



**POL4015: Women and Politics (4 units)**

**Department of History and Political Science**

**Fall 2025**

**Meeting days/times:** MWF 8:30-9:35 am

**Instructor:** Dr. Linda Beail

**Meeting location:** Fermanian School of Business 103

**Phone:** 619-849-2408

**Final Exam:** Monday, December 15, 8-10 am

**Email:** [LindaBeail@pointloma.edu](mailto:LindaBeail@pointloma.edu)

**Office hours:** Mondays and Wednesdays 2:45-3:45 pm, Tuesdays 1-3 pm, and by appointment

**Office location:** Colt Hall 116

**Getting in touch with me:** For short questions – email me at [LindaBeail@pointloma.edu](mailto:LindaBeail@pointloma.edu). As a general rule, I answer emails during the work day (9-4), and I try to answer emails within 24 hours, except on weekends. If I happen to miss your email, please follow up again with me. I want to make sure I get back to you! For everything else – come to office hours or make an appointment. Office hours are a chance for you to get help on class assignments; ask questions about material covered in class; talk about connections between class material and other ideas; talk about the political science major/possible careers/vocation; and so on. I would love to get to know each of you better and help you succeed in this course, so I look forward to talking with you!

**PLNU MISSION: To Teach – To Shape – To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Course Description**

This upper-level seminar is designed to answer the question, “What difference does gender make?” It will provide you with a framework for understanding gender as a legitimate subject of political inquiry and an overview of how political science as a discipline has pursued such inquiry. We will examine women’s participation in a variety of aspects of political life, both in the United States and worldwide. We will analyze the goals, motivations, achievements and underlying assumptions of women’s involvement in politics, and the ways that notions of femininity and masculinity shape our understandings of power and the public sphere. We will examine how public policy, security and international development issues have gendered impacts and implications, and we will analyze the causes and solutions to these problems. You will be given the opportunity to read critically, think creatively, argue persuasively and write analytically about these topics.

**Student Learning Outcomes**

By the end of this course, you will be able to

- Describe how women participate in a variety of aspects of political life (such as voting, running for office, or holding legislative, executive and judicial positions) both in the US and around the globe.

- Understand the barriers to women's leadership, how they can be overcome, and describe changes in public policy which may result from women's increased participation in politics.
- Evaluate at least one approach to solving an international health, justice, human rights, development or economic issue that women face.
- Articulate how political and international issues may be "gendered" in their assumptions, implications, and impacts.
- Demonstrate awareness of women's political activism and organization around the globe.

### **Program Learning Outcomes**

By the end of this course, you will

- Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior (in-class assessments, small group projects/presentations).
- Develop and express ideas in written communication in an effective and scholarly manner (analysis papers).

### **Final Exam Policy**

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### **Content Warning**

Each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In this course, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include violence against women, sexual harassment & assault, reproductive rights and human trafficking. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in political science and international studies, and I will support you throughout your learning in this course.

### **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is **prohibited** in this course for any aspect of your work, including idea generation, drafting, editing, or final submission, unless explicitly announced by your professor. This course is designed to assess your independent critical thinking, writing and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

### **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **Spiritual Care**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality. If you (or someone you know) have experienced forms of discrimination, you can find more information on reporting and resources at [www.pointloma.edu/nondiscrimination](http://www.pointloma.edu/nondiscrimination).

## **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

## **Campus Resources**

The **PLNU Tutoring Center** offers support with everything you need to succeed — whether it's learning study strategies and test-taking techniques, getting help from a tutor, using technology to read and write, or editing a research paper. They also offer individual or small group tutorial sessions and special review sessions before exams for several courses. These services are **free** for PLNU undergraduate students. Some helpful **study strategies** that may assist you in this course can be found [here](#).

**Research librarians** are available to help you with your research papers and projects in Ryan Library. You can reach them by phone at (619) 849-2337, by text at (619)592-8884, or by [email](#). To search the library's databases for books and articles, or to find quick and easy reference to our citation style guide and resources in political science, please visit our department's [research guide](#) from Ryan Library.

Getting feedback from the **Loma Writing Center** while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. See their website for [information](#) about how to make in-person or online appointments or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

The Wellness Center is available for medical, counseling and nutrition services to students. Many college students experience strained relationships, stress, anxiety, depression, physical health challenges, and other barriers to learning. The Wellness Center offers help and resources to deal with these kind of issues. T

## **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

## **Class Time Expectations**

Class time is precious. It is our opportunity to interact, discuss, and create knowledge together. It is not a passive experience, but one that you should be ready to participate actively in. To make our time together as enjoyable & valuable as possible, I ask for your respectful behavior and engaged attention at all times.

In this spirit, here are a few basic expectations to make the most of our class time together: Please be on time to class each day. Please silence your phones and don't use any devices for multi-tasking during class — social media, email, watching videos, etc. -- since this is distracting to your classmates and the instructor. Because of

[research showing the greater value of taking notes by hand](#) rather than using a computer, I would strongly encourage you to just bring your books and a notebook to use in class instead of using a laptop.

My expectation is that we will all strive to treat one another with respect, kindness and professionalism, which includes listening carefully and responding thoughtfully and with grace to the thoughts and opinions of our colleagues, creating a fruitful learning environment for us all.

### Style Guide

In political science, the most common form of citations is the “author-date” format from the [Chicago Manual of Style](#). Please use this style if using citations in this class – examples are available at the hyperlink. For our short response papers and in-class exams, if you are referring to something from our shared syllabus, simply indicate the author’s name or title as you are writing – you do not need formal footnotes or works cited. (For example: “As Karen Brodtkin explains in her essay, ‘How Jews Became White Folks,’ racial categories changed meaning over the course of the twentieth century.”)

### Lomabooks Instructions for Students:

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks**, please go: [HERE](#)

### Required Course Texts:

Pamela Paxton, Melanie Hughes and Tiffany Barnes, *Women, Politics and Power: A Global Perspective*, 5<sup>th</sup> ed., Rowman & Littlefield, 2025.

Anne Sisson Runyon, *Global Gender Politics*, 5<sup>th</sup> ed., Routledge, 2019.

Nicholas D. Kristof and Sheryl WuDunn, *Half the Sky: Turning Oppression Into Opportunity for Women Worldwide*, Random House, 2010.

Articles (available online or via course Canvas site) and documentary films as assigned.

### Graded Course Requirements and Assignments

All papers and assignments should be submitted via our course’s Canvas site. Weekly reading responses are due *before 8:30 am on Wednesdays* (class time) and *cannot be accepted late/made up*. All essays and papers should be submitted by 11:59 pm on the date due (unless noted below – final paper due at final exam time, 10 am Wednesday December 13). Late papers/projects will lose 10% of the assignment’s worth for every calendar day that your essay or project is late.

Assignment	Percent of Final Grade
Reading Responses and Participation in class discussions/activities	20%
Two in-class assessments – essay or group discussion <ul style="list-style-type: none"><li>Friday September 19</li><li>Monday November 17</li></ul>	20%

<b>Political resources/recruitment/participation interview and reflection paper</b> – due Sunday October 5	15%
<b>“Seat at the Table” project and artist’s statement</b> <ul style="list-style-type: none"> <li>Biographical research note due Sunday October 19, 11:59 pm on Canvas</li> <li>Chair art project and artist’s statement due Friday October 31 in class</li> </ul>	15%
<b>Comparing approaches to the problem of sex trafficking around the globe</b> (work in small groups, presentation) – due Wednesday December 3 in class	10%
<b>NGO strategy and policy analysis</b> – due Monday December 15, 8 am	20%
<b>TOTAL</b>	<b>100%</b>

**Grading Scale (based on percentage of points earned):**

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	0 -59%

**Course Outline (subject to revision as the semester unfolds):**

	DATE	PREPARATION FOR CLASS	ASSIGNMENT DUE
<b>WEEK 1</b> <b>What Does Gender Have to Do with Politics?</b>			
	September 3	<b>Introduction to the course and each other</b>	
	September 5	<b>Politics &amp; Gender: What Difference Do Women Make?</b> Please read <i>Women, Politics &amp; Power</i> chapter 1	
<b>WEEK 2</b> <b>Entering Politics: The Suffrage Movement</b>	September 8	<b>Women’s Paths to Political Power: Gaining a Voice, Getting the Vote</b> Watch <a href="#">The Vote</a> Episode One (PBS American Experience, 112 minutes)  Read <i>Women, Politics &amp; Power</i> chapter 2 (pp. 28-34)	
	September 10	Watch <a href="#">The Vote</a> Episode Two (PBS American Experience, 112 minutes)  Read <i>Women, Politics &amp; Power</i> chapter 2 (pp. 34-40)	

	September 12	<b>Women's Participation Post-Suffrage: are women just less political?</b>  <i>Women, Politics &amp; Power</i> chapter 2 (pp. 40-55)  <a href="#">Corder and Wohlbrecht, "Was Women's Suffrage a Failure?"</a> (2018)	
<b>WEEK 3</b> <b>Representation</b>	September 15	<b>Where are We Now? Gender Differences in Representation</b>  <i>Women, Politics &amp; Power</i> chapter 3  Farida Jalalzai, "Women Rule: Shattering the Executive Glass Ceiling," <i>Politics &amp; Gender</i> 4: 2 (June 2008)	
	September 17	<b>Differences between women and barriers/opportunities for representation</b>  <i>Women, Politics &amp; Power</i> chapter 4	
	September 19	In class assessment	<b>In-class assessment</b>
<b>WEEK 4</b> <b>Who runs? Political Ambition and Opportunity</b>	September 21	<b>Political Ambition and Political Culture</b>  <i>Women, Politics &amp; Power</i> chapter 5  <a href="#">Fox and Lawless, "Girls Just Wanna Not Run"</a> (Intro through page 17)	
	September 24		
	September 26	<b>Political Participation – Resources of Time, Money, Skills</b>  <i>Women, Politics &amp; Power</i> chapter 6	
<b>WEEK 5</b> <b>Who wins, and does it matter? Women, governing and decision making</b>	September 29	Krook, Mona Lena. 2017. " <a href="#">Violence against Women in Politics</a> ." <i>Journal of Democracy</i> 28(1): 74-88.  (For additional resources on violence against women in politics, see <a href="#">VAWP: Global Debates &amp; Resources</a> and <a href="#">#NotThe Cost</a> from the National Democratic Institute)	
	<b>Tuesday Sept.30, 7 pm</b>	<b>**Performance of "SUFFS"</b> musical at Civic Center, downtown San Diego**	
	October 1	<b>Political Systems: Rules, Structures and Results</b>  <i>Women, Politics &amp; Power</i> chapter 7	

	October 3	<b>What difference do women make?</b>  <i>Women, Politics &amp; Power</i> chapter 9	<b>Reflection on political resources, recruitment and ambition interviews due Sunday, October 5 by 11:59 pm on Canvas</b>
<b>WEEK 6</b>	October 6	Watch <i>Chiselm '72: Unbought and Unbossed</i> documentary on Prime Video (free), Google or Fandango (\$3 rental)	
	October 8	<b>Women in Politics: United States and EU</b>  <i>Women, Politics &amp; Power</i> chapter 10 (pp. 249-277)  Beail and Goren, " <a href="#">Women, the Presidency and Popular Culture</a> " from <i>Madam President? Gender and Politics on the Road to the White House</i> , ed. Han & Heldman, 2020  <a href="#">CAWP fact sheet on women in elective office in US</a>  CAWP fact sheet on <a href="#">women in Congress</a>  CAWP fact sheet on <a href="#">women in state legislatures</a>	
	October 10	<b>Political Participation in the US – Turnout and Gender Gap</b>  <i>Women, Politics &amp; Power</i> chapter 10 (pp. 277-281)  <a href="#">Statistics on the gender gap in US Presidential elections</a> , Center for American Women and Politics (CAWP)	
<b>WEEK 7</b>  <b>Participation in a global context: variations in representation</b>	October 13	<b>Participation around the Globe – comparing world regions</b>  <i>Women, Politics &amp; Power</i> chapters 11, 12, 13, 14  <a href="#">Women in Parliament</a> research info on regional progress and differences	
	October 15	Present/compare regions in class	
	October 17	<b>Women Making Change</b> Listen to " <a href="#">The Women Behind the Montgomery Bus Boycott</a> " (35 minutes)	<b>Sunday October 19, 11:59 pm – biographical</b>



		Sara Burnett on <a href="#">“Mama Bears” in 2024 election</a> , AP  Excerpt from Mattie Khan, <i>Young and Restless: The Girls Who Sparked America’s Revolutions</i>	research note on subject of "Seat at the Table" project due on Canvas
<b>WEEK 8</b>  <b>Gender, Law &amp; Policy</b>	October 20	<b>Public Policy, Law and Economic Equality</b>  <a href="#">Claudia Goldin wins Nobel Prize in Economics 2023</a> for work on gender pay gap, women in workforce. If you hit LA Times paywall, <a href="#">here's a scan</a> .  <a href="#">Public Policy on Education and Employment</a> -- Heldeman and Han  Watch this brief overview of the life & legal impact of Justice Ruth Bader Ginsburg from the <a href="#">NY Times (18 min)</a> .  *Optional: retrospective discussion of Ruth Bader Ginsburg's life & work from the <a href="#">PBS News Hour (56 min)</a>	
	October 22	<b>Public Policy, Law, and Sexuality/Reproductive Justice</b>  <a href="#">Talking Bodies</a> , Johnson	
	October 24	<b>Fall Break – no class meeting</b>	
<b>WEEK 9</b>  <b>Gender and Global Governance</b>	October 27	<b>Where are the Women? Gender in World Politics</b> Runyon chapter 1	
	October 29	Watch <i>Pray the Devil Back to Hell</i> documentary (70 minutes)	
	October 31	<b>Gendered Lenses on International Relations</b> Runyon chapter 2	
<b>WEEK 10</b>  <b>Gender Issues in International Development</b>	November 3	<b>Seat at the Table Gallery – Presentations</b>	<b>“Seat at the Table” chair projects and artists’ statements due in class today</b>
	November 5	<b>Global Governance: Crisis of Representation</b> Runyon chapter 3	
	November 7	<b>Crisis of Security</b> Runyon chapter 4	
<b>WEEK 11</b>	November 10	<b>Crisis of Sustainability</b> Runyon chapter 5	

<b>Sustainability and Gender Justice</b>			
	November 12	<a href="#">Michael Ross, "Oil, Islam and Women," American Political Science Review</a> 102 (February 2008) p.107-123	
	November 14	<b>Engendering Global Justice</b> Runyon chapter 6	
<b>WEEK 12</b>	November 17	<b>Politics of the Missing</b> Kristof and WuDunn, <i>Half the Sky</i> introduction and chapters 1-2	<b>In-class assessment</b>
<b>Girls, Trafficking, and Sexuality in Global Politics</b>	November 19	<b>Sex Trafficking and Human Rights</b> Smith-Cannoy, Rodda & Smith, <i>Sex Trafficking and Human Rights</i> , Introduction and chapter one (pp. 1-29)	
	November 21	Work in groups on approaches to combatting trafficking in India, Thailand, Russia, Nigeria or Brazil (readings from Smith-Cannoy, Rodda & Smith, <i>Sex Trafficking and Human Rights</i> for each group on Canvas)	
<b>WEEK 13</b>	November 24	<b>No class meeting</b> <b>Work on NGO Analysis final projects</b>	
	Nov. 26-28	<b>Thanksgiving Break – no class meetings</b>	
<b>WEEK 14</b>	December 1	<b>Politics of Sexual Control and Exploitation</b> Kristof and WuDunn, <i>Half the Sky</i> chapters 3-5  **Will use some class time to check in with your groups and finalize trafficking solution presentations	
<b>Health, Education &amp; Human Rights</b>	December 3	Global solutions to trafficking and human rights (Group presentations and discussion)	<b>Group presentations on trafficking approaches in different countries in class today</b>
	December 5	<b>Politics of Maternal Health</b> Kristof and WuDunn, <i>Half the Sky</i> chapters 6-8 Current data on global maternal mortality and country comparisons from UNICEF <a href="#">here</a> .  Roni Rabin, <a href="#">"Global Declines in Maternal Mortality Have Stalled,"</a> NYTimes, February 22, 2023 – gift link	

<b>WEEK 15</b> <b>Gender and the Political Future</b>	December 8	<b>Politics and the Girl Effect: Education and Microfinance</b> Kristof and WuDunn, <i>Half the Sky</i> chapters 9-11	
	December 10	<b>Politics of Solutions, Obstacles, and Equality</b> Kristof and WuDunn, <i>Half the Sky</i> chapters 12-14	
	December 12	<b>Where do we go from here?</b> <i>Women, Politics &amp; Power</i> chapter 16	
<b>FINALS WEEK</b>	<b>Monday December 15, 8-10 am</b>	<b>Final NGO Analysis Due</b>	<b>Final Project Due on Canvas and in class 8 am</b>