

POL 4015: WOMEN AND POLITICS
MWF 10:55 am – 12:05 pm, Colt Hall 120
Fall 2019

Professor: Dr. Linda M. Beail, PGP: she/her/hers, I prefer being called Dr. Beail

You: Who you are isn't defined by records or bureaucracies, so if you prefer a name or pronoun other than the one listed/suggested on the class roster, please let me know.

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Office Hours: Monday 1-4, Wednesday 1-2:30 pm and by appointment

How to get in touch with me: For short questions – email me. 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; go over 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 encourage you to take advantage of this time.

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:

At 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.
- Appreciate and demonstrate awareness of women's political activism and organization around the globe.

PROGRAM LEARNING OUTCOMES:

- Students will develop an appreciation of the field of politics (short, applied papers).
- Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior (essay exam questions).
- Develop and express ideas in written communication in an effective and scholarly manner (essay exam questions, research paper).
- Demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument (oral final exam).

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

The norm course time ratio for university is 3:1 (3 hours of preparation per each (1) class credit unit). That means I expect you are spending about 3.25 hours in class each week and 9.75 hours reading or studying for our course outside of class time. I have designed the readings and assignments with this in mind.

**** Please note: all communication outside of class will be sent to your PLNU e-mail account. It is absolutely necessary that you regularly check your email for any announcements regarding this class. ****

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.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

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.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486, hours Monday-Friday 8 am-4:30 pm). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against

students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

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. You should schedule appointments 24 hours in advance by phone, email, or in person. The Tutoring Center is located in Bond Academic Center and can be reached at (619) 849-2593 or tutorialservices@pointloma.edu. Their hours are Monday/Wednesday 11 am – 8 pm; Tuesday/Thursday 9 am – 8 pm; and Friday 11 am – 3 pm. Some helpful study strategies that may assist you in this course can be found here:

<https://www.vox.com/2014/6/24/5824192/study-smarter-learn-better-8-tips-from-memory-researchers>.

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 at reflib@pointloma.edu. To search the library for books and articles, please visit their main website at <https://libguides.pointloma.edu/ryanlibrary>.

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. The Wellness Center is located on the first floor of Nicholson Commons and is open Monday-Friday, 8 am-12:30 pm and 1:30-4 pm. They can be reached at sdwellnesscenter@pointloma.edu or at (619)849-2574. In an emergency after hours, call 911 and PLNU Public Safety at (619)849-2525.

Title IX at PLNU: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. You should know that I have a mandatory reporting responsibility under PLNU policy and federal law, and am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with PLNU's Title IX Coordinator.

PLNU strives to provide a learning and living environment that promotes safety, transparency, personal integrity, civility, mutual respect, and freedom from unlawful discrimination or sexual harassment. Detailed information on discrimination, harassment, and sexual assault policies and processes for getting help and for reporting are available at <https://www.pointloma.edu/title-ix>. PLNU's Title IX Coordinator is Dr. Caye Smith, Vice President for Student Development (619-849-2479, Room 303 Nicholson Commons). The Title IX office will seek to maintain your privacy as much as possible, but cannot guarantee absolute confidentiality. Students can receive *confidential* support (with the exception of a few critical situations) from the Wellness Center (619-849-2574) or campus pastors in the Office of Spiritual Development (619-849-2655).

INCLUSIVE LANGUAGE

In political science, the most common form of citations is the “**author-date**” format from the **Chicago Manual of Style**. Please use this style in any work for this class. Examples can be found at: http://www.chicagomanualofstyle.org/tools_citationguide.html. Because of the changing standards of English usage, language that refers appropriately to all persons (inclusive of gender) should be used whenever possible. Some simple guidelines include replacing "man" or "mankind" with "humanity," "humankind," "persons," or "people." "He," "him" and "his"--when not referring to an actual male person --can be replaced with "he or she," "him or her," or "hers or his," or the singular “they,” “them,” and “their” is also grammatically appropriate. Gender specific terms may be replaced by their current alternatives: for example, "Congressman" has been correctly replaced by "Congressperson” or “member of Congress," etc. As it is becoming more prevalent and more considerate to refer to persons by the gender pronouns they prefer, when possible, I appreciate your kindness in using gendered language that feels respectful and hospitable to each person.

IN-CLASS EXPECTATIONS

While coming to this class will hopefully be an enjoyable experience, it is not like attending a movie, viewing a sporting event, or watching television; your respectful behavior and engaged attention is expected at all times. 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.

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. Cell phones should be turned off during class time, and no electronic devices (including laptop computers and iPads) may be used to surf the web, check email, text, network on Instagram/Facebook/Twitter/etc., play games, watch videos, or engage in other multi-tasking activities during class; this is distracting to your classmates and the instructor. Because of this, and because of research showing the greater value of taking notes by hand rather than using a computer (<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>), **I am asking students NOT to use laptops during class at all**. Please see me privately if there are extenuating circumstances that you feel might necessitate using a computer during class and we can discuss possible limited adjustments to this policy.

Please do not leave the room (for a drink, to use the restroom, etc.) unless it is absolutely necessary. No one is allowed to leave the classroom for ANY reason whatsoever during exam periods. 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. All of these behaviors will lead to a more fruitful learning environment for all of us.

COURSE REQUIREMENTS:

Exams (50% of course grade, broken down as follows):

- Midterm exam one – **17.5%**
- Midterm exam two – **17.5%**
- Final exam – **15%**

Research and activism projects (50% of course grade, broken down as follows):

- Political resources/recruitment/participation interview and reflection paper – **12.5%**
- NGO analysis – **12.5%**
- Research project (15-18 pages) on issue of particular relevance to gender politics– **25%**

GRADING SCALE:

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

COURSE TEXTS:

Lori Cox Han and Caroline Heldman, *Women, Power and Politics*, Oxford University Press, 2018.

V. Spike Peterson and Anne Sisson Runyon, *Global Gender Issues in the New Millennium*, 4th ed. Westview, December 2013, ISBN: 978-0813349169.

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

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

COURSE OUTLINE (subject to revision as the semester unfolds):**September 4: Introduction****September 6: Women, Power, Politics**

Han & Heldman chapter 1

Listen to "What does it take to be a likable woman in politics?" podcast at

<https://www.thecut.com/article/the-cut-on-tuesdays-episode-13.html>, OR read Amy Chozick, "Madame President?" at <https://www.vogue.com/article/democratic-women-female-candidates-interview?verso=true>

September 9: Women's Paths to Political Power: Gaining a Voice, Getting the Vote

Han & Heldman chapter 2

Corinne McConaughy, "Forget Susan B. Anthony,"

<https://www.washingtonpost.com/news/monkey-cage/wp/2014/03/31/forget-susan-b-anthony/>

Watch *One Woman, One Vote* film during class

September 11: Roots of Women's Participation as Citizens: Suffrage Movements in the US and Britain

The Atlantic, Votes for Women at <https://www.theatlantic.com/projects/19th-amendment-womens-suffrage-at-100/>

September 13: Women's Participation Post-Suffrage: are women just less political?

Corder and Wohlbrecht, "Was Women's Suffrage a Failure?" at

<https://www.washingtonpost.com/news/monkey-cage/wp/2016/08/26/was-womens-suffrage-a-failure-what-new-evidence-tells-us-about-the-first-women-voters/>

September 16: Gendering the Political Sphere: Gender and Representation in Popular Culture

Han & Heldman chapter 4
Miss Representation documentary

September 18: Political Participation, Resources and Recruitment

Han & Heldman chapter 5, pp. 91-97

Claire Cain Miller, "It Really Does Get in Your Head," *New York Times* November 5, 2016 at <https://www.nytimes.com/2016/11/05/upshot/it-really-does-get-into-your-head-the-election-through-the-eyes-of-teenage-girls.html>

Mirya Holman et. al., "Partisanship on the Playground"

September 20: Voting Participation and Public Opinion: the Gender Gap

Han & Heldman chapter 5, pp. 97-118

Statistics on women voters in US elections, Center for American Women and Politics (CAWP) data at

- <http://cawp.rutgers.edu/sites/default/files/resources/genderdiff.pdf>
- <http://www.cawp.rutgers.edu/sites/default/files/resources/post-election-gg-release-2016-presidential.pdf>
- <http://www.cawp.rutgers.edu/sites/default/files/resources/ggpresvote.pdf>

September 23: Running for Office: Recruiting Women Candidates

Han & Heldman chapter 6, pp. 121-123

Fox and Lawless, "Girls Just Wanna Not Run" at

http://www.american.edu/spa/wpi/upload/Girls-Just-Wanna-Not-Run_Policy-Report.pdf

Campbell and Wolbrecht, "See Jane Run: Women Politicians as Role Models for Adolescents," *Journal of Politics* 68(2):233-247, May 2006.

September 25: Maps, Money, Media: Women Candidates on the Campaign Trail

Han & Heldman chapter 6, pp. 123-136

"Name It, Change It" Women's Appearance study (key findings, pp. 1-10) at

http://wmc.3cdn.net/0d817481d880a7de0a_60m6b9yah.pdf

September 27: Running and Winning

Listen to <https://www.npr.org/2018/03/28/597369398/do-women-candidates-have-an-advantage-in-2018> (3.5 minutes)

Anzia and Bernhard, "How Does Gender Stereotyping Affect Women at the Ballot Box?,"

https://gspp.berkeley.edu/assets/uploads/research/pdf/Anzia_Bernhard_WomeninLocalElections_2_5_1

Denise Lu and Keith Collins, "Year of the Woman, Indeed" at

<https://www.nytimes.com/interactive/2018/11/09/us/women-elected-midterm-elections.html>

September 30: Winning Office: Women Candidates Worldwide

Pamela Paxton and Melanie Hughes, "Explaining the Political Representation of Women," *Women, Politics and Power: Global Perspective* chapter 5 (on Canvas)

October 2: Women as Legislators

Han & Heldman chapter 7

Political Resources/Recruitment/Participation Analysis Paper Due

October 4: "Madam President?" Women in the White House and Executive Positions

Han & Heldman chapter 8

Chisolm '72: Unbought and Unbossed documentary in class

- October 7:** Farida Jalalzai, "Women Rule: Shattering the Executive Glass Ceiling," *Politics & Gender* 4: 2 (June 2008).
- October 9:** Review and practice for exam/catch up on any unfinished topics
- October 11:** **MIDTERM EXAM ONE**
- October 14:** **Law and Gender: Women in the Judiciary**
Han & Heldman chapter 9
Jeffrey Toobin, "Heavyweight: How Ruth Bader Ginsburg has moved the Supreme Court," *The New Yorker* March 11, 2013 at <http://www.newyorker.com/magazine/2013/03/11/heavyweight-ruth-bader-ginsburg>
- October 16:** **Public Policy: Women in the Workplace**
Han & Heldman chapter 10
- October 18:** **Public Policy: Health Care and Reproductive Rights**
Han & Heldman chapter 11
Sue Tolleson-Rinehart, "Women Get Sicker; Men Die Quicker: Gender, Health Politics, and Health Policy," in *Gender and American Politics*, ed. Tolleson-Rinehart and Josephson, Sharpe 2005.
- October 21:** **Public Policy: Sexual Violence and #MeToo**
Han & Heldman chapter 12
Read <https://www.thecut.com/2017/12/rebecca-traister-this-moment-isnt-just-about-sex.html>, OR listen to The Daily, "Revisiting What Happened to Anita Hill" at <https://www.nytimes.com/2018/09/26/podcasts/the-daily/kavanaugh-anita-hill-clarence-thomas-hearings.html>
- October 23:** **Gender and Global Issues**
Peterson and Runyon chapter 1
- October 25:** **FALL BREAK, NO CLASS MEETING**
- October 28:** **"Where are the Women?" Gendered Lenses on IR**
Peterson and Runyon chapter 2
- October 30:** **Gender and Global Governance**
Peterson and Runyon chapter 3
- November 1:** **Gender and Global Security**
Peterson and Runyon chapter 4
- November 4:** Katrin Bennhold, "Jihad and Girl Power," <http://www.nytimes.com/2015/08/18/world/europe/jihad-and-girl-power-how-isis-lured-3-london-teenagers.html>
Wood and Cohen, "How to Counter Rape During War," <http://www.nytimes.com/2015/10/29/opinion/how-to-counter-rape-during-war.html>
- November 6:** **Women, Development and International Political Economy**
Peterson and Runyon chapter 5

November 9: Women's Political Status Around the Globe

Pamela Paxton and Melanie Hughes, "Not All Regions are Created Equal," *Women, Politics and Power: Global Perspective* chapter 8

Michael Ross, "Oil, Islam and Women," *American Political Science Review* 102 (February 2008) pp. 107-123.

November 11: Resisting Gender Inequality around the Globe

Peterson and Runyon chapter 6

November 13: MIDTERM EXAM TWO

November 15: Politics of the Missing

Kristof and WuDunn, *Half the Sky* introduction and chapter 1

November 18: Politics of Labor, Trafficking and Exploitation

Kristof and WuDunn, *Half the Sky* chapters 2-3

Turn in research paper topics and annotated bibliography

November 20: Politics of Sexual Control and Exploitation

Kristof and WuDunn, *Half the Sky* chapters 4-5

November 22: Politics of Maternal Health

Kristof and WuDunn, *Half the Sky* chapters 6-8

November 25: NGO Analysis Due

November 27-29: THANKSGIVING BREAK – no class meetings

December 2: Politics of Education and Microfinance

Kristof and WuDunn, *Half the Sky* chapters 9-11

December 4: Politics of Solutions, Obstacles, and Equality

Kristof and WuDunn, *Half the Sky* chapters 12-14

December 6: Politics of the Future: Anger and Agency

Read Rebecca Traister, *Good and Mad* (excerpt) at

<https://www.thecut.com/2018/09/rebecca-traister-good-and-mad-book-excerpt.html>

OR listen to Ezra Klein/Rebecca Traister interview at

<https://www.stitcher.com/podcast/vox/the-ezra-klein-show/e/56560544>

December 9: Workday/Research projects

December 11: Workday/Research projects

December 13: FINAL RESEARCH PROJECT DUE

FINAL EXAM: Wednesday December 18, 10:30 am – 1 pm