GENDER IN WORLD POLITICS
Political Science 4344
Southern Methodist University
Spring 2015

Class time and location: MW 3-4:20 p.m., Hyer Hall 201

Professor Karisa Cloward, Department of Political Science
Office: 201 Carr Collins Hall
Office Hours: T 2:30-4 p.m., W 4:30-6 p.m., and by appointment
Email: kcloward@smu.edu

COURSE DESCRIPTION AND LEARNING OUTCOMES

This course offers a survey of classic and contemporary scholarship on women and gender in world politics. It is designed as a seminar for students who are motivated to think critically about a range of issues related to gender and politics in an international context. It introduces students to feminist theoretical frameworks for thinking about politics, as well as to empirical explorations of a variety of key topics within the larger field of gender and politics. These topics include women's political participation and representation, their role in the family and the state, and their experiences with war, human rights, and globalization.

The course satisfies the Individuals, Institutions, and Cultures Pillar (Level II) and the Human Diversity and Information Literacy Proficiencies of the University Curriculum. As such, students who take the course will be able to analyze different theoretical perspectives in the study of political experiences, and will be able to evaluate critically the research outcomes and theoretical applications associated with those experiences. With respect to issues related to gender, race and ethnicity, and societies in the developing world, students will also be able to demonstrate an understanding of the political, cultural, and social conditions of identity formation and function in human society, including the ways in which these conditions influence individual and group status, treatment, and accomplishments. Furthermore, students will be able to select and use the appropriate research methods and search tools for needed information, and will be able to evaluate sources for the quality of information contained therein.

More specifically, students will be able to identify and discuss important themes in the study of gender and politics, including the distinction between Western and Third World feminism, the interaction between the private and public spheres, the gender gap in voting and political participation, the difference between descriptive and substantive representation, and the position of women’s human rights within the larger human rights frame. They will further be able to critically evaluate the relevance of normative theoretical frameworks to real world cases, and convey clear, focused, and well-substantiated arguments through their written work and in their class participation.

The course earns credit toward the Human Rights major and Women’s and Gender Studies minor.
**TEXTS**

The following two books are **required**, and are available for purchase at the bookstore:


All other required readings will be posted or linked on Blackboard. If you are not using a campus computer, you can access the linked readings by entering your SMU ID and password when prompted for authentication of your SMU status.

In addition, we will read a significant portion of the following two books, and so they are **recommended** for purchase and available at the bookstore (although required excerpts will be posted to Blackboard):


**COURSE REQUIREMENTS AND GRADING**

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation &amp; Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Short Response Papers</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>50%</td>
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**Attendance and Participation**

Attendance and participation in discussion are expected. If you need to miss class for a family emergency, illness, or University-sponsored event, you must notify me in advance via email and provide appropriate documentation. Unexcused absences will adversely affect your participation grade. **Upon your fourth unexcused absence, you will be either administratively dropped from the course or receive a final grade of F.**

If you must miss a class, please obtain notes from another student. I will not distribute my own personal notes, nor will I provide a private tutorial. If you have spoken to a classmate and still have questions, I am available to fill in the gaps.
Required readings are, in fact, required – you should complete them prior to the beginning of the class for which they’re assigned and come to class prepared and ready to discuss them. You are advised to complete the assigned readings in the order in which they are listed in the syllabus, and you are expected to bring all of the week’s readings with you to class.

I expect you to be courteous and respectful to me and to your classmates. This means arriving on time, staying in your seat and awake until the end of the period, and refraining from texting or other distracting activities. This also means being tolerant of other students’ expressed viewpoints and refraining from interrupting or resorting to ad hominem attacks.

I will permit the use of laptops in class, but discourage them. Students who nonetheless choose to use a laptop must commit to using them only for the purpose of note taking. If I find that laptops are being used for other purposes, the privilege will be revoked.

Late arrivals and early departures, being present but unprepared to participate, participating without being prepared, and engaging in distracting or disrespectful behavior will all adversely affect your participation grade.

Assignment Details

**Short Response Papers:** On 10 dates of your choosing, you will submit a 1-2 page paper in which you address a question related to that day’s assigned readings. The specific questions you will need to address in the response papers are listed under each date in the “Assignments” section of the course’s Blackboard page. You must complete at least three papers by March 4th.

You are expected to help initiate classroom discussion on the days you’ve submitted a paper. To that end, you will prepare at least one discussion question and bring it with you to class.

**Final Paper:** You will also submit a 12-15 page paper on a topic of your choice that proposes a research question and then addresses this question with an empirically grounded argument. The project will involve several preliminary steps. (1) You will submit a brief paragraph presenting your research question. (2) You will submit a revised research question with an annotated bibliography that includes a minimum of eight scholarly sources – refereed journal articles or academic books. (3) You will submit an outline of your paper. (4) You will submit a first draft of the full paper. (5) You will evaluate the first draft of one of your classmates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Grade Percentage</th>
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<tbody>
<tr>
<td>February 16</td>
<td>Research question due</td>
<td>5%</td>
</tr>
<tr>
<td>March 4</td>
<td>Annotated bibliography due</td>
<td>15%</td>
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<tr>
<td>March 30</td>
<td>Outline due</td>
<td>10%</td>
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<tr>
<td>April 15</td>
<td>First draft</td>
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<tr>
<td>April 22</td>
<td>Peer evaluation due</td>
<td>20%</td>
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<tr>
<td>May 4</td>
<td>Final paper due</td>
<td>50%</td>
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Paper Submission and Help

The short response papers and all final paper components should be double-spaced, with 1-inch margins, 12-point Times New Roman font, and standard character spacing. Each writing assignment must be submitted in hard-copy format prior to the beginning of class on the day it is due. Failure to meet this deadline will result in a half letter grade deduction for each 24-hour period after the due date and time, beginning at 3:01 p.m. You will receive a zero for the peer evaluation assignment if you do not submit the first draft of your own paper on time. It is your responsibility to complete all assignments such that sufficient time remains to deal with any technical difficulties you might encounter. I will not be sympathetic to claims of malfunctioning printers.

Each writing assignment must also be submitted to Blackboard as a Word document (not a PDF or text file). In the absence of electronic submission, your paper will not be graded.

Your success in this course is heavily dependent on the quality of your written work. The SMU Writing Center can assist you in this endeavor. Call 214-768-3648 for an appointment.

Contacting Me

For quick questions or to schedule an appointment, the best way to contact me is via email at kcloward@smu.edu.

My office hours, listed at the beginning of the syllabus, are your time. I am here to help you, but in order for me to do that you must first let me know that you are having a problem. If my regular hours are inconvenient for you, I am happy to schedule another time.

Religious and Disability Accommodation

Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or http://smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. You should then schedule an appointment with me to make appropriate arrangements. It is essential that you address your needs early in the semester, before assignments are due.

Students who need to miss class for religious reasons should provide me with an explanation, in writing, no later than February 3rd.

Honor Code

I take plagiarism and other forms of cheating very seriously. Plagiarism is the use of someone else's work, words, or ideas as if they were your own. When in doubt, cite. In addition, you may not recycle work you have submitted in this or another course.

The SMU Honor Code governs all student work in this course, both in class and outside of the classroom. Honor code violations are punishable not only by a failing grade for the course, but also
by referral to the University Honor Council. Ignorance of the Honor Code and its provisions is not an excuse. Any questions about specific applications of the Honor Code should be addressed to me.

**Personal Responsibility**

I am committed to being accessible to students, and I want you to succeed in the course, but you should not mistake this attitude for lax standards or low expectations. I am absolutely serious about this course. If you do not intend to be equally serious, this may not be the course for you. If you choose to take the course, the onus is on you to do the things necessary to achieve the goals you’ve set for yourself, or to accept responsibility if you do not. You will get out of the class what you put into it. Students who demonstrate their commitment to the course and to putting in the necessary work will find that I am ready and willing to help and advise them whenever possible. But I will not pick up the slack for students who are just looking to skate by, and I won’t do your work for you. Moreover, I will enforce all of the rules set out for this course – I will not make exceptions simply because you forget what the rules are or think they shouldn’t apply to you for whatever reason.

**WEEKLY READING SCHEDULE**

**I. FOUNDATIONS OF GENDER AND POLITICS**

**January 21: Sex, Gender, and Intersectionality**
- Peterson and Runyan. Chapter 1, pp. 1-17.

**January 26: Women in Politics and the Politics of Gender**
- Peterson and Runyan. Chapter 1, pp. 17-38.

Recommended:

**January 28: Gender and Feminist Theory**
- Peterson and Runyan. Chapter 2.
Recommended:

February 2: Gender and Culture I
- Okin. Pp. 3-34; 47-52; 85-94; 105-14.

Recommended:

February 4: Gender and Culture II

Recommended:

February 9: Research and Writing Workshop #1
- Brainstorm research topics of interest for final paper in advance of coming to class.

II. GENDER, GOVERNANCE, AND PARTICIPATION

February 11: The Voting Gender Gap
Recommended:


**February 16: Women’s Descriptive Representation**

- Peterson and Runyan. Chapter 3 (pp. 99-124).

Recommended:


**Research Question due**

**February 18: Class cancelled**

**February 23: Research and Writing Workshop #2**

- The Chicago Manual of Style. “Citation Quick Guide.”
- University of Wisconsin Writer’s Handbook. “Acknowledging, Paraphrasing, and Quoting Sources” handout.

**February 25: Women’s Substantive Representation**

- Peterson and Runyan. Chapter 3 (pp. 124-26; 133-38).
Recommended:

**March 2: Women’s Political Mobilization and Organizing I**
- Alvarez. Introduction and Chapters 1, 3, and 4.

Recommended:

**March 4: Women’s Political Mobilization and Organizing II**
- Alvarez. Chapters 5 and 11.

Recommended:

**Annotated Bibliography due**

**Spring Break**

**March 16: Research and Writing Workshop #3**

III. **Gender, Security, War, & Peace**

**March 18: Gender and International Security I**
- Peterson and Runyan. Review Chapter 2 (pp. 82-85). Read Chapter 4 (pp.139-48; 173-79).

Recommended:

**March 23: Gender and International Security II**

Recommended:

**March 25: Research and Writing Workshop #4**
- Farrell, Henry. 2010. “Good Writing in Political Science: An Undergraduate Student’s Short Illustrated Primer.” [http://www.henryfarrell.net/pol_sci_essay.html](http://www.henryfarrell.net/pol_sci_essay.html).
March 30: Gender Roles in War
- Peterson and Runyan. Chapter 4 (pp. 158-63).
- Goldstein. Chapter 1.

Recommended:
- Goldstein. Chapter 4 and Chapter 5 (pp. 251-301).

Outline due

April 1: Women’s Participation in Militaries and Combat
- Peterson and Runyan. Chapter 4 (pp. 148-58).
- Goldstein. Chapter 2.

April 6: Patterns of Sex and Sexual Violence in the Military and in War
- Peterson and Runyan. Chapter 4 (pp. 163-73).
- Goldstein. Chapter 6 (pp. 332-48).

April 8: Causes of Sexual Violence in War
- Goldstein. Chapter 6 (pp. 348-71).

IV. GENDER AND RIGHTS

April 13: Women’s Rights as Human Rights
Recommended:

April 15: Women’s Rights and International Law
- *Convention on the Elimination of All Forms of Discrimination Against Women*.

Recommended:
- *Universal Declaration of Human Rights*.

First Draft due

April 20: Challenges of Transnationalism in Women’s Rights Activism
- Peterson and Runyan. Chapter 6 (pp. 237-48).

April 22: Strategies of Women’s Rights Activism
- Peterson and Runyan. Chapter 6 (pp. 248-55).

Peer Evaluation due

V. **Gender and Political Economy**

April 27: Gendered Divisions of Labor and the Welfare State


Recommended:


April 29: Gender and Development

- Peterson and Runyan. Chapter 3 (pp. 126-31) and Chapter 5 (pp. 181-93; 215-32).

May 4: Gender, Neoliberalism, and Globalization

- Peterson and Runyan. Chapter 5 (pp. 193-215).
- Peterson and Runyan. Chapter 6 (pp. 245-62).

Recommended:


Final Paper due