Winthrop University
Women and Global Politics
PLSC 337/WMST 337 Sec 001, 3 credits
Dr. Jennifer Leigh Disney
Fall 2015
9:30-10:45am Tuesdays/Thursdays
KINA 211
disneyj@winthrop.edu

Political Science Office Phone: (803) 323-2209 My Office Phone: (803) 323-4668
PLSC Office Hours: Mondays 10:00am-12:00pm and by appointment
PLSC Office Location: Bancroft Hall, Room # 328
WMST Office Hours: Wednesdays 10:00am-12:00pm and by appointment
WMST Office Location: Bancroft Hall, Room # 107
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. This course participates in the Global Learning Initiative by its very nature.

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 contend 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. For more information about Women’s Studies, see http://www.winthrop.edu/womensstudies/.
Course Goals
Students enrolled in this course will gain an appreciation of gender diversity, global diversity, and the intersections between the two. As a service learning course in Women and Global Politics, this course contributes to student mastery of the following University Level Competencies: Competency 2: Winthrop graduates are personally and socially responsible. Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good. Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live. Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

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 important that you each come prepared to class having read and thought about the material. For the last book of the semester, you will sign up to be discussion leaders by class period/chapter. We will be reading difficult and provocative books this semester. Your willingness to engage and critique them is a fundamental aspect of this course, worth 20% of your grade. If I find you are not doing that, I reserve the right to integrate in-class quizzes.

WRITTEN PARTICIPATION: ALL STUDENTS will complete three in-class exams, one on each book for the course. In addition, you are strongly encouraged to prepare daily reading notes and discussion questions to share with the class as part of your class participation grade as we discuss all three books in the course, especially for the third when you will be a discussion leader.

EXPERIENTIAL LEARNING: This class qualifies as an Experiential Learning course, which includes a Service Learning Project. The Service Learning Project we will engage in collectively this semester will be The Human Library (http://www.humanlibrarychicago.org/). The Human Library is an event where volunteers from marginalized groups act as human books. Participants in the event can sit with them and ask questions. A Human Library is an event that aims to create dialogue and understanding between people. Individuals volunteer as human ‘books’ and participants
in the event can ‘read’ the book- meaning they would have a one on one on group conversation with the volunteer and share in a dialogue about that individual’s experience. ‘Books’ are volunteers from all walks of life who have experienced discrimination based on race, religion, sexual preference, class, gender identity, sex, age, lifestyle choices, disability and other aspects of their life. The Human Library provides the opportunity for us as a class to understand intersectionality in its most material, personal, and everyday form and to share that understanding with others. The Human Library will allow members of our community to share and understand the experiences of others in our community. See Also http://www.nydailynews.com/news/national/human-library-project-turns-people-talking-books-article-1.1593705.

Service Learning is designed to be 50% service and 50% learning. So, you will: (1) work in pairs to identify and interview human library participants and create their card catalogue/book biography; and (2) help organize the Human Library as a cultural event for other members of the Winthrop University campus community to participate; (3) write a 5 page reflection paper on the experience, linking your experience to class content.

Your Grade Composition will be as follows:
Daily Class Participation in Reading/Discussion 20%
Service Learning/Human Library Project 20%
  Identify and Interview One Human Library Participant
  Complete Human Library Project
  Submit 5-page Project Reflection
Exam #1 20%
Exam #2 20%
Exam #3 20%

The Grade Distribution in this class will be as follows:
A- 90-92  A 93-96  A+ 97-99
B- 80-82  B 83-86  B+ 87-89
C- 70-72  C 73-76  C+ 77-79
D- 60-62  D 63-66  D+ 67-69  F > 60

Grading:
A  93-100 = A Designates work of superior quality
  90-92 = A-  Class participation is voluntary, frequent, relevant, and reflects that you have both read and thought about the material. Performance on exams is consistently strong; demonstrates complete mastery of facts and concepts. Written work is clear, well-organized and thought-provoking, and free of grammatical or mechanical errors.

B  87-89 = B+ Designates work of high quality
  83-86 = B  Class participation is voluntary, frequent, and reflects that you are keeping up with the assigned materials. Performance on exams is very strong; demonstrates mastery of facts and concepts. Written work reflects a good understanding of the issues and concepts. Writing is clear with minimal errors.

C  77-79 = Designates work that minimally meets the course requirements
C+ 73-76 = C  
Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Performance on exams demonstrates acceptable degree of mastery of facts and concepts. Written work may contain arguments that are confusing, with minimal evidence of organization. Writing is marred by errors.

D 67-69 = Reflects minimal clarity and comprehension
D+ 63-66 = D  
Class participation is minimal, never voluntary, and reveals that you have either not read the assigned materials or did not understand the readings.
60-62 = D- Performance on exams demonstrates minimal mastery of facts and concepts. Written work is confusing, contradictory, repetitive, and/or not supported by either your own ideas or your sources. Writing is marred by errors.

F 0-59 = F  Unsatisfactory performance along most (or all) measures.

The “N” Grade
This semester, the deadline to withdraw from a course with an automatic grade of “N” is Friday, October 23. Students may not withdraw from the course after this date without documented extenuating circumstances.

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 25**
Discussion of Syllabus, 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?**  
Selected Poems, *This Bridge Called My Back: Writings By Radical Women of Color*, Cherrie Moraga, Gloria Anzaldua  

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

**August 27**
Women’s Movements in Comparative Perspective

Disney, Jennifer Leigh. *Women’s Activism and Feminist Agency in Mozambique and Nicaragua*, Book Overview, Chapter 1

**September 1**
Disney, Jennifer Leigh. *Women’s Activism and Feminist Agency in Mozambique and Nicaragua*, Chapter 2
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>September 3</td>
<td><strong>USE THIS TIME TO TAKE THE CITI HUMAN SUBJECTS TRAINING &amp; MEET WITH YOUR PARTNER AND BEGIN BRAINSTORMING HUMAN LIBRARY CANDIDATES</strong></td>
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<td>September 8</td>
<td>Disney, Jennifer Leigh. <em>Women’s Activism and Feminist Agency in Mozambique and Nicaragua</em>, Chapter 3</td>
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<td>September 10</td>
<td>Disney, Jennifer Leigh. <em>Women’s Activism and Feminist Agency in Mozambique and Nicaragua</em>, Chapter 4</td>
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<td>September 15</td>
<td>Disney, Jennifer Leigh. <em>Women’s Activism and Feminist Agency in Mozambique and Nicaragua</em>, Chapter 5</td>
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<td>September 17</td>
<td>Disney, Jennifer Leigh. <em>Women’s Activism and Feminist Agency in Mozambique and Nicaragua</em>, Chapter 6</td>
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<td>September 22</td>
<td>Disney, Jennifer Leigh. <em>Women’s Activism and Feminist Agency in Mozambique and Nicaragua</em>, Chapter 7</td>
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<td>September 24</td>
<td>Disney, Jennifer Leigh. <em>Women’s Activism and Feminist Agency in Mozambique and Nicaragua</em>, Chapter 8</td>
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<td>September 29</td>
<td>Exam #1</td>
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<td>October 1</td>
<td>Mohanty, Chandra Talpade <em>Feminism Without Borders: Decolonizing Theory, Practicing Solidarity</em>, Chapters 1-2</td>
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<td>October 6</td>
<td>Mohanty, Chandra Talpade <em>Feminism Without Borders: Decolonizing Theory, Practicing Solidarity</em>, Chapters 3-4</td>
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<td>October 8</td>
<td>Mohanty, Chandra Talpade <em>Feminism Without Borders: Decolonizing Theory, Practicing Solidarity</em>, Chapters 5-6</td>
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<td>October 13</td>
<td>Mohanty, Chandra Talpade <em>Feminism Without Borders: Decolonizing Theory, Practicing Solidarity</em>, Chapter 7-9</td>
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<td>October 15</td>
<td>Exam #2</td>
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<td>October 19-20</td>
<td>FALL BREAK</td>
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<td>October 22</td>
<td>Basu, Amrita. <em>Women’s Movements in the Global Era</em>, Intro and Chapter 1 <em>South Africa</em></td>
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<td>October 23</td>
<td><em>Course Withdraw Deadline</em></td>
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Pakistan

November 3  Basu, Amrita. *Women’s Movements in the Global Era*, Chapter 4

India


China

November 10  HUMAN LIBRARY 9:30-12:00


Poland & Russia


Brazil


Gender and Sexuality in Latin America


Mexico


Palestine

November 26  Thanksgiving – NO CLASS!


Iran


United States

December 11  FRIDAY, DEC 11, 11:30am-2:00pm FINAL EXAM

Student Obligations and Opportunities

**Attendance, Class Participation, and Taking Notes**
Regular 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. I will make frequent use of the class listserv provided by the Division of Computing and Information Technology, and you are required to subscribe to it. For additional information, go to: [http://www.winthrop.edu/technology/default.aspx?id=7081&ekmensel=bfcf63b6_489_491_7081_1](http://www.winthrop.edu/technology/default.aspx?id=7081&ekmensel=bfcf63b6_489_491_7081_1)
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.

Student Conduct Code: As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook (http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf).

College of Arts and Sciences Appropriate Use of Technology Policy

Winthrop’s Office of Disability Services (ODS) Winthrop University is dedicated to providing access to education. If you have a disability and need classroom accommodations, please contact Gena Smith, Coordinator, ODS Program Director, 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 early in the semester.

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 222A. Please fill out an online information form at the bottom of the ONCA webpage 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 help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please 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 hot-line, (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 http://faculty.winthrop.edu/kedrowskik/academicmisconduct.htm.

Human Subjects Research and IRB Approval: Consistent with University Level Competency #2, Personal and Social Responsibility, all students engaging in research on human subjects will undergo CITI training, and apply for approval by the Winthrop University Institutional Review Board, even if their projects are exempt under 45CFR46. The applications must be complete and include all necessary signatures.

Any student seeking IRB approval may not begin to collect data for her/his research until s/he has received IRB approval or been informed that the research is exempt. Collecting data prior to receiving IRB approval is grounds for an academic misconduct charge.
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*


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*


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 Morgens, Sandra. *Women and the Politics of Empowerment*

Boyer, 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*

Elsthan, Jean Bethke. *Public Man, Private Woman: Women in Social and Political Thought*

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*

Firat, 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
Hansen, Karen & Ilene Philipson, eds. Women, Class and the Feminist Imagination: A Socialist-Feminist Reader
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
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
Mogyhmad, Valentine M. Globalizing Women: Transnational Feminist Networks
Moraga, Cherrie and Anzaldua, 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. Staudt. 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
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.