**
- Daily Class Participation in Reading/Discussion 20%
- Service Learning/Direct Action Project 20%
  - Complete 20 Service Hours
  - Submit 1-pg Direct Action Project Proposal
  - Complete Campus Direct Action Project
  - Submit 2-pg Service Learning/Direct Action Project Reflection
- 5 Page Critical Analysis Paper #1 20%
- 5 Page Critical Analysis Paper #2 20%
- Final Exam 20%

The **Grade Distribution** in this class will be as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>90-92</td>
<td>A</td>
<td>93-96</td>
<td>A+</td>
<td>97-99</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>B</td>
<td>83-86</td>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>C</td>
<td>73-76</td>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>D</td>
<td>63-66</td>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>F</td>
</tr>
</tbody>
</table>

Both attendance and class participation are important aspects of your grade, not to mention of learning the material. **YOU MUST KEEP YOURSELF UP TO DATE WITH THE SYLLABUS.** This course is designed to be a discussion course. Therefore, you are required to
read and think about all assigned materials before class. Remember, learning is not a spectator sport! I am also very approachable. Please feel free to come to me with any questions, comments, or concerns you may have as the class progresses.

Schedule of Class Topics and Reading Assignments: (The need may arise to make changes to this schedule depending upon the development of the class. Any and all changes will be communicated to the class. It is the responsibility of each student to be aware of such changes.)

August 22
Discussion of Course Description and Course Requirements
An Introduction to the Study of Women and Global Politics: Who am I? From What Subject Position Do I Speak?
The Bridge Poem, Donna Kate Rushin, pp. xxi-xxii, in This Bridge Called My Back: Writings By Radical Women of Color, Cherrie Moraga, Gloria Anzaldúa
I Aint’ the Right Kind of Feminist, Cheryl L. West pp. ix-x, in Third World Women and the Politics of Feminism, Chandra Mohanty, Ann Russo and Lourdes Torres, eds.

What is Feminism? How Can It Be Defined? ‘The F Word’

August 27
I. Women’s Movements in Comparative Perspective
Disney, Jennifer Leigh. Women’s Activism and Feminist Agency in Mozambique and Nicaragua, Book Overview, Chapter 1

August 29
NO CLASS – READ AHEAD!!!

September 3
Disney, Jennifer Leigh. Women’s Activism and Feminist Agency in Mozambique and Nicaragua, Chapter 2

September 5
Disney, Jennifer Leigh. Women’s Activism and Feminist Agency in Mozambique and Nicaragua, Chapter 3

September 10
Disney, Jennifer Leigh. Women’s Activism and Feminist Agency in Mozambique and Nicaragua, Chapter 4

September 12
Disney, Jennifer Leigh. Women’s Activism and Feminist Agency in Mozambique and Nicaragua, Chapter 5

September 17
Disney, Jennifer Leigh. Women’s Activism and Feminist Agency in Mozambique and Nicaragua, Chapter 6

September 19
Disney, Jennifer Leigh. Women’s Activism and Feminist Agency in Mozambique and Nicaragua, Chapter 7

September 24
Disney, Jennifer Leigh. Women’s Activism and Feminist Agency in
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 26</td>
<td>5 Page Critical Analysis Paper #1 Due</td>
</tr>
<tr>
<td></td>
<td>Basu, Amrita. <em>Women’s Movements in the Global Era</em>, Intro and Chapter 1</td>
</tr>
<tr>
<td>South Africa</td>
<td></td>
</tr>
<tr>
<td>Zimbabwe</td>
<td></td>
</tr>
<tr>
<td>Pakistan</td>
<td></td>
</tr>
<tr>
<td>October 8</td>
<td>Basu, Amrita. <em>Women’s Movements in the Global Era</em>, Chapter 4</td>
</tr>
<tr>
<td>India</td>
<td></td>
</tr>
<tr>
<td>China</td>
<td></td>
</tr>
<tr>
<td>October 12 &amp; 15</td>
<td>FALL BREAK – NO CLASS – WORK ON CLASS PROJECTS!!!</td>
</tr>
<tr>
<td>Poland</td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td></td>
</tr>
<tr>
<td>Gender and Sexuality in Latin America</td>
<td></td>
</tr>
<tr>
<td>Mexico</td>
<td></td>
</tr>
<tr>
<td>November 5</td>
<td>Basu, Amrita. <em>Women’s Movements in the Global Era</em>, Chapter 11</td>
</tr>
<tr>
<td>Palestine</td>
<td></td>
</tr>
<tr>
<td>Iran</td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td></td>
</tr>
<tr>
<td>November 14</td>
<td>5 Page Critical Analysis Paper #2 Due</td>
</tr>
</tbody>
</table>
**Student Obligations**

**Attendance, Class Participation, and Taking Notes**
Class attendance is required. Excessive absences will lower your grade in two ways: (1) loss of note-taking from class lecture and discussion; (2) loss of class participation opportunities. Class participation, which requires your presence, will raise or lower your grade. If prolonged illness or other problems cause you to be absent for an extended period of time, please call me and let me know. In addition, every student is expected to arrive on time. Arriving late or leaving early disrupts the class and is not acceptable.

**Exam Policy**
You must take exams on the days they are assigned. If an emergency arises, you must call me and leave a message on my voicemail by the day of the exam and be prepared to document the emergency in writing. I will then assess the possibility of a make-up exam. If this policy is not followed, you will receive a 0 for the exam.

**Students with Disabilities**
If you have a disability and need classroom accommodations, please contact Gena Smith, Coordinator, Services for Students with Disabilities, at 323-2233, as soon as possible. Once you have your professor notification letter, please notify me so that I am aware of your accommodations well before the first assignment.

**Winthrop’s Office of Nationally Competitive Awards (ONCA)** identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222B. Please fill out an online information form at the bottom of the ONCA webpage [www.winthrop.edu/onca](http://www.winthrop.edu/onca) and email onca@winthrop.edu for more information.

**Winthrop’s Academic Success Center** is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that
Students can benefit from the Academic Support Center (ASC) located on the first floor of Dinkins, Suite 106. The ASC offers a range of services including tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. Students can contact the ASC at 803-323-3929 or success@winthrop.edu or www.winthrop.edu/success.

Winthrop’s Office of Victims Assistance (OVA) provides services to survivors of sexual assault, intimate partner violence, and stalking as well as educational programming to prevent these crimes from occurring. The staff assists all survivors, regardless of when they were victimized, in obtaining counseling, medical care, housing options, legal prosecution, and more. In addition, the OVA helps students access support services for academic problems resulting from victimization. The OVA is located in 204 Crawford and can be reached at (803) 323-2206. In the case of an after-hours emergency, please call Campus Police at (803)323-3333, or the local rape crisis center, Safe Passage, at their 24-hour hotline, (803)329-2800. For more information please visit: http://www.winthrop.edu/victimsassistance/

**Plagiarism**
Using the words or ideas of others as one's own is plagiarism. Quoting or paraphrasing material from books or articles without properly citing the source is also plagiarism. All sources used must be properly cited in your papers. Consult your Writing 101 Writing Manual for proper citation techniques. Please consult the Political Science Department Policy on Plagiarism and Academic Misconduct for further clarifications:

**Political Science Department Statement on Plagiarism and Academic Misconduct**

The Winthrop University Political Science department abhors all forms of academic misconduct, and faculty members aggressively investigate all incidents of suspected cheating. This includes, but is not limited to, using turnitin.com.

Plagiarism, whether intentional or unintentional, is by far the most common form of academic misconduct in the Political Science department. Plagiarism includes, but is not limited to:

- Using the words or ideas of others as one’s own;
- Reproducing, in whole or in part, principal ideas from a fellow student’s work;
- Granting a fellow student permission to copy one’s paper, or to reproduce some or all of its principal ideas;
- Quoting or paraphrasing material from sources without any citation;
- Quoting or paraphrasing material without sufficient and/or proper citation;
- Omitting some or all sources used in a paper; and
- Submitting a paper written for one course -- whether in Political Science or another discipline -- to meet a course requirement in a second course, without the express permission of all instructors involved. This is the case even though many paper topics may be relevant to several different courses.

All incidents of suspected academic misconduct are investigated with equal vigor.

When a faculty member suspects that a student engaged in academic misconduct, the faculty member will follow the appropriate procedures outlined in the Student Handbook. The faculty member will apply whatever sanctions s/he deems appropriate. Possible sanctions include, but are not limited to:

- Failing the assignment;
- Requiring a student to repeat an assignment for reduced credit;
- Requiring a student to repeat an assignment for no credit; or
- Failing the course.
Academic misconduct applies equally to required assignments and extra credit assignments.

All incidents of academic misconduct will be reported to the Department Chair, the Dean of Students, the Dean of Arts and Sciences and the student’s academic advisor. The University may impose its own sanctions in addition to sanctions imposed by the faculty member or the department. The University may impose sanctions even after a student has graduated, and may include revoking a student’s diploma.

In addition, students who engage in more than one incident of academic misconduct may be declared ineligible for departmental awards, ineligible for employment in the department or its affiliated programs, and ineligible to volunteer as a peer advisor.


Global Women’s Movements/Feminist Theory Reading List

Abramowitz, Mimi. Regulating the Lives of Women
Aguilar, Delia D. and Anne E. Lacsamana. Women and Globalization
Alexander, M. Jacqui and Chandra Talpade Mohanty. Feminist Genealogies, Colonial Legacies, Democratic Futures
Baehr, Ninia. Abortion Without Apology: A Radical History for the 1990s
Basu, Amrita. The Challenge of Local Feminisms: Women’s Movements in Global Perspective
Bauer, Gretchen and Hannah Britton, eds. Women in African Parliaments
Bem, Sandra. "Sex Role Adaptibility: One Consequence of Psychological Androgyny"
Benston, Margaret. "The Political Economy of Women's Liberation"
Beneria, Lourdes. Gender, Development, and Globalization: Economics as if All People Mattered
Bookman, Ann and Morgen, Sandra. Women and the Politics of Empowerment
Boserup, Ester. Women’s Role in Economic Development
Britton, Hannah E. Women in the South African Parliament: From Resistance to Governance
Braidotti, Rosi, et al. Women, the Environment and Sustainable Development: Towards a Theoretical Synthesis
Bulbeck, Chilla. Re-Orienting Western Feminisms: Women’s Diversity in a Postcolonial World
Brown, Wendy. States of Injury: Power and Freedom in Late Modernity
Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity; Bodies That Matter
Carver, Terrell. Gender is Not a Synonym for Women
Chaudhuri, Nupur and Strobel, Margaret. Western Women and Imperialism: Complicity and Resistance
Collins, Patricia Hill. Black Feminist Thought
Collinson, Helen. Women and Revolution in Nicaragua
Coole, Diana. Women in Political Theory: From Contemporary Misogyny to Contemporary Feminism
Copelon, Rhonda. "From Privacy to Autonomy: The Conditions for Sexual and Reproductive Freedom" in From Abortion to Reproductive Freedom: Transforming a Movement
Daly, Mary. Gyn/Ecology: The Metaethics of Radical Feminism
Darcy de Oliveira, Rosiska. In Praise of Difference: The Emergence of a Global Feminism
de Beauvoir, Simone. The Second Sex
Deighton, Jane, Horsley, Rossana, et al. Sweet Ramparts: Women in Revolutionary Nicaragua
Donovan, Josephine. Feminist Theory: The Intellectual Traditions of American Feminism
Escobar, Arturo and Alvarez, Sonia. The Making of Social Movements in Latin America
Eisenstein, Hester. *Contemporary Feminist Thought*
Eisenstein, Zillah. *Capitalist Patriarchy and the Case for Socialist Feminism: The Radical Future of Liberal Fem*
Engels, Friedrich. *The Origin of the Family, Private Property and the State*
Enloe, Cynthia. *Bananas, Beaches and Bases: Making Feminist Sense…; Maneuvers: Militarizing Women’s Lives*
Ferguson, Ann. *Sexual Democracy: Women, Oppression, and Revolution*
Ferree, Myra Marx and Martin. *Feminist Organizations: Harvest of the New Women's Movement*
Ferree, Myra Marx and Aili Mari Tripp, eds. *Global Feminism: Transnational Women’s Activism, Organizing, HR*
Firestone, Shulamith. *The Dialectic of Sex*
Goldberg, Gertrude Schaffner and Eleanor Kremen, eds. *The Feminization of Poverty*
Gordon, April. *Transforming Capitalism and Patriarchy: Gender and Development in Africa*
Gould, Carol (ed) *Beyond Domination: New Perspectives on Women and Philosophy*
Grewal, Inderpal. *Transnational America: Feminisms, Diasporas, Neoliberalisms*
Hartman, Heidi. "The Unhappy Marriage Between Marxism and Feminism"
Hartsock, Nancy. *Money, Sex and Power: Toward a Feminist Historical Materialism*
Held, Virginia. *Feminist Morality: Transforming Culture, Society and Politics*
Hennessy, Rosemary. *Materialist Feminism and the Politics of Discourse*
Hirschman, Nancy and Di Stefano, Christine. *Revisioning the Political: Feminist Reconstructions of…Western Political Theory*
Holcombe. *Managing to Empower: The Grameen Bank*
hooks, bell. * Ain't I a Woman; Feminist Theory From Margin to Center*
Hoyt, Katherine. *The Many Faces of Sandinista Democracy*
Hull, Gloria, Scott, Patricia and Smith Barbara eds. *All the Women are White, All the Blacks are Men, But Some of Us Are Brave*
Jayawardena, Kumari. *Feminism and Nationalism in the Third World*
Jones, Kathleen and Jonasdottir, Anna. *The Political Interests of Gender: Developing Research w/ Feminist Face*
Kaplan, Caren, Norma Alarcón, Minoo Moallem. *Between Woman and Nation: Nationalisms, Transnational Feminisms, State*
Kaplan, Temma. *Crazy for Democracy: Women in Grassroots Movements*
Kennedy, Elizabeth and Mendus, Susan. *Women in Western Political Philosophy: Kant to Nietzsche*
MacKinnon, Catherine. *Toward a Feminist Theory of the State*
Mamdani, Mahmood and Ernest Wamba dia Wamba, eds. *African Studies in Social Movements and Democracy*
Marchand, Marianne and Jane Parpart, eds. *Feminism/Postmodernism/Development*
Mies, Maria. *Patriarchy and Accumulation on a World Scale*
Mikell, Gwendolyn. *African Feminism: The Politics of Survival in Sub-Saharan Africa*
Millet, Kate. *Sexual Politics*
Mohanty, Chandra, Russo, Ann and Lourdes, Torres. *Third World Woman and the Politics of Feminism*
Moghadam, Valentine M. *Globalizing Women: Transnational Feminist Networks*
Moraga, Cherríe and Anzaldúa, Gloria eds. *This Bridge Called My Back: Writings By Radical Women of Color*
Narayan, Uma and Harding, Sandra, eds. Decentering the Center: Philosophy for a Multicultural, Postcolonial World
Nicholson, Linda. Feminism/Postmodernism
Okin, Susan Moller. Women in Western Political Thought: Justice, Gender, and the Family
Oyewumi, Oyeronke. The Invention of Women: Making an African Sense of Western Gender Discourses
Oyewumi, Oyeronke, ed. African Women & Feminism: Reflecting on the Politics of Sisterhood
Parpart, Jane and Stichter, Sharon (eds). Women, Employment and the Family in the International Division of Labor.
Parpart, Jane and Kathleen A. Staadt. Women and the State in Africa
Pateman, Carol. The Sexual Contract, The Problem of Political Obligation, The Disorder of Women
Petchesky, Rosalind. Abortion and Women's Choice: The State, Sexuality, and Reproductive Freedom
Piven, Frances Fox and Richard Cloward. Regulating the Poor; Poor People’s Movements
Radcliffe, Sarah A. and Sallie Westwood. eds. ‘Viva’: Women and Popular Protest in Latin America
Rajan, Rajeswari Sunder. Real & Imagined Women: Gender, Culture and Postcolonialism
Randall, Margaret. Gathering Rage: The Failure of 20th Century Revolutions to Develop a Feminist Agenda
Rose, Nancy. Workfare or Fair Work: Women, Welfare and Government Work Programs
Ruchwarger, Gary. Struggling for Survival: Workers, Women and Class on a Nicaraguan State Farm
Rubin, Gayle. "The Traffic in Women: Notes on the 'Political Economy of Sex’"
Sargent, Lydia ed. Women and Revolution: A Discussion of The Unhappy Marriage of Marxism and Feminism
Sassoon, Anne Showstack, ed. Women and the State
Sawicki, Jana. Disciplining Foucault: Feminism, Power and the Body
Schechter, Susan. Women and Male Violence
Sen, Gita and Cowan, Caren. Development Crises and Alternative Visions (DAWN)
Shanley, Mary and Pateman Carole. Feminist Interpretations and Political Theory
Sheldon, Kathleen. Pounders of Grain: Women, Work, History in Mozambique
Shiva, Vandana and Maria Mies. Ecofeminism
Sparr, Pamela ed. Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment
Spelman, Elizabeth. Inessential Woman: Problems of Exclusion in Feminist Thought
Stephen, Lynn. Women and Social Movements in Latin America: Power From Below
Terborg-Penn, Rosalyn and Andrea Benton Rushing eds. Women in Africa and the African Diaspora: A Reader.
Tetreault, Mary Ann. Women and Revolution in Africa, Asia and the New World
Tronto, Joan. Moral Boundaries: A Political Argument for an Ethic of Care
Urdang, Stephanie. And Still They Dance: Women, War and the Struggle for Change in Mozambique
Visvanathan, Nalini, et.a. The Women, Gender, and Development Reader
Wieringa, Saskia ed. Subversive Women: Women's Movements in Africa, Asia, Latin America and the Caribbean
Young, Iris Marion. Justice and the Politics of Difference