



# Women, Power, and Global Politics

IS 3999  
Fall 2016

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**Office Hours** T/TR 1-2pm and W 1-3.30pm

## Course Overview

The goal of this class is to understand the male overrepresentation in politics both in the American context but also in a global perspective and consider innovative ways to achieve equal political representation. We will read classic and modern scholarship to better understand the theoretical feminist frameworks used to study the political representation of women and empirically explore important topics from a cross-national perspective. Throughout the semester, we will engage with representatives of local, national, and international women's organizations to learn from their perspectives and gain a look behind the scenes of the women's movement for equal representation.

There is no clear answer to why men are overrepresented in politics but at the end of the semester, students should be able to engage in thoughtful conversations and discussion on why men are overrepresented, women are underrepresented, and whether existing tools to achieve equal representation are adequate and sufficient.

## Course Material

Farida Jalazai. **Shattered, Cracked, or Firmly Intact?** 2016.  
Paperback edition

Rainbow Murray, **Cracking the Highest Glass Ceiling**, 2010

The Female Political Career (on moodle)

Equality in Politics (on moodle)

Additional readings and materials will be posted on moodle.

## Course Structure

The class will focus on three main areas. For each area, we will discuss the theoretical frameworks to study the topic as well as shine empirical spotlights on specific countries to bring the theoretical concepts to life.

1. **Descriptive Representation of Women:** also called the numerical representation of women, we will first discuss the institutional, socio-economic, and cultural barriers to women's political representation before trying to explain cross-national variances of the percentage of women in parliament
2. **Substantive Representation of Women:** this part centers on the question whether the numerical representation of women will lead to the substantive representation of women. We will discuss several factors that facilitate the representation of women's interests as well as critically assess the definition of 'women interests'
3. **Women in the Executive Worldwide:** throughout the class we will pay particular attention to the presence of women in Executive leadership positions around the world. Questions we will consider are: why are there so few female president and prime ministers? Why has the US never elected a female president? What type of barriers do women need to overcome when they run for the highest political office and what role do gender stereotypes play?

## Course Policies

### Participation

A successful student-centered seminar requires that students contribute to the learning process in a meaningful way. Students are expected to attend class and actively engage in course activities. Students who make regular and thoughtful contributions to class discussions, display a willingness to help others work through course concepts, and/or with particularly sophisticated responses can expect good participation grades. When deciding on your final grade, I will take your participation into account. Students may consult with the instructor at any time for an assessment of participation.

I expect every student to come to class prepared. This means you have read the required chapters in the textbooks *as well as* any additional readings on moodle. I will call on students during class – so be prepared to answer questions!

### Attendance

Attendance will be taken in every class. You must sign the attendance sheet. If you are late, you need to see me after class to add your name. Because being on time for important appointments (such as a class) is a valuable life skill, being late at three occasions will count as one absence.

- I will accept *three excused absences*. Any more absences will negatively affect your attendance grade
- Excused means that you emailed me before class with a reason why you cannot attend class
- You will start with an attendance grade of 100%. After three excused absences, *I will abstract 5% for each missed class or for each unexcused class*

### Disability Clause

All students with a disability and requiring special accommodations to participate in and to complete this course must contact the Disability Resource Center (Rendezvous Building) for verification of eligibility and for determination of specific accommodations.

### Plagiarism

For purposes of this course, plagiarism is understood to refer to: A) Direct quotes without adequate source citation. B) Paraphrase or précis without adequate source citation. All material: fact, theory, or hypothesis, derived from the works of others must be properly cited. Source citations must include: author, title of the work being cited, pages being referred to, and date of publication. For journal articles, proper citation includes the above **plus**: journal title, volume number, and pages in the journal occupied by the article. Models for proper citation format may be found in: Turabian, Kate L., *A Manual for Writers of Term Papers, Theses and Dissertations*, University of Chicago Press, 1973. Plagiarism is considered a serious academic offense which may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree.

## Course Requirements

Attendance	10 %	See above.
Short Essay	20 %	<p>2 pages, double spaced, 12 Times New Roman plus a 10-minute presentation in class about the article. Pick one of the readings marked with * in the first part of the semester (before midterm).</p> <p><b>Directions:</b> Summarize the article by identifying the following elements: research question, main argument, dependent variable, independent variable, evidence brought to bear, findings. In the final part of the short essay, apply the insight of the article to the US context.</p>
Discussion Lead	10 %	<p>Pick one of the readings marked with a ^ and prepare and lead a class discussion based on the reading. Come up with a list of 3 questions to discuss the reading in class with your classmate.</p> <p>Please email me your question on Monday before class.</p>
Wired Gender Politics Forum	20 %	<p>Each week during week 9 through 13, post a critical question on gender and politics on the wired gender politics forum <i>as well as</i> posting a reply to a question asked by a student from <i>another university</i> on the wired gender politics forum. In your post, please refer to a class text with at least one citation and provide a link to another form of media highlighting the nature of your question. Each post should be between 8 and 12 sentences. 2 points per response and question each week.</p> <p><b>Link to Forum:</b> <a href="http://wiredgenderpolitics.sarajangevine.com">http://wiredgenderpolitics.sarajangevine.com</a></p>
	10 %	<p>Presidential Debates Contribution. For each presidential debate, submit a well-informed and thoughtful question for the presidential debate as it relates to women's issues. Please submit the question to the "Women's Debate Website" one week <i>before</i> each presidential debate. You can choose to do a video question or write your question. 3 points per question, 1 bonus point if you submit all three questions.</p> <p>Link to website: <a href="http://www.womensdebate.org/">http://www.womensdebate.org/</a></p> <p>1<sup>st</sup> presidential debate: Monday, September 26 2<sup>nd</sup> presidential debate: Sunday, October 9 3<sup>rd</sup> presidential debate: Wednesday, October 19</p>
Extra Credit		Participation in google hangouts and other live streaming activities in the Wired Gender Politics forum as announced in class.

## Final Paper






**30 %** 10 pages, double spaced, 12 Times New Roman

Comparative media analysis on how the media reports on female candidates for electoral office or female presidents and/or prime ministers. Compare the treatment of your chosen leader with the treatment of Hillary Clinton or Carly Fiorina in the media in the 2016 election. Discuss what role the following elements play: (1) feminine/masculine language to describe candidate; (2) role of appearance; (3) role of emotions; (4) role of qualification: family obligation vs. professional background

Please pick a female leader or candidate for executive office in a country where you speak the language fluently. English-speaking countries with female leaders are:

1. Liberia: Ellen Johnson Sirleaf
2. Pakistan: Benazir Bhutto
3. Scotland: Nicola Sturgeon
4. Ireland: Mary McAleese
5. United Kingdom: Margaret Thatcher
6. United Kingdom: Theresa May
7. Australia: Julia Gillard
8. New Zealand: Jenny Shipley
9. New Zealand: Helen Elizabeth Clark

## Grading Scale

	Letter Grade	Percentage
	A+	100 - 98
	A	94-97
	A-	90-93
	B+	87-89
	B	83-86
	B-	80-83
	C+	77-79
	C	73-76
	C-	70-72
	D+	67-69
	D	60 - 66
	F	0 - 59

## Course Schedule

**Week 1**  
August 24

### **Welcome and Overview** – the Status of Women in Politics Worldwide

Women in Parliament. 20 years in Review (moodle)

Women in Parliament. 2015 review (moodle)

Shvedova, Obstacles to Political Representation

**Week 2**  
August 31

### **Theoretical Concepts of Political Representation**

\*Pitkin, Hanna Fenichel. 1967. *The Concept of Representation*. Berkeley: University of California Press.

\*Phillips, Anne. 1998. *The Politics of Presence: Political Representation of Gender Race and Ethnicity*. 1st ed. Oxford: Oxford University Press, USA.

^ The Female Political Career. Introduction, p. 12-16

**Week 3**  
September 7

### **Descriptive Representation – Institutional Barriers**

IDEA: Electoral System Design, chapter 2 (browse rest)

\*McAlister and Studler 2002

\*Dahlerup 2005

**Guest Speaker:** Cynthia Terrell from Fair Vote and Representation 2020

[http://www.philly.com/philly/news/politics/20160728\\_Commentary\\_\\_Change\\_rules\\_to\\_achieve\\_genderparity\\_in\\_politics.html?mobi=true](http://www.philly.com/philly/news/politics/20160728_Commentary__Change_rules_to_achieve_genderparity_in_politics.html?mobi=true)

Browse: <http://www.fairvote.org/rcv#rcvbenefits> and  
<http://www.representation2020.com/>

**Week 4**  
September 14

### **Descriptive Representation – Socioeconomic Barriers**

\* Stockemer and Byrne. Women's Representation around the World: The Importance of Women's Participation in the Workforce

^ African Gender Equality Index

**Week 5**  
September 21

### **Descriptive Representation – Cultural Barriers**

\*Norris and Inglehart (2001) "Cultural Obstacles to Political Representation."  
Available here: [http://www.hks.harvard.edu/fs/pnorris/Articles/Articles%20published%20in%20journals\\_files/Cultural\\_Obstacles\\_JofD2001.pdf](http://www.hks.harvard.edu/fs/pnorris/Articles/Articles%20published%20in%20journals_files/Cultural_Obstacles_JofD2001.pdf)

^ The Female Political Career. Gender Social Roles, Gender Social Expectations, Career Advancement, p. 17-31

**Week 6**  
September 28

### **Substantive Representation – Critical Mass**

\* Dahlerup, Drude. 1988. 'From a Small to a Large Minority: Women in Scandinavian Politics.'

\* Kanter, Rosabeth Moss. 1977. 'Some Effects of Proportions on Group Life: Skewed Sex Ratios and Responses to Token Women.'

\* Grey. Does Size Matter? Critical Mass and New Zealand's Women MPs

^ Equality in Politics, chapter 3

**Week 7**  
October 5

### **Substantive Representation – Critical Actors**

\* Childs, Sarah, and Mona Lena Krook. 2006. 'Should Feminists Give Up on Critical Mass? A Contingent Yes.' *Politics & Gender* 2 (04). Cambridge University Press (CUP).

\* Chaney. Critical Actors vs. Critical Mass: The Substantive Representation of Women in the Scottish Parliament (on moodle)

^ Equality in Politics, chapter 4 and 5

**Guest Speaker:** Faith Winter (CO State Representative, Democrat)

**Week 8**  
October 12

### **Why not the U.S.?**

Movie: What's your point honey?

Discussion: Why has the U.S. never elect a woman for president?

**Week 9**  
October 19

### **Media Analysis and Women's Political Representation**

Political Parity, Media Coverage of Women Candidates

Georgetown Public Policy Review: Media's War On Women In Politics? How New Research Is Challenging Traditional Beliefs

Banwart et al. 2003

**BBC: Are female leaders disadvantaged by media bias?**

Familiarize yourself with the Women's Media Center  
<http://www.womensmediacenter.com/>

**How to write your final paper – Guidelines and Discussion**

**Week 10**  
October 26

### **Women in the Executive Worldwide - Introduction**

Jalazai. Chapter 1 and 2

Murray, Introduction and chapter 11

**Guest Speaker:** Farida Jalazai

Week 11  
November 2

### **Barriers to Executive Office**

Jalazai. Chapter 3-4

Murray, Chapter 9 and 10

The Guardian: In Brazil, women are fighting against the sexist impeachment of Dilma Rousseff

The New York Times: South America's Powerful Women Are Embattled. Is Gender a Factor?

### **Women in the Executive – Pathways to Office**

Jalazai 2016

Jalazai. Chapter 5 and 6

Murray, Chapter 7 and 8

**Guest Speaker:** Sarah Lenti

Week 12  
November 9

### **Election analysis – Analyzing the 2016 Election in light of the women and politics literature**

Murray, Chapter 4 and 5

Jalazai, Chapter 8 and 9

Week 13  
November 16

### **Women in the Executive – The Glass Cliff**

Bruckmüller and Branscombe 2010

Hogg 2009

Washington Post: Congratulations Theresa May.

Listen: NPR - The Two Female Leaders Who Have To Figure Out The Brexit  
<http://www.npr.org/sections/parallels/2016/07/24/487034205/the-two-women-leaders-who-have-to-figure-out-the-brexite>

Week 14  
November 23

**Thanksgiving**

Week 15  
November 30

### **Women in the Executive – Impact**

Do Female Presidents or Prime Ministers Make A Difference?

Foreign Policy, The Women on Top Theory

Week 16  
December 7

Closed Week



December 16

No class but **everyone needs to meet with me in person** to discuss a draft of their final paper (bring outline and main argument for each part of your paper). Please email me to set up an appointment **before** Thanksgiving break.

**Final Paper Due**