

## **POLS 337/SOC 337/WGST 337: WOMEN AND POLITICS**

**Time: 11:00-11:50pm MWF**

**Location: MS 321**

**Instructor: Sarah Fisher, PhD**

**Email: sfisher@ehc.edu**

**Office: MS 330A**

**Office Hours: Wednesday 2-4pm; Friday 9-11am  
and by appointment**

*"I tell my story, not because it is unique, but because it is not.  
It is the story of many girls."*

-Malala Yousafzai during her  
2014 Nobel Peace Prize lecture

### **COURSE DESCRIPTION & OBJECTIVES**

This course will be divided into four parts. While this course is not an in-depth course on feminist theory, we will spend the first few weeks laying a groundwork for feminist analysis in political science. Part two will be a discussion of gender and representation in political decision making as well as media's impact on and relationship with female political figures. In the next section of the course, we will examine issues of gender and politics from Southwest Virginia to South Asia. We will be working with the YWCA in Bristol to connect girls in an afterschool program with female politicians in the area. In conjunction with discussing local women and politics, we will be examining health and security issues for women in South Asia. The text, *Sex and World Peace* centers the last part of the course. We will evaluate the arguments put forth in the text and conclude with ways to improve gender inequality and the difficulties facing equality in the 21<sup>st</sup> century.

The main objectives for this course are to identify and analyze issues of gender in political life. Through writing, presenting, and discussion, students will be able to critique gender inequality and begin to identify solutions for ending gender inequality.

### **COURSE MATERIALS**

You will need to buy one book for this class:

- Hudson, Valerie M., Bonnie Ballif-Spanvill, Mary Caprioli, and Chad F. Emmett. 2012. *Sex and World Peace*. Columbia University Press.
  - This text is about \$25 and should be available in the bookstore.

Some of our weekly readings will come from this book. All other material will be available online or uploaded to Moodle. It is absolutely essential that you carefully read all of the required material prior to each class session. I expect you to take your responsibilities seriously. Failing to do so will both significantly impact your grade and the quality of our in-class discussion.

## COURSE REQUIREMENTS AND GRADES

- 10% Attendance & Participation**
- 10% Community Engagement Project & Reflection Paper**
- 20% Reading Quizzes**
- 25% Reading Responses (total of 5 throughout the semester)**
- 20% Paper & Presentation**
- 15% Final Essay**

### **10% Attendance & Class Participation**

This chunk of your grade will be a reflection of your attendance in class and the **quality** of your in-class contribution. Please note that your participation grade is only affected by *active* participation. Participation entails **thoughtfully** asking questions, answering questions, providing feedback to classmates' questions, etc. If you don't speak during whole class discussion, your final participation grade will be a 60 (minus 5 X *number of unexcused absences*).

### **10% Community Engagement Project & Reflection Paper**

We will be working with the YWCA in Bristol for part of this course. We will be working with an afterschool program called TechGYRLS, a program designed to provide academic support and opportunities to at-risk girls in the community. The outcome for this project is twofold. First, we will be working with female politicians in the community to set up TechGYRLS field trips to the politician's place of employment. Second, we will be coordinating an event bringing together female politicians, community leaders, and TechGYRLS on March 23.

You will be required to 1) help coordinate a field trip to a female leader's office 2) help chaperone a single field trip to a female leader's office (possible dates are February 17, February 24, and March 2) 3) help coordinate and attend the event on March 23 and 4) write a short reflection paper on the experience. More details on each of these components will be discussed in class.

If this component of the course is impossible for you to complete, please let me know in the first two weeks of class. We will work together to come up with an alternative assignment.

### **20% Reading quizzes**

There will be 10-20 reading quizzes given throughout the semester. These will be short quizzes over the assigned readings at the beginning of class. These are intended to reward those of you who read.

There are **absolutely no** makeup quizzes. However, I drop the lowest three quizzes.

## **25% Reading Responses**

These reading responses are due as typed, hard copies at the beginning of class the day that we discuss the chosen reading(s). You may only submit one reading response per day. The reading responses are to be between 500 and 750 words long. Include the word count at the bottom of the page.

You are NOT to simply summarize the readings. Your task for these reading responses is to *respond* to the readings. In outlining your thoughts on the day's reading(s), you must a) have a central argument b) write clearly and concisely and c) refer directly to the reading. I want to know what YOU think.

If there is more than one reading for the day, you may choose to respond to a single reading or the readings as a whole. In your responses, you may consider questions such as: did the author say something with which you vehemently disagree? Can you connect this reading to something you've seen in the news or been learning about in another class? Was there a section of the reading that you thought was particularly insightful--- why?

Each reading response is worth 5% of your total grade. You may turn in a total of eight assignments, and I will count the best five.

## **20% Paper & Presentation**

There will be many issues related to women/gender and politics that we will not have time to address in regular class time. This assignment is designed to allow you to "fill in the gaps." This assignment will consist of an 8-10 minute presentation and a 10-15 page double spaced paper. There are format options for the paper including 1) policy briefing 2) a quantitative social science paper 3) most similar or most different systems design 4) Historical comparison of two or more individuals 5) Other. The details for this assignment will be discussed in class.

## **15% Final Essay**

The final exam will consist of essay prompt(s) that will ask you to incorporate multiple readings and discussions throughout the semester. The details for this assignment will be discussed in class.

## **Grading Scale**

93.00-100= A, 90-92.99= A-, 87.00-89.99= B+, 83-86.99= B, 80-82.99= B-, 77.00-79.99=C+, 73.00-76.99=C, 70.00-72.99=C-, 67.00-69.99=D+, 63.00-66.99=D, 60.00-62.99=D-, Below 60.00= F

## **COURSE POLICIES**

### **1. Absences**

Life can occasionally get in the way of attending every class. As such, you get **three unexcused** absences for the duration of this course. In addition, I grant excused absences for university sanctioned events (sports/conference), a documented medical excuse (you **must** have some sort note from a doctor or the health center), or proof of the death of a deceased direct relative (unless your great uncle twice removed lived with you, going to his funeral doesn't count as an excused

absence). Documentation of excused absences must be provided to the instructor **via Moodle dropbox** within **one week** of the absence. Unexcused absences beyond the three freebies will directly impact your attendance and participation grade.

Missing a test requires advance notice (at least 24 hours in advance). Unless you are violently ill and can document this illness, you should be present for the test.

## **2. Attendance and Participation Grade**

Again, this part of your grade will be a reflection of your attendance in class and the **quality** of your in-class contribution. Please note that your participation grade is only affected by *active* participation. Participation entails **thoughtfully** asking questions, answering questions, providing feedback to classmates' questions, etc. If you don't speak during class, your final participation grade will be a 60 (minus 5 X *number of unexcused absences*).

## **3. Classroom Etiquette**

Turn your cell phone on silent and put it away when in class. I reserve the right to ban laptops from the classroom, but I generally do not have a problem with students who use laptops in class. If you use a laptop, use it for taking notes or viewing class material, not surfing YouTube or Facebook, however great the temptation might be.

The purpose of this course is to see every side of each issue, a goal achieved through civil, informed debate and discussion. In short, be kind to each other. We will discuss relatively controversial subjects throughout the course. Despite trespassing on some "hot button topics," you must remain respectful of your classmates' thoughts and opinions.

Women in politics is, often times, a pretty depressing subject. We will be discussing violence throughout the class, including rape, murder, and other forms of violence. While these are difficult topics, this violence occurs in the world—our world. As an instructor, I strive to create a space where we can talk about these issues in an informed manner. If you have difficulty with the subject matter, please feel free to come talk with me.

## **4. Academic Honesty**

When you matriculated to the Emory & Henry College, you signed and agreed to abide by the College's academic honesty policy. Your work must meet all requirements outlined in those documents. You have agreed not to plagiarize, not to cheat on exams/assignments/quizzes, and not to present someone else's work as your own in any fashion. If you were unaware of breaking the honor code, I will still hold you accountable for the violation. **You will automatically earn a zero on the assignment, and it is entirely up to the instructor's discretion as to whether you earn a failing grade for the entire course.**

If you have any questions or concerns about the academic honesty policy, please direct them to the instructor.

## **5. Academic Support**

In addition to your advisor, the instructor, and your classmates, there are several resources on campus to help you succeed. Please contact the Powell Resource Center with questions

regarding a documented disability. If you have a documented disability and need special accommodation, please let me know during the first week of the semester. We will work with the Powell Resource Center (6144 or stop by Wiley 220) to accommodate your needs.

In addition, the Writing Center (<http://www.ehc.edu/academics/writingcenter.html>) and Computer Helpline (6881) can assist you with writing and computer needs.

## 6. Communicating with the Instructor

The best way to contact me is via email at [sfisher@ehc.edu](mailto:sfisher@ehc.edu). My office hours are held in MS 330A. Feel free to stop by with any questions or concerns. If those times do not work for you, email me to set up an appointment.

## 7. The Fine Print

This syllabus is a general plan; it is possible that some deviations will occur. As such, it is crucial that you check your E&H email regularly and keep updated via appropriate online platforms.

## COURSE SCHEDULE

### PART I: Thinking about Women & Gender in Politics

<b>Week 1</b>	<b>Introduction I</b>	<b>Crash Course in Feminist Theory</b>
	January 13 (W)	<b>Feminism is For Everyone</b> Laying the groundwork- <i>Be kind. Listen to everyone.</i> -hooks, bell. [sic] Feminism is for Everybody: Passionate Politics. P 1-24. (on Moodle)
	January 15 (F)	<b>Mainstream Feminism</b> -continue hooks discussion -Slaughter, Anne-Marie. 2012. Why Women Still Can't Have it All. <i>The Atlantic</i> . [17 pages] -Moravcsik, Andrew. 2015. Why I Put My Wife's Career First. <i>The Atlantic</i> . Note: Andrew Moravcsik is Anne-Marie Slaughter's husband. [5 pages]
<b>Week 2</b>	<b>Introduction II</b>	<b>Intersectionality</b>
	January 18 (M)	No Class Martin Luther King Jr. Day
	January 20 (W)	<b>Race and Gender</b> -hooks, bell. 2000. Race and Gender. P. 55-60. -Lorde, Audre. 1984. The Master's Tools Will Never Dismantle the Master's House. <i>Sister Outside: Essays and Speeches</i> . Ed. Berkley, CA: Crossing Press. 110-114. -Ahmir Questlove Thompson. 2013. Questlove: Trayvon Martin and I Ain't Shit. <i>New York Magazine</i> . <a href="http://nymag.com/daily/intelligencer/2013/07/questlove-trayvon-martin-and-i-aint-shit.html">http://nymag.com/daily/intelligencer/2013/07/questlove-trayvon-martin-and-i-aint-shit.html</a> -Ahmed Olayinka Sule. 2015. #LoveSerenaHateRacism A Discourse on Western Attitudes Towards Serena Williams. <i>Media Diversified</i> .

<http://mediadiversified.org/2015/06/08/loveserenahateracism-a-discourse-on-western-attitudes-towards-serena-williams/>.

- January 22 (F) **Race and Ethnicity**  
-Chapter 1 of *Global Gender Issues in the New Millennium*. On Moodle. [38 pages]  
-continued discussion of bell hooks p. 1-24.

### Week 3 Intersectionality & Microdynamics

- January 25 (M) **Class**  
\*Possible visit from Travis Proffitt  
-hooks, bell. 2000. *Feminist Class Struggle*. P. 37-43.  
-Relyea, Laura. 2015. "With Drawl." *The Bitter Southerner*.  
<http://bittersoutherner.com/with-drawl#.Vkte5HarTIV>
- January 27 (W) **Language**  
-Kunsmann, Peter. Gender, Status and Power in Discourse Behavior of Men and Women. *Linguistik online*. [16 pages]  
-Listen (really, listen to this one. It is about 37 min.- don't just read the highlights): Interview with Terry Gross. From Upspeak to Vocal Fry: Are we 'Policing' Young Women's Voices? *NPR*.  
<http://www.npr.org/2015/07/23/425608745/from-upspeak-to-vocal-fry-are-we-policing-young-womens-voices>  
-Reeve, Elspeth. 2015, May 1. Why Do So Many People Hate the Sound of Hillary Clinton's Voice? *The New Republic*.  
<https://newrepublic.com/article/121643/why-do-so-many-people-hate-sound-hillary-clintons-voice>.
- January 29 (F) **Gender and Power**  
-Bartkey, Sandra Lee. 1998. Foucault, Femininity, and the Modernization of Patriarchal Power. [21 pages]  
\*FYI, this reading is quite dense.

### Part II Women, Representation, and Media

#### Week 4

- February 1 (M) **Why Women Don't Run**  
-Lawless, Jennifer L. & Richard Fox. 2013. *Girls Just Wanna Not Run: The Gender Gap in Young American's Political Ambition*. *Women & Politics Institute*. Washington, DC. [~20p.]
- February 3 (W) **What to do?**  
-Krook and Norris. 2014. Beyond Quotas: Strategies to Promote Gender Equality in Elected Office. *Political Studies*. 2-20.
- February 5 (F) **Women and War**  
-Short story reading to be uploaded to Moodle  
-Zenko. 2013. Walking Loudly and Carrying a Big Stick: Why Women Are Less Inclined to Start Wars. Available at  
<http://www.cfr.org/drones/walking-loudly-carrying-big-stick/p31209#>  
-Bassett, Laura. 2013. Men Got Us Into The Showdown, Women Got Us Out. *Huffington Post*. Available at:

[http://www.huffingtonpost.com/2013/10/16/shutdown-women\\_n\\_4110268.html?ncid=txtlnkushpmsg00000037](http://www.huffingtonpost.com/2013/10/16/shutdown-women_n_4110268.html?ncid=txtlnkushpmsg00000037)

**Week 5 Media**

February 8 (M)

**Women and Right Wing Politics**

- "Media Coverage of Women in Politics: The Curious Case of Sarah Palin" (Wasburn & Wasburn 2011)

- Ronne Schreiber, *Righting Feminism: Conservative Women and American Politics*

- look at websites for Concerned Women for America, Independent Women's Forum, National Rifle Association/NRA Women [3 pages]

- Tentative: sometime in the afternoon watch *Miss Representation* either as a group or on your own

February 10 (W)

**Women and Media Coverage**

- Carlin and Winfrey. 2009. Have You Come a Long Way, Baby? Hillary Clinton, Sarah Palin, and Sexism in the 2008 Campaign Coverage. *Communication Studies*. [19 pages]

- Winkler, Elizabeth. 2015. This is the Age of the Power Couple. *New Republic*. <https://newrepublic.com/article/126835/age-power-couple>

February 12 (F)

**Women and Media Coverage: The International Edition**

- Radsch and Khamis. 2013. "In their own voice: Technologically mediated empowerment and the transformation among young Arab women." *Feminist Media Studies*. [11 pages]

- Van Dembroucke, Cristina. 2014. Exploring media representations of Argentina's president Cristina Fernandez de Krichner. *Feminist Media Studies*.

**Part III Issues from Southwest Virginia to South Asia**

**Week 6 Women in SW Virginia**

Feb. 15 (M)

**SW Virginia Issues**

Readings TBA

- Begin planning for event on March 23

Feb. 17 (W)

**Field Trip #1 with YWCA in Bristol**

No regular class

Feb. 19 (F)

**Marriage and the State**

On Moodle. Read both the majority and the dissenting opinion on Obergefell et al. v. Hodges, the 2014 U.S. Supreme Court case [100 pages- with LOTS of blank space. Don't panic.]

**Week 7 Reproduction & the Environment**

Feb. 22 (M)

**Reproduction**

hooks, bell. 2000. Our Bodies, Ourselves: Reproductive Rights. P. 25-36.

Listen: Radiolab. "Birthstory." Nov. 22, 2015 (1 hour 1 min. long)

Feb. 24 (W)

**Field Trip #2 with YWCA in Bristol**

No regular class

Feb. 26 (F)

**Environment**

Gaard, Greta and Lori Gruen. Ecofeminism: Toward Global Justice and Planetary Health. On Moodle.

-Prois, Jessica. 2015. Voluntary Birth Control Is a Climate Change Solution Nobody Wants to Talk About. *New Republic*.

\*sometime in the afternoon- screening of *India's Daughter*

**Week 8 Women in the Developing World**

Feb. 29 (M)

**Sexual Violence & Solidarity**

Watch: 55 minutes. [India's Daughter](#).

-note: this film contains description of violence (including rape).

-you may either watch this film on your own or on campus.

Menon, Nidita. 2015. "Indian Feminists, 'India's daughter', and sexual violence: The issues at stake." *Kafila*. [12 pages]

Krishnan, Kavita. 2015. "Nirbhaya film: Solidarity is what we want, not a civilizing mission." *Daily O*. [4 pages]

March 2 (W)

**Field Trip #3 with YWCA in Bristol**

No regular class

March 4 (F)

**Health**

-Bennington, Emily. 2012. One Man is Changing Sanitary Hygiene in India. *Forbes*. [Link](#).

-Watch: Muruganatham, Arunachalam. 2012. How I started a sanitary napkin revolution! *TED Talk*.

[https://www.ted.com/talks/arunachalam\\_muruganatham\\_how\\_i\\_started\\_a\\_sanitary\\_napkin\\_revolution?language=en](https://www.ted.com/talks/arunachalam_muruganatham_how_i_started_a_sanitary_napkin_revolution?language=en)

-Final discussion/prep for TechGYRLS event on March 23

**Week 9 Spring Break**

March 7 (M)

Spring break

March 9 (W)

Spring break

March 11 (F)

Spring break

**Week 10 Filling in the Gaps**

March 14 (M)

**What we're missing- presentations**

March 16 (W)

**What we're missing- presentations**

March 18 (F)

No Class

**Week 11 Filling in the Gaps**

**11**

March 21 (M)

**What we're missing- presentations**

March 23 (W)

**What we're missing presentations (if needed)**

**\*\*Community Event at YWCA with TechGYRLS in Bristol\*\***

March 25 (F)

No Class

**\*Papers due on March 27 at 11:55pm. Late penalties are very high.**

**Part IV Gender and International Relations**

**Week 12**

March 28 (M)

**Gender and International Relations**

-Intro to IR textbook chapter (on Moodle)

		-Hudson et al. Chapter 1. "Roots of National and International Relations." In <i>Sex and World Peace</i> . P. 1-16.
	March 30 (W)	-Sjoberg, Laura. 'Mansplaining' International Politics. [4 Pages] <b>State of Women in the World</b>
	April 1 (F)	Hudson et al. Chapter 2. "What is there to see, and why aren't we seeing it?" In <i>Sex and World Peace</i> . P. 17-53. <b>How this Happened</b>
		Hudson et al. Chapter 3. "When we do see the global picture, we are moved to ask how this happened." In <i>Sex and World Peace</i> . P. 54-94.
<b>Week 13</b>		
	April 4 (M)	<b>Women and Conflict</b> Film: <i>Pray the Devil Back to Hell</i> (72 min) -this movie describes rape and violence.
	April 6 (W)	No Class, Dr. Fisher at Midwest Political Science Association
	April 8 (F)	<b>*Response to Community Engagement Due via Moodle</b> No Class, Dr. Fisher at Midwest Political Science Association
<b>Week 14</b>		
	April 11 (M)	<b>Women and Conflict</b> Finish film <i>Pray the Devil Back to Hell</i> & discussion
	April 13 (W)	<b>Lyceum Prep</b>
	April 15 (F)	<b>Security</b> -Hudson et al. Chapter 4. "The Heart of the Matter: The Security of Women and the Security of States." In <i>Sex and World Peace</i> . -Also flip through Appendix A & B and spend some time on the website Women Stats (at <a href="http://www.womanstats.org/">http://www.womanstats.org/</a> )
<b>Week 15</b>		<b>Top-Down Approaches to Change</b>
	April 18 (M)	<b>Top-Down Approaches to Change</b> -Hudson et al. Chapter 5. Wings of National and International Relations, Part One: Effecting Change Through Top-Down Approaches.
	April 20 (W)	<b>Readings TBA</b>
	April 22 (F)	No Class, Project Ampersand Day
<b>Week 16</b>		<b>Final Discussion</b>
		<b>Bottom-Up Approaches to Change</b>
	April 25 (M)	<b>Bottom-Up Approaches to Change</b> -Hudson et al. Chapter 6. Wings of National and International Relations, Part Two: Effecting Positive Change Through Bottom-Up Approaches. In <i>Sex and World Peace</i> . P. 157-200. -Hudson et al. Chapter 7. "Taking Wings." In <i>Sex and World Peace</i> . P. 201-209.
	April 26 (W)	<b>Review and Closing Thoughts</b>
	Final Essay Due	<b>TBA</b>