

Women and Politics

POLS/WGS 338
SPRING 2014
MWF 12:30-1:30pm
203 Oldfather Hall

Instructor: Laura Roost
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Cocoa/Coffee Hours:
Mondays, 3-4pm, Union
Wednesdays, 2-3, Daily Drip



J. Howard Miller. 1942. "We Can Do It"



Norman Rockwell. 1943. "Rosie the Riveter."

Required Texts

*You MUST refer to class readings throughout the course.

- Burnet, Jennie. 2012. *Genocide Lives in Us: Women, Memory, and Silence in Rwanda*. University of Wisconsin Press.
- Enloe, Cynthia. 2000. *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*. University of California Press.
- Krook, Mona Lena, and Sarah Childs. 2010. *Women, Gender, and Politics: A Reader*. Oxford University Press.
- Mazurana, Dyan, Anela Raven-Roberts, and Jane Parpart. 2005. *Gender, Conflict, and Peacekeeping*. Rowman & Littlefield Publishers, Inc.
- Paxton, Pamela, and Melanie M. Hughes. 2013. *Women, Politics and Power: A Global Perspective*. Second Edition. Sage.
- Seager, Joni. 2009. *The Penguin Atlas of Women in the World*. Fourth Edition. New York: Penguin Books.

Course Description

This course will feature an overview of women and gender in politics. We will examine women's role in politics both in the U.S. and internationally. Topics to be covered include women's representation, women's access to politics, barriers to women's participation, women's rights, and more. We will seek to answer important questions of the field: what happens when one searches for women in politics; what does gender have to do with politics; what is the status of women's access to political institutions and positions of authority; and how does gender intersect with other identities, such as race and class, in politics? At the end of the semester, there will be a special focus on the role of gender in conflict and post-conflict situations.

Course Objectives

- understand and apply key themes in women, gender and politics
- understand women's access to political institutions and positions of authority
- reflect on the impact of gender in politics
- reflect on the intersection of identities such as gender, race, class, etc.
- determine the status of women in politics in the U.S. and internationally
- develop critical reading skills and analytical writing skills

Grading and Course Requirements

- 10% Quality of Class Involvement
- 20 % Analytical Responses (2 at 10% each; deadlines: 24 Feb, 14 Apr)
- 35% Paper (Proposal due 12 Feb; Optional Draft due 2 Apr; Paper Due 28 Apr)
- 15% Mid-Term Examination (3 March)
- 20% Final Examination (5 May)

The grading scale is as follows:

A+ = >98	B- = 80-82	D = 63-66
A = 93-97	C+ = 77-79	D- = 60-62
A- = 90-92	C = 73-76	F = <59
B+ = 87-89	C- = 70-72	
B = 83-86	D+ = 67-69	

Attendance Policy

Discussion will help students engage with the ideas of this course. Due to this, class attendance is necessary. Excessive absence and tardiness will be reflected both in the kinds of grades you likely will receive on written work, quizzes (which cannot be made up) and – of course – in my evaluation of your class participation. **Missing seven classes (approximately 1/4 of the total number of classes) will result in automatic failure of the course.** If you miss class, with or without a legitimate excuse, you are responsible for getting lecture notes from a classmate. If you have questions about the material after looking over the notes, please stop by during my office hours or schedule an appointment with me. Make-up exams will not be given except in the event of a medical emergency. You will have the ability to make up the mid-term and final exam only with a University-approved excuse that is discussed with me prior to the date of the test.

Quality of Class Involvement

The success of each class meeting depends upon both your active involvement in class discussion and your arrival to class having carefully read the assigned readings. Class involvement is a significant portion of your grade. Involvement refers to both classroom participation and quizzes which are designed to confirm that students are reading. Good classroom participation includes coming to class prepared to discuss the material after having read it thoroughly. **You must be able to demonstrate that you have read and thought about the material for the day.** Students who participate less frequently but with more substance can earn higher participation grades than those who speak every day and do not substantially contribute to the course. Notes will prove most helpful to facilitating your discussion, especially if you write down key arguments, supporting arguments for those key arguments, and your own questions, comments and responses to the readings. **Be sure to ground your discussion in the readings.** You will be expected to participate respectfully. If your behavior during class is inappropriate or distracting your participation grade will suffer. In this course we will discuss controversial ideas on all ranges of the political spectrum. This is done to help improve comprehension of the texts. Everyone should feel free to experiment with their ideas and be prepared to constructively engage the ideas of others, remembering that the discussion needs to be about the arguments and ideas. Our class discussions demand tolerance, respectful listening, and civility.

- Reading and Remembering: <http://www.canberra.edu.au/studyskills/learning/reading>
- Notetaking: <http://www.dartmouth.edu/~acskills/success/notes.html>

Twitter

To assist in our discussion, our class has a Twitter account that will broadcast questions to all followers several times a week. **You are required to create a Twitter account and follow @POLSWG338.** To ensure that you don't miss any of these broadcasts; I recommend that you download and install a desktop client like TweetDeck or Nambu, which will allow you to run on-going searches so that you'll be able to follow the discussion as it happens. You are not required to respond to the questions, but you are encouraged to do so. Contributions to the discussion via Twitter are seen as a valuable class involvement.

In order to ensure that your contributions to the discussion can be seen and responded to by others, including myself, **make sure that you add the hashtag #pols338 to each relevant post** (which is then searchable). The course account will not follow you to ensure your Tweeting privacy. Nothing beyond following @POLSWG338 is required.

Current Political Affairs

I expect that students in a course covering politics will read reputable newspapers throughout the week to keep abreast of political affairs. You may rotate between newspapers, but they must be of national or international repute. Appropriate newspapers include: *The New York Times*, *The Washington Post*, *Los Angeles Times*, *Chicago Tribune*, or *The Wall Street Journal*. For local newspapers, you may rotate between the *Lincoln Journal Star* and the *Omaha World Herald*, but keep in mind that a national newspaper should be read at least once a week. For news focused on women, you can look at www.womensenews.org.

Analytical Response Papers (first by 24 Feb; second by 14 Apr)

You will complete two analytical response papers. In each paper you will analyze and respond to a set of readings. This consists of identifying a key theme or issue brought up in the assigned readings, identifying the authors' arguments, stating your own, and analyzing the readings themselves to see where they provide evidence for your position and where they contradict your position. You will also analyze the merit of the authors' arguments to explain whether these are the best for the particular position taken by the author, why those agree or contradict your position, and to determine the quality of the evidence used to support the authors' arguments. You may also point out anything surprising in the reading. Each of the analytical response papers should be between three and four pages long (one inch margins, Times New Roman 12 point font, double spaced, no extra spaces between paragraphs, last name and page number on each page after the first, bibliography).

Paper (April 28)

Additional information will be distributed in class. This paper allows you to research a specific issue related to women, gender and politics. It also allows you to become knowledgeable of the advocacy groups connected to the topic, both for and against. In this paper you will need to do three things: explore the background of the issue; explore what women's non-governmental organizations and political advocacy groups have said/done regarding the issue; and finally advocate (recommend) a specific policy in the issue based on course readings and your research. Topics can include domestic violence, health care policy for women, women and poverty, equal opportunity and affirmative action, lesbian rights, women in the workplace, women in education, women in the military, women in conflict situations, and women in post-conflict situations. You will have to select a particular issue under these categories, or you may select your own topic. I highly recommend working with the Writing Center and talking with me about your progress throughout the writing process.

- Oxford Dictionaries Better Writing: <http://oxforddictionaries.com/words/better-writing>
- Dr. Grammar: <http://www.drgrammar.org/>
- Purdue Online Writing Lab Grammar: <http://owl.english.purdue.edu/owl/section/1/5/>
- Quick and Dirty Tips – Grammar Girl: <http://www.quickanddirtytips.com/grammar-girl>

Submitting and Formatting Papers

You must bring a printed copy of your major papers to class, AND submit an electronic version on Blackboard's SafeAssign. You will find this link by clicking on "Assignments" and submitting your paper under the title of the assignment. Late papers will be penalized five percent each calendar day after the due date and time; however, late final papers will not be accepted after May 5, 2014.

Paper must be formatted as follows:

1. one-inch margins
2. Times New Roman 12-point font double-spaced

3. no extra space between paragraphs
4. last name and page numbers on each page after the first
5. bibliography (note: Wikipedia and similar sites DO NOT count as appropriate sources)
6. APSA Citation Style for political science majors. All others MUST note citation style.

I will not grade the paper if these items are not a part of the submitted paper.

Plagiarism / Academic Dishonesty

Academic integrity is essential to teaching, learning, and research – in short, to the entire academic enterprise. You must provide appropriate citations whenever you incorporate someone else’s words or ideas into your text, you must put away any unauthorized material before taking quizzes or exams, and you may not turn in the same work for multiple classes. Copying material from another source (book, journal, another student) without proper acknowledging (see APSA guidelines, <http://citesource.trincoll.edu/apsa/apsa.html>) is cheating. **These and other forms of academic dishonesty, such as falsification, fabrication, or plagiarism, may result in an automatic grade of F for the course no matter the quality of your other class work, and potential University disciplinary proceedings against the student for the violation of the UNL Code of Conduct.** If you have any questions about academic integrity, don’t hesitate to ask. The UNL Code of Conduct, particularly section 4.2 which deals with academic dishonesty, is available online at <http://stuafs.unl.edu/ja/code/index.shtml>. If you have **any** questions regarding proper citation or academic dishonesty please contact me.

- UNL Plagiarism and Citation: <http://unl.libguides.com/plagiarism>
- Plagiarism: What It Is and How to Avoid It: <http://www.unl.edu/gradstudies/current/plagiarism>
- Plagiarism Goblin Game: <http://www.lycoming.edu/library/instruction/tutorials/plagiarismGame.aspx>

Electronic Devices

Cell phones, laptops, MP3 players, PDAs, PSPs, tablets, and all other electronic devices should be turned off and put away before class begins. If your cell phone rings during class, I reserve the right to deal with the infraction in a way that I deem appropriate. If you are awaiting an important telephone call, please set your phone to ‘vibrate’ and then take the call outside of the classroom.

Campus Resources

1. Writing Center - <http://www.unl.edu/writing/>, 402-472-8803, writing@unl.edu
 - The Writing Center offers free one-with-one consulting on writing to all members of the UNL community. They can assist with brainstorming ideas, developing and sustaining an argument or positions, organization, citations, editing strategies and more. The Writing Center recommends bringing in any writing you have done already, your assignment sheet if working on a class assignment, and any feedback you’ve already received for the project.
 - ONLINE SCHEDULER: <http://unl.mywconline.com>
2. Campus Libraries and Departmental Resource Centers
 - Women’s Center Library
 - 340 Nebraska Union
 - 402-472-2597 ext. 3
 - Email: wclibrary@unl.edu
 - Website: <http://involved.unl.edu/womens-center>
 - Women’s and Gender Studies Program Library
 - 327 Seaton Hall (north building of the Selleck Quadrangle)
 - 402-472-9392
 - WGS Book Library and Video Library Lists available at: <http://www.unl.edu/wgs/resources.shtml> (videos available for overnight rental only)

- UNL Library Website – <http://libraries.unl.edu>
 - On this website is an instant message tool you can use to talk with UNL Librarians
 - Suping Lu (Political Science): slu1@unl.edu; 225B Love; 402-472-3159
 - Charlene Maxey-Harris (WGS): cmaxeyharris2@unl.edu; 224D Love; 402-472-8700
- 3. Trigger Warning: some material we will cover in this class may be upsetting.
 - UNL CAPS (Counseling and Psychological Services) – <http://health.unl.edu/caps>
 - UNL Victim Advocate – <http://involved.unl.edu/gender/advocate.php>
 - Morgan: 402-472-0203, 340 Nebraska Union, morgan@voicesofhopelincoln.org
 - NDVSAC (Nebraska Domestic Violence and Sexual Assault Coalition) – <http://ndvsac.org/>
 - RAINN (Rape, Abuse, and Incest National Network) – www.rainn.org; 1-800-656-4673
 - National Center for Post Traumatic Stress Disorder – <http://www.ptsd.va.gov/>; 802-296-6300
 - National Center for Victims of Crime – www.victimsofcrime.org

Students with Disabilities

You are encouraged to contact me for a confidential discussion of your individual needs for academic accommodation. It is the policy of the University of Nebraska–Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To take advantage of these accommodations, students must be registered with the Services for Students with Disabilities (SSD) office, at 132 Canfield Administration, 472-3787. For additional information visit the SSD website at <http://www.unl.edu/ssd/>.

**The instructor may make changes to the syllabus and course calendar during the course. If this occurs, students will be notified in class, and the revised syllabus will be emailed to students and posted on blackboard*

Course Calendar

Date	Topic	Reading	Assignment
Monday 13 Jan	Introduction		
Wednesday 15 Jan	Gender Makes the World Go Round	Enloe, Chapter 1 (p. 1-18) <i>Atlas Maps</i> 1, 2, 3 OPTIONAL: The Chewbacca Defense (Blackboard)	
Friday 17 Jan		Payton & Hughes, Chapter 1 (p. 1-30) Seneca Declaration of Sentiments (Blackboard)	
Monday 20 Jan		MLK Day – NO CLASS UNL MLK Week Events: http://mlkweek.unl.edu	
Wednesday 22 Jan	Women’s Suffrage	Payton & Hughes, Chapter 2 (p. 31-65) <i>Atlas Maps</i> 35, 36, 37	
Friday 24 Jan	The Struggle for Representation	Paxton & Hughes, Chapter 3 (p. 66-99) Paxton & Hughes, Chapter 9 (p. 223-238)	
Monday 27 Jan		Krook & Childs, <i>Women and Social Movements</i> : Beckwith; Baldez; Katzenstein (p. 29-54)	
Wednesday 29 Jan		Krook & Childs, <i>Women and Social Movements</i> : Stolovitch; Alvarez; Cunningham (p. 55-78) <i>Atlas Maps</i> 28, 29, 30, 31	

Friday 31 Jan	Global Status of Women in Politics	Paxton & Hughes, Chapter 10 (p. 239-273) Paxton & Hughes, Chapter 11 (p. 274-285)	
Monday 3 Feb		Paxton & Hughes, Chapter 12 (p. 286-304) Paxton & Hughes, Chapter 13 (p. 305-320)	
Wednesday 5 Feb		Paxton & Hughes, Chapter 14 (p. 321-341) Paxton & Hughes, Chapter 15 (p. 342-359) <i>Atlas Maps 27, 32, 33, 34</i>	
Friday 7 Feb	Making Sense of Int'l Politics	Enloe, Chapter 2 (p. 19-41) Enloe, Chapter 3 (p. 42-64)	
Monday 10 Feb	Explaining Women in Politics	Paxton & Hughes, Chapter 4 (p. 100-122) Paxton & Hughes, Chapter 5 (p. 123-137)	
Wednesday 12 Feb		Paxton & Hughes, Chapter 7 (p. 183-197) MacKinnon "Rape, Genocide, and Women's Human Rights" (Blackboard) <i>Atlas Maps 21, 22, 23</i>	Paper Proposal Due
Friday 14 Feb		Paxton & Hughes, Chapter 6 (p. 138-182)	
Monday 17 Feb		Krook & Childs, Women and Political Parties: Freeman; Sainsbury; Goetz (p. 89-115)	
Wednesday 19 Feb		Krook & Childs, Women, Gender and Elections: Inglehart and Norris; Caul; Dahlerup and Friedenvall (p. 127-134, 159-166, 175-182) <i>Atlas Maps 24, 25, 26</i>	
Friday 21 Feb		Krook & Childs, Women, Gender and Elections: Norris and Lovenduski; Fox and Lawless; Niven (p. 135-158)	
Monday 24 Feb		Krook & Childs, Women, Gender and Political Representation: Phillips; Young; Weldon (p. 185-200, 231-239)	First Analytical Response Paper Deadline
Wednesday 26 Feb		Krook & Childs, Women Gender and Social Practices: Tamerius; Hawkesworth; Htun (p. 243-262, 267-276) <i>Atlas Maps 4, 5, 6</i>	
Friday 28 Feb		Krook & Childs, Women, Gender and the State: Kantola; Chappell; Banaszak <i>et al</i> (p. 299-304, 313-318, 335-345) OPTIONAL Krook & Childs, MacKinnon (p. 293-298)	
Monday 3 Mar	MIDTERM	MIDTERM	Bring green or blue book
Wednesday 5 Mar	Making Sense of International Politics	Enloe, Chapter 4 (p. 65-92) Women in Combat: Issues for Congress (Blackboard) <i>Atlas Maps 9, 12, 13</i>	
Friday 7 Mar		Enloe, Chapter 5 (p. 93-123) OPTIONAL: Veteran's Affairs, America's Women Veterans (Blackboard)	
Monday 10 Mar		Enloe, Chapter 6 (p. 124-150)	
Wednesday 12 Mar		Enloe, Chapter 7 (p. 151-176) <i>Atlas Maps 10, 11</i>	

Friday 14 Mar		Enloe, Chapter 8 and Conclusion (p. 177-201)	
Monday 17 Mar	Gender, Conflict, and Peacekeeping	<i>GCP</i> , Introduction (p. 1-26) <i>GCP</i> , Chapter 1: Mazurana (p. 29-42)	
Wednesday 19 Mar		<i>GCP</i> , Chapter 2: Raven-Roberts (p. 43-63) <i>GCP</i> , Chapter 3: Oosterveld (p. 67-82) <i>Atlas Maps</i> 7, 8	
Friday 21 Mar		<i>GCP</i> , Chapter 4: Bedont (p. 83-108)	
24 Mar – 28 Mar		<i>SPRING BREAK – No Class</i>	
Monday 31 Mar		<i>GCP</i> , Chapter 5: Hudson (p. 111-133) <i>GCP</i> , Chapter 7: Vandenberg (p. 150-167)	
Wednesday 2 Apr		<i>GCP</i> , Chapter 8: Olsson (p. 1*68-182) <i>Atlas Maps</i> 38, 39	Optional Draft Paper Due
Friday 4 Apr		<i>GCP</i> , Chapter 9: Fitzsimmons (p. 185-201) <i>GCP</i> , Chapter 10: Luciak and Olmos (p. 202-219)	
Monday 7 Apr	Genocide Lives in Us: Rwanda	Burnet, Introduction (p. 3-40)	
Wednesday 9 Apr		Burnet, Chapter 1 (p. 41-73)	
Friday 11 Apr		Burnet, Chapter 2 (p. 74-109)	
Monday 14 Apr		Burnet, Chapter 3 (p. 110-127) Burnet, Chapter 4 (p. 128-146)	Second Analytical Response Paper Deadline
Wednesday 16 Apr		Burnet, Chapter 5 (p. 147-166) Burnet, Chapter 6 (p. 167-193) <i>Atlas Maps</i> 14, 15	
Friday 18 Apr		Burnet, Chapter 7 (p. 194-212) Burnet, Conclusion (p. 213-221)	
Monday 21 Apr	Gender, Conflict, and Peacekeeping	<i>GCP</i> , Chapter 13: Mackay (p. 265-279)	
Wednesday 23 April		Fester, “Merely Mothers Perpetuating Patriarchy?” (Blackboard)	
Friday 25 April		Fester, “The South African Revolution: Protracted or Postponed?” (Blackboard)	
Monday 28 April		Schreiber, <i>Righting Feminism</i> (Blackboard)	Paper Due
Wednesday 30 April	Women’s Choices and Future	Kirkpatrick; Snyder; Ferguson (Blackboard)	
Friday 2 May		Hirschmann (Blackboard)	
Monday 5 May		FINAL EXAMINATION 3:30-5:30pm (confirm this time) *NO LATE WORK ACCEPTED AFTER THE FINAL	Bring green or blue book