

INTL4770: Special Topics in IR – Women & World Politics

University of Georgia – Spring 2017

MWF 1:25-2:15, MLC 245

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Office Hours: Wednesday 2:45pm-4:45pm; by appointment



Course Overview:

The purpose of this course is to examine the agency of women in shaping world politics, and the influence of international relations on the lives of women around the world. In the first half we will focus on women's representation and elected leadership. We will look in-depth at the reasons why women have historically been excluded from politics, as well as the structural challenges and institutional changes that have been made to increase women's representation. We will then move beyond elected office to consider women's participation in politics through social movements. We will examine how international norms regarding gender equality have been enshrined in the operations of international organizations and what effects these norms have had on women's rights and political participation in various contexts.

Two notes on what this course is *not*: While we will regularly draw upon feminist theories of international relations this is not a course on gender and IR or feminist international relations. The focus of our inquiry will be examining women's presence *in* world politics. Second, this will not be a survey course. There is always a choice to be made between breadth and depth in constructing a course; in this course we will delve deeply into two main issues with respect to women – participation in political institutions and women's rights. There are many other issues that could be considered under the umbrella of women and world politics, including the vast literature on women and/in development, conflict/security, global public health, immigration, labor, multinational corporations, social movements, and human rights (to name a few). It is for this reason that each of you will participate in a group project where you present the class with some issue related to women and world politics that was not covered in depth in class.

Course Requirements:

- **Readings: Readings:** You are expected to complete the readings listed on the syllabus *prior* to coming to class. Failure to do so will be evident in your lack of participation during class discussions. Occasionally an article relevant to the topic we are covering will be published and I will assign it on short notice. In that case I will post the article to the "ANNOUCEMENTS" section of the class ELC page. ****PLEASE REGISTER FOR ANNOUCEMENTS NOTIFICATIONS****

There are 3 **required** texts:

Pamela Paxton and Melanie M. Hughes. 2014. *Women, Politics, and Power: A Global Perspective*, Third Edition. Sage.
ISBN: 978-1-4833-7699-8

Cynthia Enloe. 2014. *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*. Second Edition. University of California Press.
ISBN: 978-0-520-27999-5

Jenny Nordberg. 2015. *The Underground Girls of Kabul: In Search of a Hidden Resistance in Afghanistan*. Broadway Books. ISBN: 978-0307952509

****All other readings can be found on ELC, unless otherwise noted.**

****You are also required to keep up with current events – see below****

- **Grading:**

Midterm Exam - 22%

Final Exam – 25%

4 Short reflections – 20%

Participation – 10%

Final Project – 23% (10% presentation; 10% paper; 3% Reflection)

Letter grades correspond to the following 0-100 scale:

| | | | |
|--------|----|-------|----|
| 94-100 | A | 74-76 | C |
| 90-93 | A- | 70-73 | C- |
| 87-89 | B+ | 67-69 | D+ |
| 84-86 | B | 64-66 | D |
| 80-83 | B- | 60-63 | D- |
| 77-79 | C+ | 00-59 | F |

- **Written Assignments:** All assignments are to be typed and handed in at the **START** of class on the due date (unless otherwise noted). Late assignments will be **penalized 1% of your overall grade for each day late**. All written assignments should meet the following formatting requirements: 12-point font, double spaced, 1” margins, and page number in bottom right hand corner.
- **Short Reflections:** Each student will upload 4 short (250-350 word) reflections to the relevant ELC discussion forum. Each reflection assignment’s grade will be based on content (did you follow instructions?) as well as the quality of the writing. All reflections should include proper citations.
 - #1 – Media Coverage of Female Candidates: Find a newspaper article or broadcast addressing a female candidate (I encourage you to look for races and candidates outside the US). Write a reflection that considers the reporting *in light of the readings on media coverage of female candidates*. Be sure to include a **link** to the article in your reflection.
 - #2 – Women and Social Media: Find a hashtag, twitter account, a Facebook page, or a blog that is relevant to women and world politics. Look through some recent

posts/tweets. Write a reflection which addresses how your finding fits into our understanding of (global) women's participations/rights.

- #3 – You have been tapped by the president-elect to advise his administration on adopting a “feminist” foreign policy. Pick one policy change that you would present to President Trump. Explain the current policy of the U.S. (you'll have to do a little research for this), the change you're advocating for, and why this constitutes a pivot toward a feminist foreign policy.
- #4 – Write a reflection that considers (at least) one way the Howard-Hassman reading informed your understanding of “She's Beautiful When She's Angry.” Your reflection should include direct quotes from the reading to make your point.
- **Final Project:** Each student will be part of a group that will be responsible for choosing an issue that falls under the topic of “Women & World Politics” (one that is not covered in depth in class) that they will conduct research on throughout the semester. Each group will submit a literature review on the issue and make a 10-minute video presentation to teach the class about the issue. Further details will be given in class.
- **Exams & Quizzes:** Lectures and class discussions are intended to supplement, not duplicate, the readings. Exams will draw upon both reading and class materials. **Makeup exams will not be given.**
- **Participation:** This course will be run as a seminar and will require a great deal of discussion and active listening. ***Simply showing up to class does not constitute participation.*** Your participation grade will be evaluated based on your *ability to draw upon insights from the readings*, the *depth of the thoughtfulness* of your questions/comments, and your *activeness* in class, on discussion boards, and/or on twitter using **#WomenWP**
 - The nature of the topics we will discuss may often be contentious. Everyone is expected to be respectful of others' perspectives and experiences.
 - Some topics may be emotionally challenging. Please know that you are always free to step outside the classroom if you need a break (although you are accountable for getting the notes on our discussion).
- **Attendance:** I will take attendance every class and I expect you to be present. You are allowed **three** absences without penalty. You can use these as you like (e.g. illness, sports travel, interviews, sleep, conferences). Each absence beyond these three will result in a **1-point deduction from your final overall average.**

Other important information:

- **Current Events:** Students are **required** to stay up to date on world politics. I suggest that you browse the world news sections of the *New York Times*, *The Wall Street Journal*, *The Guardian* (UK), or the *Washington Post* on a **regular basis**. You can subscribe to various daily world news briefs and have them emailed to you (e.g. FP, CFR, The Economist). CFR has a monthly bulletin on Women & Foreign Policy. It will be clear from your (lack of) participation in our discussions whether you are keeping up with world politics and this will be factored into your participation grade.
- **Technology:**
 - **Laptops** are **not** welcome in class, unless I instruct you to bring one. Should you need to use a laptop please provide proper documentation from UGA's DRC.

- All **cell phones/Blackberries**, etc. should be **shut off** or set to **silent** – NOT VIBRATE – before arriving to class. The use or interruption of these devices during regular class time will result in a **reduction of your participation grade**.
- **Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the “ANNOUCEMENTS” board on the class ELC page – **PLEASE REGISTER FOR NOTIFICATIONS!**
 - When emailing me please use your UGA email account and include your course number in the subject line. In most cases I will respond to emails within 24 hours. Importantly, before you email me **please check the syllabus** and the **news page** of the ELC site to be sure that your question has not been previously addressed.
 - *A note on etiquette:* please use appropriate **salutations**, including my name in the opening and your name in the closing. (Hint: you can’t go wrong with “Hi Professor Gallagher”). For further guidance see <http://www.wikihow.com/Email-a-Professor>.
- **Office Hours** – I will be available to meet with students during the office hours listed above, however the only way to guarantee that we will have time to meet is for you to sign up for an appointment using the following link (also posted to the ELC page): <https://docs.google.com/document/d/11V8ETwJbmKJ8ah9eIUtH0YRyf0B7wFSLWYWUS3j4GTc/edit>.
- **Academic Dishonesty** – As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. The most common issue of academic dishonesty I have come across is plagiarism. To be clear, plagiarism is copying from any source material (direct or paraphrasing of ideas), published or unpublished (this includes wikipedia!), without giving proper credit. I will post a link to the Chicago Manual of Style citation format on ELC.
- **Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of special accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit www.drc.uga.edu) and should make an appointment to see me with their appropriate paperwork from DRC within the **first two weeks** of classes.
- UGA’s code of conduct protects student privacy and intellectual property and thus prohibits recording and digital release of classroom lectures and conversations unless a student has an accommodation from the DRC. If this is your situation, please let me know and we will devise an accommodation that protects your right to privacy, that of your classmates, and everyone’s intellectual property.
- **This syllabus is subject to changes throughout the semester.**

CLASS SCHEDULE AND READINGS

Weeks 1 & 2 - Women & Political Leadership

Fri., Jan. 6 (class 1) – Introduction

- Read syllabus

Mon., Jan. 9 (class 2) – Why Study Women in World Politics?

- Valerie Hudson. 2012. “What Sex Means for World Peace.” *Foreign Policy*.
- Valerie Hudson and Andrea Den Boer. 2015. “When a Boy’s Life is Worth More Than His Sister’s.” *Foreign Policy*.
- Laura Sjoberg “‘Mansplaining’ International Politics” Available at: <http://relationsinternational.com/mansplaining-international-relations-walt/>

Wed., Jan. 11 (class 3) – Feminist Perspectives and Power: Where are the Women?

- Paxton and Hughes pp. 21-30
- Enloe *BBB* - Preface to 2nd Edition p. xiii-xvii & Chapter 1

Fri., Jan. 13 (class 4) – Why elect (more?) women? Overview of women’s representation worldwide

- Paxton and Hughes Ch. 1 p. 1-21

Week 3 – Women in National Office

Mon., Jan. 16 – No Class: MLK Day of Service

Wed., Jan. 18 (class 5) – Women’s Executive Leadership

- Paxton and Hughes Ch. 3 “Women Struggle for Representation”
- Gwynn Thomas and Melinda Adams. 2010. Breaking the Final Glass Ceiling: The Influence of Gender in the Elections of Ellen Johnson-Sirleaf and Michelle Bachelet. *Journal of Women, Politics & Policy*. 105-131.

Fri., Jan. 20 (class 6) – Explaining the political representation of women: culture and structure

- Paxton and Hughes Ch. 4 & 5

Week 4 – Institutional and International Influences

Mon., Jan. 23 – (class 7) – Explaining the political representation of women: politics

- Paxton and Hughes Ch. 6
- Bauer and Burnet. 2013. Gender Quotas, democracy, and Women’s Representation in Africa: Some insights from democratic Botswana and autocratic Rwanda. *Women’s International Forum*. 103-112.

Wed., Jan. 25 (class 8) – Do Quotas Matter?

- Franceschet and Piscopo. 2008. Gender Quotas and Women’s Substantive Representation: Lessons from Argentina. *Politics & Gender*.

Fri., Jan. 27 (class 9) - Explaining the political representation of women: international factors

- Paxton and Hughes Ch. 7
- “USAID Announces Aid Program for Afghan Women.” *WaPo*. Available at: https://www.washingtonpost.com/world/national-security/usa-id-announces-aid-program-for-afghan-women/2013/07/18/ecb715f2-efd4-11e2-9008-61e94a7ea20d_story.html

Week 5 – The Media

***Short Reflection 1 Uploaded to ELC by 11pm Sun. 1/29*

Mon., Jan. 30 (class 10) Challenging Media portrayals of female candidates

- Carlin and Winfrey. 2009. Have You Come a Long Way, Baby? Hillary Clinton, Sarah Palin, and Sexism in the 2008 Campaign Coverage. *Communication Studies*.
- Celina Van Dembroucke. 2014. Exploring media representations of Argentina's president Cristina Fernandez de Kirchner. *Feminist Media Studies*.

Wed., Feb. 1 (class 11) –Discussing the final project

- No reading.

***Short Reflection 2 Uploaded to ELC by 11pm Thurs. 2/2*

Fri., Feb. 3 (class 12) – Women and Social Media

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

Week 6 – Behavior of Women in Office

Mon., Feb. 6 (class 13) – Does difference make a difference?

- Paxton and Hughes Ch. 8 "Do Women Make a Difference"
- Sarah Kliff. 2016. "The Research is Clear: Electing More Women Changes How Government Works." Vox. Available at: <http://www.vox.com/2016/7/27/12266378/electing-women-congress-hillary-clinton>
- "Men Got us into the showdown, Women got us out" *Huffpost*. Available at: http://www.huffingtonpost.com/2013/10/16/shutdown-women_n_4110268.html?ncid=txtlnkushpmg00000037

Wed., Feb. 8 (class 14) – Women and Foreign Policy Decision Making

- Michael T. Koch and Sara A. Fulton. 2011. "In the Defense of Women: Gender, Office Holding, and National Security Policy in Established Democracies." *Journal of Politics*.
- 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#>

***Short Reflection 3 Uploaded to ELC by 11pm Thurs. 2/9*

Fri., Feb. 10 (class 15) – A Feminist Foreign Policy?

- Jenny Nordberg. Who's Afraid of a Feminist Foreign Policy? *The New Yorker*. April 15, 2015. Available at: <http://www.newyorker.com/news/news-desk/swedens-feminist-foreign-minister>
- Speech by Margot Wallstrom, Sweden's Minister of Foreign Affairs. <http://www.government.se/speeches/2015/03/speech-by-margot-wallstrom-at-helsinki-university/>

Week 7 – Increasing the Number of Women in Office

Mon., Feb. 13 (class 16) – Moving Beyond Quotas & Getting Women to Run

- Krook & Norris. 2014. Beyond Quotas: Strategies to Promote Gender Equality in Elected Office. *Political Studies*. 2-20.
- Lawless and Fox. 2008. Why Are Women Still Not Running for Public Office? *Brookings: Studies in Governance*. 1-2

Wed., Feb. 15 (class 17) – Closing the Ambition Gap: “Leaning in” vs. “Having it All”

- Sheryl Sandberg. “Why we have too few women leaders.” TED Talks. Available at: http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders
- Slaughter, Anne-Marie. 2012. Why Women Still Can’t Have it All. *The Atlantic*.
- To Rescue Economy, Japan Turns to Supermom. Jan. 1, 2015. *NYT*. <http://www.nytimes.com/2015/01/02/business/international/in-economic-revival-effort-japan-turns-to-its-women.html?hp&action=click&pgtype=Homepage&module=photo-spot-region®ion=top-news&WT.nav=top-news&r=0>

Fri., Feb. 17 (class 18) – Gender Mainstreaming and Gender Equality in IOs

- Krook and True. 2010. Rethinking the life cycles of international norms: The United Nations and Global Promotion of Gender Equality. *European Journal of International Relations*. 103-127
- UNSCR 1325 - Full text and annotated version available here: http://www.usip.org/gender_peacebuilding/about_UNSCR_1325

Week 8 – Where are the Women in Foreign Policy

Mon., Feb. 20 (class 19) – Women (or lack thereof) in IR

- Carol Cohn. 1987. “Sex and Death in the Rational World of Defense Intellectuals.” *Signs*.
- Zenko and Wolfe. Sept. 24, 2015. “Leaning from Behind.” *Foreign Policy*. Available at: <http://foreignpolicy.com/2015/09/24/leaning-from-behind-women-foreign-policy-media/>

Suggested:

- Melissa H. Conley Tyler, Emily Blizzard, and Bridget Crane. 2014. “Is International Relations too “hard” for women? Explaining the missing women in Australia’s International Affairs” *Australian Journal of International Affairs*. 156-176. (esp. 156-167)

Wed., Feb. 22 (class 20) – Where are the Women in Diplomacy? Think Tanks?

- Enloe *BBB* - Ch. 5 “Diplomatic and Undiplomatic Wives”
- Wittes and Lynch. The Mysterious Absence of Women From Middle East Policy Debates. 2015. *Washington Post: Monkey Cage*. Available at: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2015/01/20/the-mysterious-absence-of-women-from-middle-east-policy-debates/>

Fri., Feb. 24 (class 21) – Guest Lecture by Cas Mudde: Women and the Radical Right

- TBD

Week 9 – How Did We Get Here? The Women’s Movement

Mon., Feb. 27 (class 22) – MIDTERM EXAM

Wed., March 1 (class 23) — Women’s Rights and the Women’s Movement

In Class Movie: *She’s Beautiful When She’s Angry*

- Rhoda Howard-Hassmann. 2011. Universal Women’s Rights Since 1970: The Centrality of Autonomy and Agency. *Journal of Human Rights*. 433-449.

Fri., March 3 (class 24) – Women’s Rights and the Women’s Movement (cont.)

- No reading

***Short Reflection 4 Uploaded to ELC by 11pm Weds. 3/8*

March 6–10 – NO CLASSES: SPRING BREAK

Week 10 - Agency or Exploitation?

How States and NSAs approach sex work and domestic care

Mon., March 13 (class 25) - Unraveling the connections between sex work and trafficking

- Brysk. 2011. Sex as Slavery? Understanding Private Wrongs. *Human Rights Review*.
- Joyce Outshoorn. 2005. The Political Debates on Prostitution and Trafficking of Women. *Social Politics: International Studies in Gender, State and Society*. 141-155.
- “In a Queens Court, Women in Prostitution Cases are Seen As Victims.” *NYT*. <http://www.nytimes.com/2014/11/23/nyregion/in-a-queens-court-women-arrested-for-prostitution-are-seen-as-victims.html? r=0>
- “Law Helps Those Who Escape Sex Trafficking Erase Their Criminal Record.” *NYT*. <http://www.nytimes.com/2015/03/24/nyregion/law-helps-those-who-escape-sex-trafficking-shed-its-stigma-too.html>
- Ira Trivedi. 2015. The Lady and the Tramp. *Foreign Affairs*. <https://www.foreignaffairs.com/articles/india/2015-08-07/lady-and-tramp>

Suggested:

- Listen to NPR’s *On the Media* interview with the editors of “The \$pread” <http://www.onthemedial.org/story/spread/>

Wed., March 15 (class 26) – The International Politics of Domestic Servants

- Enloe, *BBB* Ch. 8: Scrubbing the Globalized Tub

Fri., March 17 (class 27) – Women’s Unexpected Activism

- Lihi Ben Shitrit. 2013. Women, Freedom and Agency in Religious Political Movements. *Journal of Middle East Women’s Studies*.

Week 11 – Women & Conflict

Mon., March 20 (class 28) - Women Serving in Combat

- “Putting Women in Combat is a Disastrous Decision.” Available at: <http://www.usnews.com/debate-club/should-women-be-allowed-to-fight-in-combat/putting-women-in-combat-is-a-disastrous-decision>

- Dardent and Szekely. 2015. “Warfare Isn’t Just a Man’s Game Anymore.” *WaPo*. Available at: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2015/02/09/warfare-isnt-just-a-mans-game-anymore/>
- Ellen Haring and Megan MacKenzie. “Exclusive Access to Marine Corps Study Show it Misses the Mark.” http://meganhmackenzie.com/2015/10/14/exclusive-access-to-marine-corps-study-shows-it-misses-the-mark/?preview_id=456
- Megan MacKenzie. “True Grit: The Myths and Realities of Women in Combat.” *Foreign Affairs*.
- “For 3 Women, Combat Option Came a Bit Late.” 1/26/13. *NYT*. Available at: <http://www.nytimes.com/2013/01/27/us/for-3-women-combat-option-came-a-bit-late.html?ref=jamesdao&r=1>

****Withdrawal Deadline – March 20****

Wed., March 22 (class 29) – Women inside/outside Military Bases

- Enloe *BBB* Ch. 4: Base Women

Fri., March 24 (class 30) – Female Peacekeepers

- Sabrina Karim and Kyle Beardsley. 2013. Female Peacekeepers and Gender Balancing: Token Gestures or Informed Policymaking? *International Interactions*.

Week 12 – War & Gender Norms

Mon., March 27 (class 31) – Norms About Women in War

- R. Charli Carpenter. 2003. ‘Women and Children First’: Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95. *International Organization*.

Wed., March 29 (class 32) – Women & the Post-Conflict Space

- Megan MacKenzie. 2009. Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone. *Security Studies*. 241-261.

Fri., March 31 (class 33) – Framing Women’s Political Violence

- Brigitte L. Nacos. 2005. The Portrayal of Female Terrorists in the Media: Similar Framing Patterns in the News Coverage of Women in Politics and in Terrorism. *Studies in Conflict and Terrorism*. 435-451.

Week 12 – Women’s Participation in International Organizations

Mon., April 3 (class 34) – Women and International Courts: The ICTY

In Class Movie: “I Came to Testify”

- Julie Mertus. 2008. When Addition Women Matters: Women’s Participation in the International Criminal Tribunal for the Former Yugoslavia. *Seton Hall Law Review*.

Wed., April 5 (class 35) – Women and International Courts

- Come prepared to discuss Mertus reading.
- Get started on TUGK

Fri., April 7 (class 36) – Group Work

Week 13 – The Underground Girls of Kabul

Mon., April 10 (class 37) – The Underground Girls of Kabul (hereafter TUGK)

- Nordberg – pgs. 1-91

Wed., April 12 (class 38) – TUGK

- Nordberg – pgs. 95-129

Fri., April 14 (class 39) – TUGK

- Nordberg – pgs. 130-160

Week 14 & 15 – Conclusion & Final Paper Presentations

Mon., April 17 (class 40) – The Personal is International; The International is Personal

- Enloe, Conclusion pp. 343-359

Wed., April 19 (class 41) – Presentations

Fri., April 21 (class 42) – Presentations

Mon., April 24 (class 43) – Presentations

Wed., April 26 (class 44) – Presentations

*******Final Exam due at 11:15 Wed., May 3**