

(THIS SYLLABUS WILL BE UPDATED IN 2016 to include gender mainstreaming, Womenomics in Japan, feminist activists in China, gender and disaster, gender and Arab Spring, feminist ecology, and pieces by Carol Cohn and Dyan Mazurana)

Franklin and Marshall College, Fall 2013

GENDER AND POLITICS FROM A GLOBAL PERSPECTIVE

GOV 272/GOV 226/WGS 226
M& W from 2:30-3:50 PM
STA 216

Instructor: Dr. Linda Hasunuma, Assistant Professor of Government
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Office: Harris 226
Office Hours: MW 12:30-1 and 4-4:30pm, Tu 2-4, and by appointment

COURSE DESCRIPTION AND GOALS

How does gender impact the political process and politics of a country, and across countries? We begin by assessing the differences between men and women's political behavior, attitudes, and their participation levels as voters in the United States and around the world. We critically evaluate the different theoretical frameworks used to explain these differences in political behavior. Next, we consider women's participation in government as political candidates and elected representatives. What explains the great variation in the degree of female representation across the world's legislatures? Why did Finland and Sweden have over 40% of women in their parliaments, while democracies like France and the United States had about 12-15%? Why have some non-democracies had female Presidents and Prime Ministers, while the US has not? What factors impact the level of female representation, and why does this matter for politics and policy outcomes? For this part of the course, we use an institutions based approach to see what variables may help or hurt female candidates win elected offices at the national and local levels across countries, and to evaluate the impact of women in politics on policy outputs.

Since the first two sections of the course rely on data and scholarship based mostly on countries with more stable democracies and developed economies, the third part of our class will be reserved for studying regions of the world that may have non-democratic regimes or consolidating democracies, and look at how women can impact politics outside of established political institutions or processes. What resources can women have in such political systems or societies? How have women's movements and other social, political, and economic movements impacted politics at home and internationally? We will also look at the connections between gender inequality and the levels of economic and political power for women from a global perspective. In this part of our class, we will consider topics related to globalization and women's labor (sex trafficking, nannies, and domestic servants); women as victims (rape as a weapon of war) and perpetrators of violence (terrorism); and the role women have played in recent democratic uprisings in the world (Iran, Russia, and Arab Spring, for example). Guest speakers will be invited to present on topics related to women's economic and political empowerment.

STUDENT LEARNING OUTCOMES

Students will become familiar with the current political science scholarship on these issues and critically evaluate the different methodologies used in the discipline. They will also have the opportunity to explore a topic of personal interest in greater depth, and present their research findings in a workshop/conference setting at the end of the class.

GRADED REQUIREMENTS

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| Participation | 10% |
| Midterm | 25% |
| Paper | 25% (includes a 5% oral presentation grade; 6 page paper) |
| Final | 30% |

REQUIRED TEXTS

- 1) Seager, Joni. *The Penguin Atlas of Women in the World: Completely Revised and Updated* (Paperback), Penguin (2003).
- 2) Pamela Paxton and Melanie Hughes: *Women, Politics, and Power: A Global Perspective*, Pine Forge Press, 2014/2nd edition.
- 3) Julie Dolan, Melissa Deckman, and Michele Swers: *Women and Politics: Paths to Power and Influence*, Pearson, 2007.
- 4) Michele Le. Swers: *The Difference Women Make: The Policy Impact of Women in Congress*, University of Chicago Press, 2002.
- 5) Michele L. Swers, *Women in the Club: Gender and Policymaking in the Senate*, 2013.
- 6) Kristof, Nicholas D. and Sheryl Wu Dunn. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, Knopf (2009).
- 7) Horsbrugh-Porter, *Created Equal: Voices and Women's Rights*, Palgrave MacMillan, 2009.
- 8) Sheryl Sandberg, *Lean In*, Knopf, 2013.
- 9) Marjane Satrapi, *Persepolis*, volume 1, Knopf Doubleday Publishing Group, 2004.

Please check Blackboard (BB) for additional required and supplemental readings from academic journals, news sources, and other resources. We will regularly pull in materials that provide real world examples and cases of what we are studying, and these readings will be tested on exams.

For your reference, these resources are available in pdf form on BB.

- "Atlas of Gender and Development: How Social Norms Affect Gender Equality in Non-OECD Countries" by the OECD, 2010.
- "Women in Parliament: Beyond Numbers" by the International Institute for Democracy and Electoral Assistance, 2005.
- "Women's Economic Opportunity, 2012: A Global Index and Ranking from the Economist Intelligence Unit", *The Economist*, 2012.

COURSE POLICIES

Everyone is expected to actively participate in class discussions and come to class prepared, so all the required readings for each lecture should be done before we meet for class. You should be dedicating about 6 hours of work to the class for reading and preparation for class discussions and for researching and writing your papers.

Attendance and participation are part of your course grade so if you are frequently absent or late, it will count against you as you cannot participate if you are not in here. If you are absent, please get the notes from a friend in the class.

Late papers will be penalized a full letter grade for each day the paper is late.

Cell phones and electronic devices must be turned off during class time. THERE IS AN ALL TECH BAN IN THE CLASSROOM. NO LAPTOPS, CELL PHONES, OR OTHER ELECTRONIC DEVICES CAN BE USED IN CLASS AND MUST BE PUT AWAY DURING CLASS. Students who surf the web or text during class will be given an F for participation.

THE RESEARCH PAPER AND PRESENTATION (6 pages)

This course gives each student an opportunity to investigate an issue or topic of personal interest (related to our course themes) in greater depth. Upon completion of the paper, students will then present their research and findings in a simulated conference setting at the end of the semester. Students are encouraged to use multiple approaches to investigate their research questions, and share their resources (links, films, articles, etc.) with each other to promote independent learning, discussion, and debate about the topics covered in the course.

THE BOOK REVIEW

The book review may be on either *Lean In* or *Persepolis* and is due at the beginning of class the day the book is discussed in class. It is a 2 page review (consisting of a summary, critique, contribution of the book to the field or discourse, and your personal reflection). If you choose to write about *Lean In* please start reading the book in week 1. *Persepolis* can be read after the midterm.

Below are some possible papers topics (a separate paper and presentation guideline will be distributed, and you will have an opportunity to develop your paper topic with me and in a group workshop).

- Religion and policies or practices related to women (marriage, divorce, punishment, property)
- Women and economic empowerment (policies related to labor, wages, property rights, poverty, etc.)
- Policies related to women's health or reproductive rights
- A female politician or leader and how she influenced political/policy change in her country (a female leader outside of the US and UK is highly encouraged).
- Women and globalization (sex trafficking, nannies, and female labor migration)
- Women and war (terrorism, rape as a weapon of war, women in the military)
- How institutional changes (electoral reform or party quotas) have helped or hurt women's representation in a country
- Women and legislative or presidential campaigns in the US or another country
- Political parties and female representation (quotas, candidate recruitment, policies, etc.)
- Race and gender in US or another country's politics

ACADEMIC INTEGRITY

Cheating on exams and plagiarism will result in an automatic failure for that assignment, and will be handled in accordance with the guidelines set forth by the College. If you are not sure what constitutes cheating or plagiarism, please come and see me. Any idea (directly quoted or paraphrased) must be cited properly. Data, theories, and findings you integrate into your paper, must be cited as well.

STUDENTS WITH DISABILITIES

If you are a student with a disability please speak with me during office hours. The college and I will do our best to accommodate you.

OFFICE HOURS AND E-MAIL

Please feel free to come to office hours or e-mail me if you have any questions or concerns about the class. Make sure that the email account linked to Blackboard (BB) is one that you check regularly because I often send reminders and preview questions through BB.

COURSE SCHEDULE

There may be a slight change to our course schedule depending upon the guest speaker's availability. Additional readings will be posted to Blackboard.

WPP = *Women, Politics, and Power: A Global Perspective*

WP=*Women and Politics*

BB=Blackboard

| DATE | TOPIC (s) | READINGS |
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| Week 1 W, 8/28 | Introduction to each other and the course; review syllabus and course goals together. Why study women and politics? Overview of the field and literature: the big questions, debates, and theories | Sex vs. Gender homework/exercise and media analysis |
| Week 2 M 9/2 | Sex vs. Gender discussion of exercise/homework FORMAL REPRESENTATION The Struggle for the Vote: the US Suffrage movement and the international women's movement | WPP Chs. 1, 2, and 7 (CEDAW) WP, Ch. 2 Bring Atlas to class |

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| W, 9/4 | The Struggle for Representation: CULTURAL, SOCIAL and STRUCTURAL EXPLANATIONS; SUPPLY and DEMAND framework; GENDER GAPS in voting, public opinion, and representation. Why don't women run for office? Who runs? | WPP Chs. 3 and 4 "Men Rule: The Continued Under-Representation of Women in U.S. Politics" by Lawless and Fox. WP Chs. 3 and 5 |
| Week 3 M 9/9 | DESCRIPTIVE REPRESENTATION The INSTITUTIONAL EXPLANATION: Electoral rules, quotas, majoritarian vs. proportional representation, parties as gatekeepers IDEA publication: "Women in Parliament: Beyond Numbers" resources on women's representation | WPP. Ch. 5 and 6 Matland Ch. 3 from the IDEA pdf on BB. Sanbonmatsu "Supply, Demand, and Political Parties" |
| W 9/11 | PAPER TOPICS ARE DUE, PAPER WORKSHOP I Institutional Explanation continued: are QUOTAS necessary? Are they democratic? | Galligan (quotas); Bhavnani (quotas in India) |
| Week 4 M, 9/16 | SUBSTANTIVE REPRESENTATION Do Women Make a Difference? Gender and US Politics, Congress | WPP: Ch. 7 and 8 Swers (Congress, Chs. 1-4). |
| W, 9/18 | Congress, continued | Swers (Congress, Chs. 5-8). |
| Week 5 M, 9/23 | Gender and US Politics continued The US Senate and Judiciary | Swers (Senate, Chs. 1-4). WP Ch. 9; |
| W, 9/25 | Local Politics in the US: regional variation in representation | WPP Chs. 9 and 10 Sanbonmatsu: "The Pattern of Women's Representation Across States." WP Ch. 6 |
| Week 6 M, 9/30 | The Role of the Media on Campaigns; Women in the Executive Palin and Clinton; Media Bias and Effects? "Testing the Saturday Night Live Hypothesis: Fairness and Bias in Newspaper Coverage of Hillary Clinton's Presidential Campaign" | WP Chs. 4 and 8 Kahl and Edwards (Palin) Miller, Peake and Boulton (Clinton) |
| W, 10/2 | Paper Workshop, Peer Review of Draft Global variation in representation by regions of the world | WPP Chs. 11-15 |
| Week 7 M, 10/7 | IN-CLASS MIDTERM | |
| W, 10/9 | BOOK REVIEW DUE IF YOU CHOSE LEAN IN Discussion of <i>Lean In</i> and Ann-Marie Slaughter's piece in <i>The Atlantic</i> | Sandberg; Slaughter (responses on BB) |
| Week 8 M, 10/14 | FALL BREAK No class, Fall Break 10/11-15 | |
| W, 10/16 | "Oil, Islam, and Women" and "Is Islam Misogynistic?" | Michael Ross controversy and responses by Tripp, Charrad, Norris, Kang, and Carraway. (original Ross article and responses are on BB) Kristof and WuDunn, Ch. 9 |
| Week 9 M, 10/21 | DEVELOPING REGIONS, GLOBAL PERSPECTIVE (OECD reference on BB) Gender and Inequalities; Education and Economic Development | OECD reference on gender and development Kristof and WuDunn 3, 4, and 5; Atlas Horsbrugh-Porter 1, 2, and 6 |

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| W, 10/23 | Maternal Mortality, Women's Health | Horsbrugh-Porter 2, 3, and 4 Kristof and WuDunn 6, 7, 8 |
| Week 10 M, 10/28 | PAPERS ARE DUE Guest speaker, Dr. Sylvia Alajaji: Muslim Women Rappers | |
| W, 10/30 | ECONOMIC EMPOWERMENT: Micro-credit and finance, critiques | Kristof and WuDunn 10-12 Atlas <i>The Economist</i> reference on BB on Women's Economic Opportunity |
| Week 11 M, 11/4 | Women in Local Politics; Women on Campus Guest speakers Barbara Wilson and Marcy Dubroff on gender and local politics in Lancaster, PA. Student based discussion of issues (sexual assault, arming of campus security, other issues?) | No reading due for Monday, so read ahead for Wed |
| W, 11/6 | Women and War Rape as a weapon of war, Eastern Europe and African cases Comfort Women, military bases Gloria Steinem project Women and terrorism, women as perpetrators and victims of violence, women in the military | Carter, Rape as Weapon of War Congressional Report on Rape and Conflict in Africa Japan Focus piece on Comfort Women |
| Week 12 M, 11/11 | BOOK REVIEW DUE (IF YOU CHOSE PERSEPOLIS) <i>Persepolis</i> discussion and film | <i>Persepolis</i> (read ahead for Wed). |
| W, 11/13 | Women in Academia | 3 articles in folder Women in academia focus group results; Martin; and Andersen and Miller Look through the website and look at the story on the African American woman scientist |
| Week 13 M, 11/18 W, 11/20 | Student Conference Presentations Student Conference continued | What makes for an effective presentation? Goals and skills. Turning your research into a short presentation. How are the papers on each panel linked? |
| Week 14 M, 11/25 W, 11/27 | Documentary THANKSGIVING | |
| Week 15 M, 12/2 | East Asia: China, Japan, and South Korea case studies. | Selection of articles, government reports, and op-eds on BB |
| W, 12/4 | Reflect on the course, concluding lecture, class party What have we learned? What do we take away? What comes next? Student Evaluations | Please bring your reflections to class |
| 12/7-10 12/11-15 | Reading days Finals Exams | |