

INTL 4650: Women and World Politics

University of Georgia – Spring 2020

MWF 11:15-12:05, Caldwell 102

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Office: Holmes-Hunter 320H

Office Hours: Wednesdays 9-11am 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.

- March 2: Exam 1
- April 27: 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/>.

- January 29: Topic proposal (1 point)
- February 7: Annotated bibliography (1 point)
- February 14: Description of the problem (1 point)
- March 20: Description and analysis of existing policy (1 points)
- March 27: Policy recommendations (1 point)
- April 10 (11:59pm): First draft (5 points)
- April 28 (11:59pm): Final draft (10 points)
- May 6 (final exam period): 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 4-5 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 (5 points each for 20 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 must include proper citations and are due by the start of class on their due dates.

- January 17: 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.
- January 31: 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.
- March 6: 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?
- April 3: 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 (5 points each for 10 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.

There will often be reading guide worksheets assigned to you. I may take these up to check that you're keeping up with the reading; these grades will be incorporated into your participation grade.

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 time 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 and Expectations

January 8: Introductions and Expectations

January 10: Sex, Gender, and Sexuality

Week 2: Broad Themes

January 13: Gender Inequality

- Hudson, Valerie and Andrea Den Boer. 2015. "When a Boy's Life is Worth More Than His Sister's." *Foreign Policy*.

January 15: Women's Rights, Human Rights

- Convention on the Elimination of All Forms of Discrimination Against Women
- Facio, Alda and Martha I. Morgan. 2009. "Equity or Equality for Women? Understanding CEDAW's Equality Principles." *Alabama Law Review* 60(5): 1133-1170.

January 17: Library Resources

Due: Short Reflection #1

Week 3: The Many Faces of Feminism

January 20: NO CLASS (Martin Luther King, Jr. Day)

January 22: Feminist Theories

- Dhamoon, Rita Kaur. 2016. "Feminisms." *Oxford Handbook of Gender and Politics*: 85-105.

January 24: Social Movements

- Grady, Constance. 2018. "The waves of feminism, and why people keep fighting over them, explained." *Vox* (July 20). URL: <https://www.vox.com/2018/3/20/16955588/feminism-waves-explained-first-second-third-fourth>
- Chira, Susan. 2016. "Feminism Lost. Now What?" *New York Times* (December 30). URL: <https://www.nytimes.com/2016/12/30/opinion/sunday/feminism-lost-now-what.html>

Week 4: *She's Beautiful When She's Angry*

January 27: *She's Beautiful When She's Angry*, Part 1

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

January 29: *She's Beautiful When She's Angry*, Part 2

Due: Topic Proposal

January 31: Introducing the Term Project
Due: Short Reflection #2

Week 5: Participation and Representation

February 3: Participation

- Lawless, Jennifer L. 2015. "Female Candidates and Legislators." *Annual Review of Political Science* 18: 349-366.
- 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.

February 5: Representation

- Wangnerud, Lena. 2009. "Women in Parliaments: Descriptive and Substantive Representation." *Annual Review of Political Science* 12:51-60.
- 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>

February 7: Problem-Solving/Work Day
Due: Annotated Bibliography

Week 6: Feminist International Relations

February 10: Diplomacy

- Enloe, Cynthia. 2014. *Bananas, Beaches, and Bases*. University of California Press. (Chapter 5)

February 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>
- 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/>

February 14: Problem-Solving/Work Day
Due: Description of the problem

Week 7: Conflict, Violence, and Security

February 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. "True Grit: The Myths and Realities of Women in Combat." *Foreign Affairs*. URL: <https://www.foreignaffairs.com/articles/2015-08-12/true-grit>

February 19: Women in War

- Carpenter, R. Charli. 2003. “‘Women and Children First’: Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95.” *International Organization*.
- Hudson, Valerie. 2012. “What Sex Means for World Peace.” *Foreign Policy*.

February 21: Problem-Solving and Work Day

Week 8: Peace Building

February 24: Peace Processes

- 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.

February 26: Female Peacekeepers

- Karim, Sabrina and Kyle Beardsley. 2016. “Explaining sexual exploitation and abuse in peacekeeping missions: The role of female peacekeepers and gender equality in contributing countries.” *Journal of Peace Research* 53(1): 100-115.

February 28: Catching Up and Review

Week 9: Political Economy

March 2: EXAM 1

March 4: Globalization

- Sassen, Saskia. 2000. “Women’s Burden: Counter-geographies of Globalization.” *Journal of International Affairs* 53(2).

March 6: Household Labor

- Enloe, Cynthia. 2014. *Bananas, Beaches, and Bases*. University of California Press. (Chapter 8)

Due: Short Reflection #3

March 9-13: NO CLASS (Spring Break)

Week 10: Sex Work and Human Trafficking

March 16: 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/>

March 18: Sex Work

- 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>

March 20: Problem-Solving/Work Day

Due: Description and analysis of existing policy

Week 11: Violence Against Women

March 23: Femicide and Assault

- Richards, David L. and Jillienne Haglund. 2015. *Violence against Women and the Law*. Routledge. (Selections)

March 25: Female Genital Mutilation

- Kalev, Henriette Dahan. 2004. "Cultural Rights or Human Rights: The Case of Female Genital Mutilation." *Sex Roles* 51(5/6):339-348.

March 27: Problem-Solving/Work Day

Due: Policy recommendations

Week 12: Conservative Groups and Agency

March 30: Terrorism

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

April 1: Women and Conservative Groups

- Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104(3): 783-790.

April 3: Problem-Solving/Work Day

Due: Short reflection #4

Week 13: Further Topics

April 6: 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.

April 8: 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.

April 10: Problem-Solving/Work Day

Due: First draft (by 11:59pm)

Week 14: The Underground Girls of Kabul

April 13: *The Underground Girls of Kabul*, Parts 1 and 2

- TUGOK, pgs. 1-160

Due: 3 discussion questions

April 15: *The Underground Girls of Kabul*, Part 3

- TUGOK, pgs. 163-236

Due: 3 discussion questions

April 17: *The Underground Girls of Kabul*, Part 4

- TUGOK, pgs. 207-308

Due: 3 discussion questions

Week 15: New Lenses and Frameworks

April 20: Feminist International Relations

- Sjoberg, Laura. "'Mansplaining' International Politics." URL: <http://relationsinternational.com/mansplaining-international-relations-walt/>
- Walt, Stephen M. 2014. "How to Get a B.A. in International Relations in 5 Minutes." *Foreign Policy* (May 19). URL: <https://foreignpolicy.com/2014/05/19/how-to-get-a-b-a-in-international-relations-in-5-minutes/#>

April 22: Queer Theory

- Wilcox, Lauren. 2014. "Queer Theory and the 'Proper Objects' of International Relations." *International Studies Review* 16(4):612-615.

April 24: Catching Up and Review

Week 16: Wrapping Up

April 27: EXAM 2

April 28: Guided Work Day
Due: Final draft (by 11:59pm)

April 29: NO CLASS (Reading Day)

May 6: Final Exam 12:00pm-3:00pm (Policy Briefings)