

INTL 4650: Women and World Politics

University of Georgia – Fall 2019

TR 2:00-3:15, Caldwell 107

K. Anne Watson, ABD

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Office: Holmes-Hunter 320H

Office Hours: Tuesdays 10am-12pm or by appointment

Course Description and Objectives

This course is designed to provide a survey of women and politics around the world. The questions we will address include: Why study women in world politics? Why does representation matter? What are women's rights, and how have they developed over time with the support of social movements? What does it mean to take a feminist approach to studying international affairs? How are women differently impacted by conflict, poverty, religion, and economic globalization? More broadly, we will dedicate much of our time to honing analytical reading, writing, and discussion skills that can be applied beyond the subfield of women and politics. As such, by the end of this course, you will be able to:

- Critically analyze arguments made by political scientists.
 - Identify research questions and thesis statements in academic articles.
 - Efficiently summarize academic articles.
 - Craft research questions and thesis statements on topics of interest.
- Relate feminist theories to current events.
- Understand and explain gendered systems of inequality and their effects.
- Trace the development of international norms around women's rights.
- Explain the consequences (positive and negative) of various forms of interventions with the intent to improve equality.
- Define agency and discuss its varying forms.

Required Book

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

Other readings will be shared with you on the eLC. Please do not distribute these readings to people beyond this class.

Students with Disabilities

Students with disabilities that have been certified by the UGA Disabilities Services Office will be accommodated according to university policy. For more information, contact Disabilities

Services at (706) 542-8719 or visit their website at <https://drc.uga.edu/>. If you have difficulty reaching the classroom, please notify me as soon as possible.

Students with Financial or Emotional Hardships

Being a student can be hard. Your lives are changing, and college can be a stressful environment. *There is no shame in struggling with this.* If you are feeling depressed or otherwise concerned about your mental health, please reach out to UGA's Counseling and Psychiatric Services (CAPS). Their website is <http://uhs.uga.edu/caps/welcome>.

If you are experiencing financial hardships, UGA has a number of services that may help. These include, but are not limited to, food pantries, hygiene closets, school supply closets, provision of professional clothes, and work-study arrangements. These are *free* services. A summary of services provided by UGA is here: https://financialhardship.uga.edu/content_page/food-and-necessities.

Course Requirements and Evaluation

Two Exams (20 points each for 40 points)

Lectures and class discussions are intended to supplement, not duplicate, the readings. Exams will draw upon both readings and class material. We will discuss the exact format of exams closer to the exam dates. Makeup exams will only be given for excused absences.

- October 10: Exam 1
- November 26: Exam 2

Policy Brief (20 points, in pieces)

The final project for the class is a policy brief on a women's rights issue/situation of your choice. This should be country-specific, written for the eyes of the head of government of that country. The final brief will take the following form: a **title** that clearly communicates your topic and/or position, a concise **description of the problem** that the policy should address, a concise **description of the existing policy** (with key elements of how it works and any relevant aspects of its history), at least two **strengths** and two **weaknesses** of the existing policy, the presentation and justification of at least two **specific and actionable recommendations** for strengthening or changing the policy that follow from your analysis, and a clear **conclusion**.¹ The strengths and weaknesses of the existing policy and your policy recommendations should be founded in academic literature.

The final product should be 5 to 6 pages—part of the point of the assignment is writing clearly and *concisely*. You will be working on the various pieces of this assignment (and turning them in) over the course of the second half of the semester. The due dates for each piece are listed below. Unless otherwise noted, each assignment is due at the beginning of class.

¹ Adopted from <http://influencingsocialpolicy.org/resources/activities-assignments/>.

- October 17: Topic proposal (1 point)
- October 22: Timeline of relevant events (1 point)
- October 31: Annotated bibliography with 5 news sources and 5 academic sources (2 points)
- November 7: Analysis of existing policy (2 points)
- November 14: Policy recommendation (2 points)
- December 3 (end of class): First draft (2 points)
- December 12 (final exam period): Final draft (10 points) and policy briefing (10 points, described below)

Policy Briefing (10 points)

During the final exam period, we will hold a series of policy briefings, where each student will take 8-10 minutes to present their policy briefs to President Watson and her cabinet (the rest of the class). This is a formal presentation; as such, you will need to prepare a slideshow or other visual aid. Remember: You're trying to convince the head of government that your recommendations are the best solution for addressing the problem you have identified!

Four Short Reflections (3 points each for 12 points)

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.

- August 27: Reflection 1
Find a hashtag, twitter account, Facebook page, or blog that is relevant to women and world politics. Look through some recent posts, and write a reflection that addresses how your finding fits into our understanding of (global) women's rights.
- September 10: Reflection 2
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.
- October 3: Reflection 3
Find and share two news articles discussing a case where women have been impacted by economic globalization. These articles should be addressing the same situation from different perspectives. Why is this a case of globalization? How were women impacted? Is one article more convincing than the other? Why or why not?
- November 5: Reflection 4
Find and discuss a specific example of women's agency in a "surprising" place. What makes it surprising? Why is this a display of agency?

Attendance and Participation (10 points each for 20 points)

Attendance and participation are a necessary condition for satisfactory achievement in this class. The best way for you to learn is to engage with the material and to debate and discuss it at length with your peers. Thus, excellence in participation means more than just talking a lot in class; rather, it requires that your participation be high in both quality and quantity. Each student gets one unexcused absence (for any reason). Additional unexcused absences will result in a 0 for attendance and participation for that day.

Grading Scale

Grades are constructed to reflect the university standards posted at http://bulletin.uga.edu/Bulletin_Files/acad/Grades.html and are summarized below. Grades will be based on how many points you earn according to the following distribution:

A	93-100 points
A-	90-92 points
B+	87-89 points
B	83-86 points
B-	80-82 points
C+	77-79 points
C	73-76 points
C-	70-72 points
D	60-69 points
F	Fewer than 60 points

Course Policies

Cell Phones and Other Noise-Making Devices

All cell phones and other devices that make noise should be turned off or put on silent upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices may negatively affect a student's grade. Laptops should be used for class-related activities only. In the event that you need to keep your phone ready for personal reasons, please let me know before class.

Academic Honesty

Academic integrity is a core value of institutions of higher learning. All students, upon enrolling, must pledge: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." It is your responsibility to avoid plagiarism, cheating, and dishonesty. The university policy on academic integrity is posted at: <http://www.uga.edu/honesty/>. To qualify the application of the policy in this course: exams should be entirely your own work with no assistance from anyone else; papers should also be your own work (though you may ask others for suggestions). Any material drawn from other sources should be properly cited. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Class Discussion and Debate

Political debates and discussions can become quite heated. This passion is part of what makes the study of politics fun. However, the fun ends where personal attacks and disrespect begin. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated.

Communicating with the Instructor

My primary method of communicating with you outside of class time/office hours will be through e-mail. You have each been assigned an email address by the university and will be held responsible for regularly checking this account. Assignment changes, important dates, and other valuable information may be sent to this account over the course of the term. Please check it daily. I do my best to answer e-mails within 24 hours (but rarely answer e-mails at night or on weekends).

I have posted office hours on Tuesdays from 10am to 12 pm. During this time period, you should feel free to come by my office in Holmes-Hunter, Room 320H and discuss any questions you may have about the class. If this times does not work for you, I will be more than happy to set up an appointment.

Late Work

The late submission of assignments will result in a 10 percent reduction in points per day it is late, unless alternative arrangements are made with the instructor. *If you are worried about meeting deadlines or if something comes up, please come talk to me.*

Changes to the Syllabus

The course syllabus is a general plan for the course; deviations by the instructor may be necessary. As such, I reiterate the absolute necessity that you (1) come to class and (2) regularly check your e-mail.

Preliminary Course Schedule

Unless noted otherwise, assignments should be handed in at the beginning of the class period they are due.

Week 1: Introductions

August 15: Introductions and Expectations

Week 2: Broad Themes

August 20: Gender Inequality

- Hudson, Valerie. 2012. "What Sex Means for World Peace." *Foreign Policy*.

- Hudson, Valerie and Andrea Den Boer. 2015. "When a Boy's Life is Worth More Than His Sister's." *Foreign Policy*.
- Sjoberg, Laura. "'Mansplaining' International Politics." URL: <http://relationsinternational.com/mansplaining-international-relations-walt/>

August 22: International Norms for Women's Rights

- Convention on the Elimination of All Forms of Discrimination Against Women
- Bunch, Charlotte. 1990. "Women's Rights as Human Rights: Toward a Re-Vision of Human Rights." *Human Rights Quarterly* 12(4): 486-498.

Week 3: Participation and Representation

August 27: Women's Representation

- Wangnerud, Lena. 2009. "Women in Parliaments: Descriptive and Substantive Representation." *Annual Review of Political Science* 12:51-60.
- Thomas, Gwynn 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.
- Carlin, Diana B. and Kelly L. Winfrey. 2009. "Have You Come a Long Way, Baby? Hillary Clinton, Sarah Palin, and Sexism in the 2008 Campaign Coverage." *Communication Studies* 60(4): 326-343.

Due: Short Reflection 1

August 29: Does difference make a difference?

- Kliff, Sarah. 2016. "The Research is Clear: Electing More Women Changes How Government Works." *Vox*. URL: <https://www.vox.com/2016/7/27/12266378/electing-women-congress-hillary-clinton>
- Bassett, Laura. 2013. "Men Got us into the showdown, Women got us out." *Huffpost*. URL: http://www.huffingtonpost.com/2013/10/16/shutdown-women_n_4110268.html?ncid=txtlnkushpmsg00000037
- Paxton, Pamela and Melanie M. Hughes. 2014. *Women, Politics, and Power: A Global Perspective*, 3rd Ed. Sage. (Chapter 8)

Week 4: Social Movements

September 3: *She's Beautiful When She's Angry*

- Howard-Hassman, Rhoda. 2011. "Universal Women's Rights Since 1970: The Centrality of Autonomy and Agency." *Journal of Human Rights*: 433-449.

September 5: Feminisms

- Dhamoon, Rita Kaur. 2016. "Feminisms." *Oxford Handbook of Gender and Politics*: 85-105.
- Mohanty, Chandra Talpade. 2003. *Feminism without borders: Decolonizing theory, practicing solidarity*. Duke University Press. (Selections)

Week 5: Feminist International Relations

September 10: Political Realism

- Tickner, J. Ann. 2014. *A Feminist Voyage Through International Relations*. Oxford University Press. (Chapter 1)
- Morgenthau, Hans. 1973. *Politics Among Nations: The Struggle for Power and Peace*. 5th ed. New York: Alfred Knopf. (pgs. 4-15)

Due: Short Reflection 2

September 12: A Feminist Foreign Policy?

- Nordberg, Jenny. 2015. "Who's Afraid of a Feminist Foreign Policy?" *The New Yorker*. URL: <https://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/>
- Zenko, Micah. 2013. "Walking Loudly and Carrying a Big Stick." *Foreign Policy*. URL: <https://foreignpolicy.com/2013/08/06/walking-loudly-and-carrying-a-big-stick/>
- Koch, Michael T. and Sara A. Fulton. 2011. "In the Defense of Women: Gender, Office Holding, and National Security Policy in Established Democracies." *Journal of Politics*.

Week 6: Conflict, Violence, and Security

September 17: Women in Combat

- Darden, Jessica Trisko and Ora Szekeley. 2015. "Warfare isn't just a man's game anymore." *The Washington Post*. URL: https://www.washingtonpost.com/news/monkey-cage/wp/2015/02/09/warfare-isnt-just-a-mans-game-anymore/?noredirect=on&utm_term=.172e08ab6589
- Mackenzie, Megan H. 2015. "Exclusive Access to Marine Corps Study Shows It Misses the Mark." URL: <https://meganhmackenzie.com/2015/10/14/exclusive-access-to-marine-corps-study-shows-it-misses-the-mark/>
- Bumiller, Elisabeth and James Dao. 2013. "For 3 Women, Combat Option Came a Bit Late." *The New York Times*. URL: <https://www.nytimes.com/2013/01/27/us/for-3-women-combat-option-came-a-bit-late.html?ref=jamesdao&r=1>
- Browne, Kingsley. 2013. "Putting Women in Combat is a Disastrous Decision." *U.S. News*. URL: <https://www.usnews.com/debate-club/should-women-be-allowed-to-fight-in-combat/putting-women-in-combat-is-a-disastrous-decision>
- Mackenzie, Megan H. 2015. "True Grit: The Myths and Realities of Women in Combat." *Foreign Affairs*. URL: <https://www.foreignaffairs.com/articles/2015-08-12/true-grit>

September 19: Women in War

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

Week 7: Peace Building

September 24: Women and Peace

- Hunt, Swanee and Cristina Posa. 2001. "Women waging peace." *Foreign Policy*: 38-47.

- Charlesworth, Hilary. 2008. "Are women peaceful? Reflections on the role of women in peace-building." *Feminist Legal Studies* 16(3): 347-361.

September 26: Female Peacekeepers

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

Week 8: Political Economy

October 1: Gendered Globalization

- Sassen, Saskia. 2000. "Women's Burden: Counter-geographies of Globalization." *Journal of International Affairs* 53(2).
- True, Jacqui. 2013. *The Political Economy of Violence against Women*. Oxford University Press. (Selections)
- Enloe, Cynthia. 2014. *Bananas, Beaches, and Bases*. University of California Press. (Selections)

October 3: Household Labor

- Enloe, Cynthia. 2014. *Bananas, Beaches, and Bases*. University of California Press. (Chapter 8)
- True, Jacqui. 2013. *The Political Economy of Violence against Women*. Oxford University Press. (Selections)

Due: Short Reflection 3

Week 9: Midterm

October 8: Catch Up and Review

October 10: EXAM 1

Week 10: Introducing the Final Project

October 15: Introduction to Research and the Final Project

October 17: Work Day

Due: Topic Proposal

Week 11: Religion and Agency

October 22: Women and Conservative Groups

- Griffith, R. Marie. 1997. *God's daughters: Evangelical women and the power of submission*. University of California Press. (Selections)
- Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104(3): 783-790.

- Tickner, J. Ann. 2014. *A Feminist Voyage through International Relations*. Oxford University Press. (Chapter 10)

October 24: Women's Surprising Activism

- Ben Shitrit, Lihi. 2015. *Righteous Transgressions: Women's Activism on the Israeli and Palestinian Religious Right*. Princeton University Press. (Selections)
- Nacos, Brigitte L. 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.

Due: Timeline of Relevant Events

Week 12: Sex Work and Human Trafficking

October 29: Human Trafficking

- Brysk, Allison. 2009. "Beyond Framing and Shaming: Human Trafficking, Human Security, and Human Rights." *Journal of Human Security* 5(3): 8-21.
- Kessler, Glenn. 2015. "Why You Should Be Wary of Statistics on Modern Slavery and Trafficking." *The Washington Post*. URL: <https://www.washingtonpost.com/news/fact-checker/wp/2015/04/24/why-you-should-be-wary-of-statistics-on-modern-slavery-and-trafficking/>

October 31: Sex Work

- Outshoorn, Joyce. 2005. "The Political Debates on Prostitution and Trafficking of Women." *Social Politics: International Studies in Gender, State, and Society*: 141-155.
- Robbins, Liz. 2014. "In a Queens Court, Women in Prostitution Cases Are Seen as Victims." *New York Times*. URL: <https://www.nytimes.com/2014/11/23/nyregion/in-a-queens-court-women-arrested-for-prostitution-are-seen-as-victims.html>
- Trivedi, Ira. 2015. "The Lady and the Tramp: Why Young Graduates End Up in India's Sex Industry." *Foreign Affairs*. URL: <https://www.foreignaffairs.com/articles/india/2015-08-07/lady-and-tramp>

Due: Annotated Bibliography

Week 13: Bodily Autonomy

November 5: Violence against Women

- True, Jacqui. 2013. *The Political Economy of Violence against Women*. Oxford University Press. (Selections)
- Richards, David L. and Jillienne Haglund. 2015. *Violence against Women and the Law*. Routledge. (Selections)

Due: Short Reflection 4

November 7: Abortion

- Asal, Victor, Mitchell Brown, and Renee Gibson Figueroa. 2008. "Structure, Empowerment, and the Liberalization of Cross-National Abortion Rights." *Politics & Gender* 4:265-284.

Due: Analysis of Existing Policy

Week 14: Further Topics

November 12: Child Marriage

- Reiss, Fraidy. 2017. "Why can 12-year-olds still get married in the United States?" *The Washington Post*. URL: https://www.washingtonpost.com/posteverything/wp/2017/02/10/why-does-the-united-states-still-let-12-year-old-girls-get-married/?utm_term=.62f8e4506bf0
- Mikhail, Susanne Louis B. 2002. "Child marriage and child prostitution: Two forms of sexual exploitation." *Gender & Development* 10(1):43-49.

November 14: Queer Theory in IR

- Weber, Cynthia. 2014. "Why is there no queer international theory?" *European Journal of International Relations*.
- Wilcox, Lauren. 2014. "Queer Theory and the 'Proper Objects' of International Relations." *International Studies Review* 16(4):612-615.

Due: Policy Recommendation

Week 15: The Underground Girls of Kabul

November 19: *The Underground Girls of Kabul*, Part 1

- TUGOK, pgs. 1-91

Due: 3 Discussion Questions

November 21: *The Underground Girls of Kabul*, Part 2

- TUGOK, pgs. 92-160

Due: 3 Discussion Questions

Week 16: Wrapping Up

November 26: EXAM 2

November 28: NO CLASS (Thanksgiving Break)

December 3: Work Day

Due: First Draft (by end of class)

December 12: Final Exam 3:30-6:30pm (Policy Briefings)