

INR4931: Special Topics in International Relations  
Gender & Politics in the Global South  
Fall 2025 | 3 credits

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**NOTE:** This course complies with all UF academic policies. For information on those policies and for resources for students, please see UF's "[Academic Policies and Resources](#)" web page.

## I. General Information

**Meeting days and times:** Tuesday Period 5 - 6 (11:45 AM - 1:40 PM), Thursday | Period 6 (12:50 PM - 1:40 PM)

**Class location:** MAT 0251 (Tuesday) and MAT 0151 (Thursday)

**Instructor(s):**

**Name:** Dr. Juliana Restrepo Sanín

**Office Building/Number:** Anderson Hall, Room 210

**Contact:** Via Canvas

**Office Hours:** Thursday, 2:00 - 3:30 or by appointment.

## Course Description

Selected topics in International Relations.

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.

## Prerequisites

Prereq: INR 2001.

**General Education Designation:** none.

## Course Materials

Materials will be available through the following means:

All materials will be available on Canvas

Materials Fee: N/A

## II. Course Goals

### Course Objectives

In this course we will:

- We will study theoretical concepts relevant to understanding gender & politics in the Global South
- The course explores the following themes: women's and feminist movements, the state, democracy, autocracy, political participation and representation, and backlash.

### **Student Learning Outcomes**

A student who successfully completes this course 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

## **III. Graded Work**

### **Graded Components**

**Reading discussion, pop quizzes, small group activities (20%):** 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, and small-group activities. 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.

**Current events (20%):** We will begin each class with a discussion of current events related to gender and politics in the Global South. Each student should bring news reports related to the topics discussed in class at least four times during the semester. It is not enough to read the headline, you should be able to tell the class the details of the event, the main actors, and analyze how this is connected to the topics we have discussed in class. Please use reliable sources such as: PBS NPR Ms. Magazine The Conversation The Pink News The New York Times The Washington Post The BBC The Guardian The Miami Herald Foreign Affairs You can also consult newspapers in other languages (This list is not extensive and there are other acceptable sources that are not included, you are welcome to use other sources, as long as they are reliable and provide facts)

**Final paper (25%):** The final paper is due on **December 7**. 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.

**Final paper ideas (pass/fail):** Due **September 2**. I will deduct 3 points from your final

paper grade if you do not submit your topic and country on time.

**Final paper topic and country (Pass/fail):** Due **September 11**. I will deduct 3 points from your final paper grade if you do not submit your topic and country on time.

**Final paper abstract (Pass/Fail):** Due **September 18**. Students should write a short (500 words) summary of their intended final research paper. The abstract should include the research question, thesis, data sources, and some expected findings. I will deduct 3 points from your final paper grade if you do not submit an abstract on time.

**Initial bibliography (Pass/fail):** Due **September 25**. I will deduct 3 points from your final paper grade if you do not submit on time. The initial bibliography must include at least five academic references (books or journal articles) as well as a list of your data sources.

**Outline (5%):** Due **October 16**. Provide the initial outline of your final research paper and a bibliography. The outline must include the name of the paper sections as well as topic sentences. It must demonstrate that you have worked on your research.

**Final paper draft (10%):** Due **Nov. 20** (week before Thanksgiving break). The paper draft is a complete version of your paper. You will receive feedback from peer reviews and are expected to incorporate that feedback in your final paper. More information will be provided before the paper is due.

**Final paper presentation (10%):** Presentation file due on **November 13 before class**. Student presentations will take place between **Nov. 13 and Nov. 20**. You will be randomly selected, with no possibility of choosing when you present. You must be present for all presentations, otherwise points will be deducted from your presentation. The presentation should cover your topic and country of study, and discuss the general findings of your paper.

**Peer review (10%):** Written feedback due **November 30**. Discussion **December 2**. You will serve as a peer reviewer for one of your classmates' final paper draft. You will receive the paper in advance and should evaluate its strengths and weaknesses. Then you should write a peer review (1-2 pages). On the last day of class, you will discuss your peer review with your classmate. You must be present for the discussion, it is not enough to just submit the peer review. If you are absent from the peer review session, you will only receive up to 5 points (but your peer review grade could be lower depending on the quality of your work).

TOTAL: 100%

## Summary of graded assignments

Assignment	Points	Due Date
Current events	20 (5 points each)	Any time, four times during the semester
Reading discussion, pop quizzes, small group activities (20%)	20	Multiple times during the semester. No makeup assignments
Final paper	25	December 7
Final paper ideas	P/F – put 3 points will be deducted from your final paper grade if not submitted. No extensions	September 2
Final paper topic and country	P/F – put 3 points will be deducted from your final paper grade if not submitted. No extensions	September 11
Final paper abstract	P/F – put 3 points will be deducted from your final paper grade if not submitted. No extensions	September 18
Initial bibliography	P/F – put 3 points will be deducted from your final paper grade if not submitted. No extensions	September 25
Outline	5	October 16
Final paper draft	10	November 20
Final paper presentation	10	November 13 – November 20
Peer review	10	Nov. 30 & Dec. 2

## Grading Scale

Letter Grade	Number Grade
A	100-92.5
A-	92.4-89.5
B+	89.4-86.5
B	86.4-82.5
B-	82.4-79.5
C+	79.4-76.5
C	76.4-72.5
C-	72.4-69.5

Letter Grade	Number Grade
D+	69.4-66.5
D	66.4-62.5
D-	62.4-59.5
E	59.4-0

Note: A minimum grade of C is required to earn General Education credit.

## Policy on the use of generative AI

One of the aims of this course is to help you develop your critical thinking, research, and writing skills. The use of artificial intelligence (AI) tools like ChatGPT, Google Gemini, might be helpful to sharpen your arguments, overcome some writing blocks, improve your grammar, or translate materials. However, you must always acknowledge their use. You may use AI in some circumstances, such as to improve grammar and style or assist with translations. In other circumstances the use of AI is prohibited and will be noted in the assignment.

When the use of AI is permitted, you must include a statement at the end of your assignment explaining what tools you used and for what specific tasks. For example, “I used ChatGPT to translate [Document/ source name and link if available], rephrase some sentences, and I used Grammarly/ProWritingAid to proofread my final draft.” You cannot use generative AI tools to produce more than 15 percent of your work.

Keep in mind that generative AI tools such as ChatGPT or Google Gemini, even in their most advanced versions, produce material that is very often false, incomplete, inaccurate, and even inappropriate. It is your responsibility to check any data or information provided by these tools. You are responsible for any errors or omissions resulting from the use of AI. Keep in mind that the use of AI may stifle your critical and independent thinking and your creativity.

If plagiarism or unauthorized tools are detected, the assignment will get a zero, with no chance to redo it for credit. Depending on the severity of the case, academic misconduct may result in a failing grade in the course. If you believe you unfairly received a zero due to plagiarism, you will be responsible for providing evidence that you produced the work you submitted and complied with this and other academic integrity policies. Please discuss your concerns with the professor.

[In line with this policy, I used Google Gemini to help me phrase the policy. After reviewing several documents and sample policies from different institutions and instructors, I gave the tool a prompt with the permitted and banned uses of AI for this class. Instead of copying and pasting what Gemini wrote (prohibited under this policy) I wrote the course’s policy based on the results. I rephrased, improved, and made additions to the policy. Finally, I used ProWritingAid to proofread the policy].

## IV. Calendar (subject to change)

### Introduction

Thursday, August 21, 2025

Read the syllabus

### Theoretical Perspectives

Tuesday, August 26, 2025

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.

Thursday, August 28, 2025

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

### The Global South

Tuesday, September 2, 2025

Mignolo, Walter D. 2011. "The Global South and World Dis/Order." *Journal of Anthropological Research* 67 (2): 165–88. <https://doi.org/10.3998/jar.0521004.0067.202>.

Thursday, September 4, 2025

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>.

### Women's Movements

Tuesday, September 9, 2025

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>.

Thursday, September 11, 2025 – Independent work

Tuesday, September 16, 2025

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, September 18, 2025**

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>.

## **Tuesday, September 23, 2025 – Independent work**

## **Thursday, September 25, 2025 – Online Class**

Molyneux, M., Dey, A., Gatto, M. A. C., & Rowden, H. (2020). Feminist activism 25 years after Beijing. *Gender & Development*, 28(2), 315–336.  
<https://doi.org/10.1080/13552074.2020.1750140>

## **The State**

## **Tuesday, September 30, 2025**

Charrad, Mounira. 2001. *States and Women's Rights: The Making of Postcolonial Tunisia, Algeria, and Morocco*. Berkeley: University of California Press. Introduction

## **Thursday, October 2, 2025**

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>.

## **Democracy & Democratization**

## **Tuesday, October 7, 2025**

Jaquette, Jane S. 2016. "Gender and Democratization." In *Handbook on Gender in World Politics*, edited by Jill Steans and Daniela Tepe. International Handbooks on Gender. Edward Elgar Publishing.

## **Thursday, October 9, 2025**

Behl, Natasha. 2014. "Situating Citizenship: Understanding Sikh Citizenship through Women's Exclusion." *Politics, Groups, and Identities* 2 (3): 386–401.  
<https://doi.org/10.1080/21565503.2014.927775>.

## **Women in Politics**

## **Tuesday, October 14, 2025**

- Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.'" *The Journal of Politics* 61 (03): 628–57.

- Dovi, Suzanne, and Christina Wolbrecht. 2023. "Reevaluating the Contingent 'Yes': Essays on 'Should Blacks Represent Blacks and Women Represent Women?'" *Politics & Gender*, March 15, 1–3. <https://doi.org/10.1017/S1743923X22000277>. (Selected essays from the Critical Perspectives Discussion:
  - Xydias
  - Funk & Hinojosa
  - Clayton et al.
  - Greaves & Curtin
  - Mansbridge

### **Thursday, October 16, 2025**

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>

### Reactions to women in politics

#### **Tuesday, October 21, 2025**

- 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>.
- Bjarnegård, Elin, and Pär Zetterberg. 2023. *Gender and Violence against Political Actors*. Temple University Press. Introduction

#### **Thursday, October 23, 2025**

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

### Gender & Authoritarian regimes

#### **Tuesday, October 28, 2025**

- 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>.
- Tripp, Aili Mari. 2024. "How African Autocracies Instrumentalize Women Leaders." *Politics & Gender* 20 (1): 217–22. <https://doi.org/10.1017/S1743923X22000484>.

#### **Thursday, October 30, 2025**

Neumann, Pamela. 2024. "Gendered Ideologies and Authoritarianism in Nicaragua." *American Behavioral Scientist* 68 (13): 1742–60.  
<https://doi.org/10.1177/00027642241267911>.

### Gender, Populism, and illiberalism



## **Tuesday, November 4, 2025**

- Corredor, Elizabeth S. 2019. "Unpacking 'Gender Ideology' and the Global Right's Antigender Countermovement." *Signs: Journal of Women in Culture and Society* 44 (3): 613–38. <https://doi.org/10.1086/701171>.
- Biroli, Flavia, and Conny Roggeband. 2025. "Transitional Moments, Conflicts over Gender, and the Meanings of Democracy in Central and Eastern Europe and South America: A Comparative Agenda." *Social Politics: International Studies in Gender, State & Society* 32 (1): 30–55. <https://doi.org/10.1093/sp/jxaf001>.

## **Thursday, November 6, 2025**

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, November 11, 2025 No Class Veteran's Day**

### **Student presentations**

**Thursday, November 13, 2025**

**Tuesday, November 18, 2025**

**Thursday, November 20, 2025**

### **Thanksgiving Break (No class)**

**Tuesday, November 25, 2025**

**Thursday, November 27, 2025**

## **Tuesday, December 2, 2025**

Peer review and Class evaluation

## **V. Procedure for Conflict Resolution**

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Dr. Benjamin Smith ([bbsmith@ufl.edu](mailto:bbsmith@ufl.edu), 352.392.0262). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).