

Fall 2013 Office hours: Monday 1:30-3:00; Wed 4-5pm
Office: Packard Hall 209

Introduction

This course is a survey of many issues relating to gender in world politics, but the emphasis is on:

- gender differences in *political attitudes and behavior*
- gender differences in *attitudes toward war and national security* in particular
- the *cross-cultural uniformity* (or lack thereof) in gender differences in attitudes and political behavior
- the role of *gender differences in war*, in particular how they are created and the effect of war
- violence against women as an instrument of warfare
- global gender rights and the emergence of a global women's movement

We ask (at least) 7 types of question in the class:

1. Are gender differences in attitudes (or other phenomena) visible?
2. How cross-culturally universal are these differences?
3. Why do they exist? What theories explain them?
4. What are the political implications of gender differences?
5. How have national and international institutions responded to gender discrimination? Indeed, what forms of discrimination exist?
6. What role does gender play in war, and what is the impact of war on women and men?
7. Is there such a thing as a "global feminist movement?" How did it arise and what does it do?

Reading

The following books are required and will be available from the bookstore, and all are available used from the standard online sources.

IN: Ronald Inglehart and Pippa Norris, *Rising Tide: Gender Equality and Cultural Change Around the World*. Princeton: Princeton University Press, 2003. **[order now!]**

JG: Joshua Goldstein, *War and Gender*. New York: Cambridge University Press, 2001.

AN: Anonymous, *A Woman in Berlin*, Picador Books, 2006 (Phillip Boehm translator).

JJ: Jutta M. Joachim, *Agenda Setting, the UN, and NGOs: Gender Violence and Reproductive Rights*, Washington DC: Georgetown University Press, 2007.

TEJ: In addition, there will be a number of scholarly articles assigned from Tisch Electronic Journals. I look at these pretty much as if they were chapters in a printed book: I assume that you will print them and read them (unless you have the endurance to read them onscreen). The cost will end up being about the same as assigning another book. Second, in the past I have provided links to the journals in Tisch, but this is becoming cumbersome, and there is an easy way to find them:

1. Go to the Tisch catalog; [or to Google scholar within the Tisch webpage]
2. Do a **Title** search for the journal (listed below); [or the title in Google scholar]
3. Follow the link to the electronic version of the journal;
4. Using the bibliographic information that I provide, find the article and print it.
5. Note: you may be asked to enter your student ID, and it may be easier to do on campus than off.

6. The old fashioned way: find the bound journal in the basement of Tisch and make a copy

There are other things that I link directly on this syllabus; I'll also post a copy or link on the Trunk site so that you can click on them (these are labeled **TR**).

Class Groups

We will be dividing the class into four or five groups. You will do Assignment 4 as a **Group Project**, and I would like the groups to work together in other ways during the semester. For example, you might get together to discuss gender news and each week's reading before posting each week (Assignment 1 below). We might form a debate between groups during some weeks.

Assignments and Grades

Your grade will be based on the following:

1. Weekly Reading and News Posting (and Participation). I will create a Forum on our Trunk site for each week. Each week, you must post an entry about a.) the reading for that topic, AND b.) a news item from a country or region other than the US which may take the form –or combine—the following: a question; an observation or argument; a critique; a comparison to something else you have read or a personal experience; a challenge to the logic or evidence. No specific length is required, except to say that a brief perfunctory sentence is probably too short and a two-page memo is definitely too long. I would say 2-3 thoughtful paragraphs will be sufficient. Because I will use your contributions to prepare for the class each week, these must be posted by 5pm each Sunday, beginning on Sunday 9/8 (so that I can work on the weekend!). Focus on the reading for whatever we will be covering the **following Monday and Wednesday** (although, if something from the previous session continues to preoccupy you, comment on that, but always on the Trunk forum for the following week so that I can keep track). If there are multiple readings, you may focus on the one that interests or annoys you most. These contributions are collectively worth 25 points and 25% of your grade. *The grade will also include my assessment of your willingness to discuss the readings or news in class (or raise questions; or make arguments).* **Important:** *I will pick a couple of people/postings to discuss during each class session, so it's important to invest quality time in this. I will also ask for volunteers to start each day's discussion.*
2. Take-Home Essay Exam (30 points and 30% of your grade) distributed on October 7 and due in class on October 15 (and also posted to Trunk). The exam will include short essay questions that cover topics 1.1-1.5. I will distribute the questions on October 7, and you will have a choice on which to respond. You will write two responses of no more than 4 pages each –12 point font (15 points each).
3. Take-home paper covering Goldstein, *A Woman in Berlin*, or other reading about violence against women (20 points and 20% of your grade). Due in class and by posting on Trunk (Assignments) by November 25 at 5pm. Look over the sub-topics covering the Goldstein and *Woman* books and the articles under topic 2 below. I will ask you to write a short (5-7 page 12 point font) paper on one of the sub-topics. The paper on Goldstein can be an evaluation; research update and evaluation; critique; praise; comparison to other work; or some other format that we agree. In the case of *Woman in Berlin*, it will be a personal reaction paper or a comparison of this diary to the research that we read. We'll discuss in class. The important point is that it is not a research paper. *Plan for this paper beginning Oct 21 so that it is not a crunch task before Thanksgiving.*
4. Creative **Group** project covering any topic covered in this class. (25 points and 25% of your grade; all group members receive same grade). Due anytime during the semester but no later than Dec 4 or Dec 9, which are the two days that I have scheduled for class presentation of the projects. There is complete flexibility on the completion of this project: it can be anything that analyzes or

illustrates or parodies the subject matter covered in this class. Certainly it can be a paper, which we will discuss. But it could also be (this is merely illustrative):

- a video collage illustrating the depiction of gender roles in wartime (or torture, or political campaigns, or)
- a power point lecture with embedded video and or music
- one or more interviews reported as video, power point, or written report
- a comparative analysis of two or more films (artistic works, plays....)
- a comparison of class reading themes to the themes in works of fiction
- a short story
- a short play
- a song or instrumental composition
- anything else that you think of and I approve

Topics, Schedule, and Readings – All of the readings are required

| | 1. Gender, Political Attitudes, and the Politics of War and Peace |
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| 9/9& 9/11 | <p>1.1 The Emergence and Nature of Gender Differences in US politics: Attitudes and Voting</p> <p><i>Question: do men and women have different attitudes and preferences about politics and policies? Do they vote differently? Why?</i></p> <p>-TEJ: Shapiro, Robert and Harpreet Mahajan. 1986. "Gender Differences in Policy Preferences: A Summary of Trends from the 1960s to the 1980s." <i>Public Opinion Quarterly</i>. Vol. 50. No. 1 (Spring). 42-61.</p> <p>TR-Melody Crowder-Meyer, "Gender Differences in Policy Preferences and Priorities," Midwest Political Science Association, April 2007.</p> <p>-TEJ: Kaufman, Karen M., and John R. Petrocik. 1999. "The Changing Politics of American Men: Understanding the Sources of the Gender Gap." <i>American Journal of Political Science</i>. Vol. 43. No. 3 (July). 864-887. {may be the best article in this group}</p> <p>-TEJ: Chaney, Carole Kennedy, R. Michael Alvarez, and Jonathan Nagler. 1998. "Explaining the Gender Gap in US Presidential Elections, 1980-1992." <i>Political Research Quarterly</i>, Vol 51, (June), 311-340.</p> |
| 9/16 & 9/23 | <p>1.2 Gender Differences on War and Peace Issues in the US: Theory and Evidence</p> <p><i>Note: I am traveling on September 18; there is no class</i></p> <p><i>Questions: do men and women have different attitudes and preferences with regard to war and military force? What are they? Why are they different?</i></p> <p>TEJ: Conover, Pamela Johnston, and Virginia Sapiro. 1993. Gender, Feminist Consciousness, and War. <i>American Journal of Political Science</i> 37:1079-1099.</p> <p>TEJ: Fite, David, and Marc Genest and Clyde Wilcox. 1990. "Gender Differences in Foreign Policy Attitudes," <i>American Politics Quarterly</i>, Vol 18, Nr. 4 (October), 492-513.</p> <p>TEJ: Eichenberg, Richard. 2003. "Gender Differences in Attitudes Toward the Use of Force by the United States, 1990-2003" <i>International Security</i>, 28/1 (Summer), 110-141. This is an active link on the syllabus, and the link is also under Resources/Readings on Trunk.</p> <p>TEJ: Laurel Elder and Steven Greene "The Myth of "Security Moms" and "NASCAR Dads": Parenthood, Political Stereotypes, and the 2004 Election," <i>Social Science Quarterly</i>, Volume 88, Issue 1, pages 1–19, March 2007</p> <p>TEJ: Deborah Jordan Brooks and Benjamin A. Valentino, "A War of One's Own: Understanding the Gender Gap in Support for War," <i>Public Opinion Quarterly</i> (2011) 75 (2):</p> |

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| 9/25 | 1.3 Gender and Gender Equality in Global Perspective [Modernization Theory] -IN, xi-72 -Iversen and Rosenbluth from 10/2 could be read here if you want |
| 9/30 & 10/2 | 1.4 Gender, Voting, and Political Activism in Global Perspective -IN, 73-126; 147-164 -TEJ: Torben Iversen and Frances Rosenbluth, "The Political Economy of Gender: Explaining Cross-National Variation in the Gender Division of Labor and the Gender Voting Gap," <i>American Journal of Political Science</i> , Vol. 50, No. 1, January 2006, Pp. 1–19. |
| 10/7 & 10/9 | 1.5 Gender Differences on War and Peace Issues in Global Perspective TEJ: Clyde Wilcox, Lara Hewitt, and Dee Allsop. 1996. "The Gender Gap in Attitudes Toward the Gulf War: A Cross-National Perspective." <i>Journal of Peace Research</i> , Vol 33, Nr 1, 67-82. TEJ: Mark Tessler and Ina Warriner. 1997. "Gender, Feminism, and Attitudes Toward International Conflict: Exploring Relationships with Survey Data from the Middle East." <i>World Politics</i> , Vol 49, Nr. 2, 250-281. TR: Richard C. Eichenberg. 2012. " Women, War, and World Order: Gender Difference in Security Attitudes in Europe and the United States, 2002-2011 ." Unpublished manuscript. |
| 10/7 | 10/7: Take home exam questions distributed |
| Tues 10/15 | Take-Home exam papers due in class (this is Monday schedule) and by uploading to Trunk; no class after papers submitted |
| 10/16 | 1.6 Is Hillary the Answer? Gender, Leadership, War and Peace IN, 127-146 TEJ: Lena Wängnerud, "Women in Parliaments: Descriptive and Substantive Representation," <i>Annual Review of Political Science</i> , Vol. 12 (2009), pp. 51–69 TEJ: Ole R. Holsti and James N. Rosenau, ".1981. The Foreign Policy Beliefs of Women in Leadership Positions," <i>The Journal of Politics</i> , Vol. 43, No. 2 (May), pp. 326-347...this is old; as much to critique as to accept. TEJ: Mary Caprioli and Mark Boyer. 2001. "Gender, Violence, and International Crisis." <i>Journal of Conflict Resolution</i> August 2001 vol. 45 no. 4 503-518 Browse: TR <i>Women in positions of power</i> (chapter 5 of The Worlds Women 2010) TR: Women in National Parliaments (Inter Parliamentary Union) |

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| 2. Gender and War – read for this topic with knowledge that you must choose a paper topic from among the following sub-topics | |
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| 10/21 & 10/23 | 2.1 Gendered Roles in War: Cross-Cultural Patterns in Search of a Theory JG, xiii-58 (note: JG requires time to digest) Decide on topic for short (5-7) paper on Goldstein, articles, or <i>A Woman in Berlin</i> , preferably |
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| | confined to one of the sub-topics below; we'll discuss in class. <i>Don't let this be a last minute task before Thanksgiving!</i> |
| 10/28 | 2.2 Hypotheses Relating to Bodies and Genes JG, 59-182 |
| 10/30 & 11/4 | 2.3 Hypotheses Relating to Group Dynamics and Cultural Dynamics JG, 183-331 |
| 11/6 | 2.4 Re-capitulation, Synthesis, and Discussion on Gender and War -JG, 403-414 TEJ: Valerie Hudson and others, "The Heart of the Matter: The Security of Women and the Security of States," <i>International Security</i> , volume 33, issue 3, pages 7-45. Winter 2008/09 Here is a link that works as well: http://belfercenter.ksg.harvard.edu/files/IS3303_pp007-045.pdf |
| 11/11 | Veterans Day: No Class |
| 11/13 & 11/18 | 3. Violence Against Women <u>11/13</u> JG, 332-402 TEJ: Elisabeth Jean Wood, "Variation in Sexual Violence during War," <i>Politics & Society</i> , Vol. 34, No. 3 (September 2006), pp. 307-342. TEJ: Jeffrey Burds, "Sexual Violence in Europe in World War II, 1939-1945," <i>Politics & Society</i> , Vol. 37, No. 1 (March 2009), pp. 35-73. <u>11/18</u> Anonymous, <i>A Woman in Berlin</i> .(second day) For reference: TR: United Nations, "Violence Against Women," (chapter 6 of <i>The World's Women 2010</i>)...see "Resources" on Trunk |
| 11/20 | Class discussion of violence against women in contemporary global conflicts; small assignment to be announced, but probably to be completed within your class group |
| 11/25 | Take Home Paper on Goldstein, articles, or <i>Woman in Berlin</i> due in class and by posting to Trunk |
| 11/25 & 12/2 | 4. Women's Mobilization for Global Action on the Issues of Gender Violence and Reproductive Rights JJ, <i>Agenda Setting, the UN, and NGO's</i> , entire book |
| 12/4 12/9 | Presentation of group projects. |

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| 12/12 3:30-5:30 | Normally our exam block. Available for overflow of group project presentations if needed |
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