



Smith College | Fall 2016 | Government 229-01
 Dr. Shan-Jan Sarah Liu | sliu15@smith.edu | 4/03 Neilson Library
 Office Hours: Mondays 4:15-5:45pm, Wednesdays 10:30am-noon, or by appointment

COURSE DESCRIPTION

Why is Hilary Clinton one of the few female prospects for the 2016 presidential election? What would it mean if she wins and becomes the first female president in the U.S.? Why are so few heads of state women? In this course, we will examine how gender plays a role in political institutions, participation, and representation in the U.S. as well as in the transnational context. Three questions will be explored:

- (1) To what extent do women and men think, believe, and act differently from each other in politics and what might explain these differences?
- (2) To what extent are political processes and institutions and social structures gendered and how might they shape women's and men's political activities?
- (3) Why are women underrepresented in politics and to what extent do female political leaders have an impact?

We will also pay close attention to how women differ among themselves in the realm of politics, particularly when their identities as women intersect with race, ethnicity, economic class, and sexuality.

Required Texts

Traister, Rebecca. 2010. *Big Girls Don't Cry: The Election That Changed Everything for American Women*. Free Press: New York.

Readings on Moodle

COURSE GOALS

Think for a moment about what drives individuals to vote, to run as candidates for political offices, and to participate in many other important domains of politics. Understanding what shapes these decisions and behaviors is crucial for effective citizenship/membership. In this course, you will have the opportunity to learn about how the concepts of gender are incorporated into others' as well as your daily political lives and activities. Particularly, you will complete this course with an understanding of gender's intersections with other social categories that construct the power dynamics that determine who gets to participate and who gets represented in the political process. We will spend a large portion of the class focusing on political science research that has utilized systematic analysis of factors that matter in political institutions. My hope is for you to come away from this class with the ability to evaluate your own position within political communities as well as the position that minorities assume within the U.S. and transnational contexts.

COURSE OBJECTIVES

Explain how individuals of various identities are represented in political institutions.

Integrate the roles of gender, race, and class, in understanding how individuals participate in politics, as representatives, ordinary citizens, and as members of society.

Analyze and critique the media's accounts of women in politics and political campaigns.

Evaluate the importance and effectiveness of diversity in political representation.

Compare diverse philosophies and cultures within and across political contexts.

Communicate your ideas effectively through class discussions and assignments.

Course Requirements and Expectations

This course will be in a semi-seminar format where lectures will be given in the first half of the class and followed by discussions and various activities. In this course, I will be facilitating an open, respectful, and informed class setting that considers difference in identity, opinion, experience, and analysis as a fertile space for learning. Such an environment takes effort by both students and the instructor.

For students, your responsibilities are:

- **Preparation:** Complete the required readings before coming to class. We go into details of the assigned reading in class – please also bring the readings of the day to class.
- **Participation:** Participation in class is based on participation in class lecture and discussion, as well as group activities. Write down at least one quote, concept, or idea from the reading that is interesting, provoking, and open to interpretation. This might help you prepare for the class as well as for participation.
- **Respect:** Throughout the course, I would like everyone to feel free to share her/his opinion with one another. In order to do so, we must maintain a civil environment, even when we are discussing controversial topics. You are responsible to actively listen to others and treat others' contributions respectfully (from your peers and me), even if you disagree with them or me. I will not tolerate any language or acts of discrimination and intimidation.

I will contribute to this environment by:

- Treating all students with respect.
- Welcoming diverse viewpoints, experiences, and interpretations of the class materials.
- Challenging your thinking, beliefs, and analysis of issues, concepts, and ideas in this class.
- Making sure every student has the opportunity to speak at least once before allowing students to speak multiple times.

Course Components

I. Participation (20%)

Your participation grade is based on two components: **attendance** and **participation** in class.

*You should attend every class. I understand that extenuating circumstances arise that can make this difficult, but please notify me prior to class if you cannot attend. If circumstances make you miss more than 3 classes, you may have overextended yourself and you may fail this course. You do **NOT** need to notify me if you intend to miss class for any reason. Participation is graded on quality, not just quantity. If participation may be an issue for you, please contact me. If you participate often, allow others to also participate and avoid monopolizing the conversation.*

II. Four Online Discussions (10%; each discussion 2.5%)

The best learning takes place when a student like yourself engages in the texts you read, asks questions, mounts objections to ideas, tries to figure out why the author wrote the article the way s/he did—and what relation this article has to your own experiences and perceptions. In this online discussion forum, you will engage with students at Smith College and around the country. You will offer your responses, questions, confusions, recognitions related to the topic (channel) on

<http://wiredgenderpolitics.sarajangevine.com/forums.html>.

Topics (channels) include the following:

- The suffrage movement and seeds of feminism
- Hillary Clinton's candidacy, media and rhetoric
- The gender gap in political participation
- Looking at race and gender
- Congressional elections and parenthood

- Impact of women in office
- Election 2016
- Gender and political parties
- Future questions for gender and politics research
- Global-general

You only need to complete **four** out of the 10 discussion forums. Your response is due by **9am on the morning** after a topic of your choosing is covered in class on BOTH Moodle, as well as on <http://wiredgenderpolitics.sarajangevine.com/forums.html>. See specific deadlines in the class schedule in the syllabus.

These postings should be thoughtful postings of questions based on the texts. To receive a perfect score, your posting must be well-developed, thoughtful, and useful for facilitating class discussion that week. This portion of your assessment will address the *quality*, not simply the quantity of your posts. Below are the specific requirements for each posting:

- Asks a critical analysis gender politics question or responses (to other's posts) with critical analysis
- Refers to a class text with at least one citation (author and page)
- Each post should be roughly a paragraph (or two) in length – no more than 500 words
- OPTIONAL: Provides a link to another form of media (such as a newspaper article, video, blog, etc.)

III. One Short Paper (20%) and Presentation (5%)

You will be completing only ONE of the papers of your choice listed at the end of the syllabus. You will be asked to notify me of your choices on the **second** day of the class. You will upload your assignments to Moodle (in the appropriate folder) by 9am on the due date listed for each assignment. Your paper cannot be accepted in class, and **five points will be deducted** for every day the assignment is late.

Short papers should be 3-4 pages, single spaced. The paper should be broken down into different sections with a section heading. Font: Times New Roman; font size: 12.

You will also be presenting your short paper that you complete on the day that the assignment is due. The presentation should focus on (a portion of) your argument, findings, and implications for gender and politics, lasting no longer than 5 minutes.

IV. Mid-term Examination on November 9 (20%)

The mid-term exam will be based on the readings, classroom discussions, discussion forum, and multimedia shown in class.

- You will take the exam online on Moodle.
- The exam has a time limit of 1 hour, 20 minutes once you begin the exam.
- You may only submit the exam once.
- The exam will "open" at 6AM. The exam is due by 11:59PM the day of the exam.
- I will distribute a review sheet for the exam.

****Missed Exams or assignments:** *Illness, death in the family, or other traumatic events unfortunately is part of life. A make-up assignment or exam will be given if you contact me within 24 hours and provide explanation.*

V. Group Project (20%) and Group Presentation (5%)

Your final project in this class will be the integration of conceptual "tools" of *intersectional* analysis of a current event reported in the political news during this fall. With a group, you will research and interpret a current event/news item of your choice relating to a topic we examine in class. Examples of current

events may include but not limited to: presidential candidate debates, immigration, same-sex marriage, affirmative action, rape/sexual violence policies, reproductive policies, media's portrayals of nationalism, patriotism, among other things, etc. You will write a 4-5 page, **single** spaced paper and deliver a presentation in class using course materials and lecture notes to help ground your intersectional analysis. Your task is to craft an argument that explicitly addresses the ways in which gender and sexuality interact with other structures of difference to produce to the cultural messages about your chosen news event. Once you choose a topic, consider the following:

- Review the event.
- What is the issue at stake? Is there any historical precedent for this event?
- What are the supporters' and opponents' positions on this issue event?
- How is the event covered in the media? How have they depicted the individuals involved?
- How does intersectionality shape the occurrence of the event or the coverage of the event?
- What are your thoughts on this current event?

Together as a class, we will create a blog where your essays will be posted. Each group will receive a joint letter grade and evaluation of their essay. Each group will also be asked to report to me how much effort each member contributes to the essay. You must upload the paper on Moodle by **9am, Wednesday, December 14.**

Your paper should be 4-5 pages, single spaced. The paper should be broken down into different sections with a section heading. Font: Times New Roman; font size: 12; one-inch margins. APSA, MLA, or any other academic citation style will be accepted.

With a group, you will present your analytical analysis of the news event of your choice in effective way to the class, along with several follow-up discussion questions. The goal for this presentation is to create awareness about the ways in which gender and sexuality play a role in your chosen event. You are encouraged make an impact beyond the classroom. The presentations can be done in any format, including using PowerPoint slides, showing a video clip that you create, designing a social media campaign, skit, etc. The presentations should be no more than 10 minutes. Your media or presentation outline is required to be uploaded on Moodle prior to your presentation so other students in the class have access as well. Each group will also receive a joint letter grade and evaluation of their presentation. Each group will also be asked to report to me how much effort each member contributes to the presentation.

VI. Extra Credit

There will be plenty of extra credit opportunities throughout the semester. Most of these involve attending a lecture, film, etc. on campus. In order to earn extra credit, you will need to upload a short paragraph of your response on Moodle no later than 9am before the next class we meet following the event. The extra credit will be added onto your participation grade. Extra credit opportunities will be announced in class and via News Forum on Moodle. *First extra credit of the semester: upload any image of your favorite feminist bumper sticker, slogan, quotation, feminist figure, etc. Moodle before 9am, 9/14.*

For all the assignments that you need to upload on Moodle, please upload a word document saved in your last name(or group #)_assignment, for example, Liu_ShortPaper1 or Group1_FinalProject. Late assignments will be penalized five points each calendar day after the due date and time.

Class Grade Scale

A: 94—100%
A-: 91—93%
B+: 87—90%
B: 83—86%

B-: 80—82%
C+: 77—79%
C: 73—76%
C-:72-70%

D+:69-65%
D: 65-60%
F: 59% and Below

Grades in this class are based on mastery of the class material. This doesn't just mean attending class and reading the material; it means analyzing and understanding the material—and being able to articulate the material thoughtfully and precisely through assignments, discussion, exams, and essays. At the end of the semester, I do not allow late work or extra credit, “round up,” barter, or allow you to do extra work to improve your final grade. There will be, however, plenty of extra credit opportunities throughout the semester.

Email Policy, Computer Policy, and Academic Integrity

You may contact me at sliu15@smith.edu at any time, but please note that I do not have Internet access at home, making it a bit difficult for me to check email outside my office. Please give me at least 24 hours to respond to your inquiries.

Only on rare occasions will laptops, tablets, or mobile phones be used in class. However, you will not need them most of the time, so please turn off your electronic devices or put them away. While open laptops and other similar devices may be used for note-taking and reading texts, I would rather have you listening to one another with attention. I'm as addicted to social media as anyone, but please do your email/Facebook/Twitter, etc. in your own time. Taking notes by hand has been scientifically proven to help you retain information and perform better in class. Link to the study <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>

Students will uphold Smith College's Academic Honor Code (<https://www.smith.edu/sao/handbook/socialconduct/honorcode.php>). Any suspected violation will be reported to the Dean of Students/and or the Honor Board.

Resources

Gender and Politics Websites

Global

- <http://www.unwomen.org/en>
- <http://www.icrw.org>
- <http://genderstats.org>
- <http://datatopics.worldbank.org/gender/>
- <http://genderstats.un.org>

U.S.

- <http://presidentialgenderwatch.org>
- <http://www.cawp.rutgers.edu>
- <http://www.iwpr.org>
- <http://www.ncsl.org/legislators-staff/legislators/womens-legislative-network/women-in-state-legislatures-for-2015.aspx>
- <http://www.centerwomenpolicy.org>

Class Schedule

The following schedule is subject to change. Ample notice will be given.

*Readings on Moodle

Dates	Topics and In-Class Activities	In-Class Activities and Readings
Introduction to Gender, Politics, and Political Science		
Sept 12	Introduction	Discussion of class expectations, assignments, exams, and reading schedule
Sept 14	What is Gender in Political	*Beckwith, Karen. 2005. A Common Language of Gender? <i>Politics & Gender</i> , pp 128-137.

	Science Research?	*Tolleson-Rinehart, Sue and Susan Carroll. 2006. "Far from Ideal': The Gender Politics of Political Science." <i>American Political Science Review</i> 100(4): 507- 513.
Sept 19	Intersectional Issues in Political Leadership: Leaning in or Walking Out?	*Sandberg, Sheryl. 2013. "Why I Want Women to Lean In." Excerpt from <i>Lean In. Time Magazine</i> March 7, 2013. http://ideas.time.com/2013/03/07/why-i-want-women-to-lean-in/ *hooks, bell. 2013. "Dig Deep: Beyond Lean In." October 28, 2013. <i>Feminist Wire</i> . http://thefeministwire.com/2013/10/17973/ * Jordan-Zachary, Julia S. 2007. "Am I a Black Woman or a Woman Who Is Black? A Few Thoughts on the Meaning of Intersectionality." <i>Politics & Gender</i> 3(2): 254–263.
Women's Movement		
Sept 21	First Wave: Gender, Race, and the Struggle for Political Rights	Online discussion form on "Looking at gender and race" is due at 9am, 9/21 on Moodle AND on website. *Ain't I a Woman?, Sojourner Truth, 1851. *Declaration of Sentiments. Seneca Falls Convention, 1848. *Landsman, Gail H. "The" Other" as Political Symbol: Images of Indians in the Woman Suffrage Movement." <i>Ethnohistory</i> (1992): 247-284.
Sept 26	Women in Social Movements: Does Context Matter?	Online discussion form on "the suffrage movement and seeds of feminism" due at 9am, 9/26 on Moodle AND on website. Neilson Library Research Session *Ferree, Myra Marx. 2003. "Resonance and Radicalism: Feminist Framing in the Abortion Debates of the United States and Germany." <i>The American Journal of Sociology</i> 109(2): 304-344.
Sept 28	Women in Social Movement: Gender, Race, and Ideology	*McAdam, Doug. 1992. "Gender as a Mediator of the Activist Experience: The Case of Freedom Summer." <i>American Journal of Sociology</i> , 1211-1240. *Robnett, Belinda 1996. African-American women in the civil rights movement, 1954-1965: Gender, leadership, and micromobilization. <i>American Journal of Sociology</i> , 1661-1693
Oct 3	Film in class	<i>She's Beautiful When She's Angry</i>
Gender and Citizen Politics		
Oct 5	The Gender Gap: Political Participation	Short paper topic 1 due on 9am, 10/5 on Moodle; student presentation will occur during class. You will only need to read ONE of the following articles to which you will be assigned during the previous class. *Inglehart, Ronald and Norris, Pippa. 2000. The Developmental Theory of the Gender Gap: Women's and Men's Voting Behavior in Global Perspective. <i>International Political Science Review</i> , 21(4): 441-463. *Pei-Te Lien. 1998. "Does the Gender Gap in Political Attitudes and Behavior Vary across Racial Groups?" <i>Political Research Quarterly</i> , 51(4, Dec.): 869- 894.

		<p>*Schlozman et al. 1999. What Happened at Work Today? A Multistage Model of Gender, Employment, and Political Participation. <i>Journal of Politics</i> 61(1): 29-53.</p> <p>*Iversen, Torben and Rosenbluth, Frances. 2006. The Political Economy of Gender: Explaining Cross-National Variation in the Gender Division of Labor and the Gender Voting Gap. <i>American Journal of Political Science</i>, 50 (1): 1-19.</p>
Oct 10	Autumn Recess	No Class
Oct 12	The Gender Gap: Political Knowledge, Ambition, and Running for Office	<p>Online discussion form on "Gender gap on political participation" is due at 9am, 10/12 on Moodle AND on website.</p> <p>*Dolan, Kathleen. 2011. Do women and men know different things? Measuring Gender Differences in Political Knowledge. <i>The Journal of Politics</i>, 73(01): 97-107.</p> <p>*Lawless, Jennifer and Richard Fox. 2013. "Girls Just Wanna Not Run: The Gender Gap in Young Americans' Political Ambition." Women & Politics Institute, American University. https://www.american.edu/spa/wpi/upload/girls-just-wanna-not-run_policy-report.pdf</p>
Oct 17	Film in class	<p><i>Unbought and Unbossed: Shirley Chisholm '72</i></p> <p>*Freeman, Jo. "Shirley Chisholm's 1972 Presidential Campaign." http://www.jofreeman.com/polhistory/chisholm.htm</p>
Women as Candidates		
Oct 19	Gender and Stereotypes in Presidential Politics	<p><i>BGDC</i> Chapter 1: "Hillary is Us"</p> <p><i>BGDC</i> Chapter 2: "Spousal Supports."</p>
Oct 24	Campaigning While Female	<p>Online discussion form on "Congressional elections and parenthood" is due at 9am, 10/24 on Moodle AND on website.</p> <p>Short paper topic 2 due on 9am, 10/24 on Moodle; student presentation will occur during class.</p> <p>*Meeks, Lindsey. 2012. Is She "Man Enough"? Women Candidates, Executive Political Offices, and News Coverage. <i>Journal of Communication</i>, 62(1): 175-193.</p> <p><i>BGDC</i> Chapter 3: "Campaigning While Female."</p> <p><i>BGDC</i> Chapter 10: "Pop Culture Warriors"</p>
Oct 26	Race and Gender in Presidential Politics	<p>Online discussion form on "Hillary Clinton's presidency, media and rhetoric" due at 9am 10/26 on Moodle AND on website.</p> <p><i>BGDC</i> Chapter 5: "The Most Restricting Forces"</p> <p>*Steinem, Gloria. "Women are Never Front-Runners." <i>NY Times</i>. January 8, 2008. http://www.nytimes.com/2008/01/08/opinion/08steinem.html?_r=0</p> <p>*Valenti, Jessica. 2008. "The Sisterhood Split." <i>The Nation</i>. http://www.thenation.com/article/sisterhood-split</p> <p>*CAWP Factsheets: Women in Elective Office, Women of Color in Elective Office</p>

		http://www.cawp.rutgers.edu/facts/levels_of_office http://www.cawp.rutgers.edu/fact-sheets-women-color
Oct 31	Sexuality in Politics	<p>Online discussion form on "Election 2016" is due at 9am 10/31 on Moodle AND on website.</p> <p>*Doan, A. E., & Haider-Markel, D. P. 2010. The role of intersectional stereotypes on evaluations of gay and lesbian political candidates. <i>Politics & Gender</i>, 6(01), 63-91.</p> <p>*Swank, Eric, and Breanne Fahs. "An intersectional analysis of gender and race for sexual minorities who engage in gay and lesbian rights activism." <i>Sex Roles</i> 68.11-12 (2013): 660-674.</p>
Gender and Political Institutions		
Nov 2	The Role of Regime Type, Electoral Systems and Political Parties	<p>*Caraway, Teri. 2004. Inclusion and Democratization: Class, Gender, Race, and the Extension of Suffrage. <i>Comparative Politics</i>, 36(4): 443-460.</p> <p>*Matland, Richard and Studlar, Donley. 1996. The Contagion of Women Candidates in Single-Member District and Proportional Representation Electoral System: Canada and Norway. <i>The Journal of Politics</i>, 58(3): 707-733.</p>
Nov 7	Institutions and Gender Role Attitudes	<p>Online discussion form on "Gender and political parties" due at 9am on 11/7 on Moodle AND on website.</p> <p>*Banaszak, Lee Ann. 2006. The Gendering State and Citizens' Attitudes toward Women's Roles: State Policy, Employment and Religion. <i>Politics and Gender</i>, 2(1): 29-56</p> <p><i>BGDC</i> Chapter 7: "Boys on the Bus."</p>
Midterm Examination and Final Project		
Nov 9	Midterm Examination	You will be taking the midterm exam following the instructions provided in this syllabus on Moodle at a location of your preference.
Nov 14	Final Project Overview	<p>*McKenzie, Mia. 2014. Why I'm Not Really Here For Emma Watson's Feminism Speech at the U.N. http://www.blackgirldangerous.org/2014/09/im-really-emma-watson-s-feminism-speech-u-n/</p> <p>We will go over the expectations and requirements for the final project during class. You will also have a chance to meet with your group and discuss your ideas for the final project.</p>
Women in Office		
Nov 16	Film in class	<i>Women in Politics</i>
Nov 21	Women in Parliaments: Why Representation?	<p>Short paper topic 3 on 9am on 11/21 due on Moodle; student presentation will occur during class.</p> <p>*Women in National Parliaments in 2015 http://ipu.org/wmn-e/classif.htm</p> <p>*Mansbridge, Jane. 1997. Should Blacks Represent Blacks and Women Represent Women? A Contingent "Yes." <i>The Journal of Politics</i>, 61(3), 628-657.</p>
Nov 23	Thanksgiving break	Have fun!
Nov 28	Women in Cabinets	You will only need to read ONE of the following articles to which you will be assigned during the previous class.

		<p>*Arriola, L. R., & Johnson, M. C. 2014. Ethnic Politics and Women's Empowerment in Africa: Ministerial Appointments to Executive Cabinets. <i>American Journal of Political Science</i>, 58(2), 495-510.</p> <p>*Bego, I. 2014. Accessing Power in New Democracies The Appointment of Female Ministers in Postcommunist Europe. <i>Political Research Quarterly</i>, 67(2), 347-360.</p> <p>*O'Brien, Diana and Krook, Mona Lena. 2012. All the President's Men? The Appointment of Female Cabinet Ministers Worldwide. <i>Journal of Politics</i> 74(3): 840-855.</p> <p>*Liu, Shan-Jan Sarah. & Banaszak, Lee Ann. Do Government Positions Held by Women Matter? A Cross-National Examination of Female Ministers' Impact on Women's Political Participation. <i>Politics & Gender</i>, 2016: 1-32.</p>
Nov 30	Do Women Make a Difference? Women Leaders' Influence on Policy-making	<p>Short paper topic 4 on 9am on 11/30 due on Moodle; student presentation will occur during class.</p> <p>*Kittilson, Miki Caul. 2008. Representing Women: The Adoption of Family Leave in Comparative Perspective. <i>The Journal of Politics</i>, 70(2): 323-334.</p> <p>*Schwindt-Bayer, Leslie. 2006. "Still Supermadres? Gender and the Policy Priorities of Latin American Legislators." <i>American Journal of Political Science</i>, 50(3, Jul.):570-585.</p>
Dec 5	Do Women Make a Difference?: Women Leaders' Influence Beyond Policy-making	<p>Online discussion form on "Impact of women in office" due at 9am 12/5 on Moodle AND on website.</p> <p>*Strolovitch, D.Z., 2006. Do interest groups represent the disadvantaged? Advocacy at the intersections of race, class, and gender. <i>Journal of Politics</i>, 68(4), pp.894-910.</p> <p>*Wolbrecht, Christina., & Campbell, David. 2007. Leading by example: Female members of parliament as political role models. <i>American Journal of Political Science</i>, 51(4), 921-939.</p>
Future of Gender and Politics		
Dec 7	Gender, Citizenship, and Empowerment	<p>*Blaydes, Lisa and El Tarouty, Safinaz. 2009. Women's Electoral Participation in Egypt: The Implications of Gender for Voter Recruitment and Mobilization. <i>Middle East Journal</i> 63(3): 364-380.</p> <p>*Slaughter, Anne Marie: 'Why Women Still Can't Have It All': http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/</p>
Dec 12	What Now?: Gender, Politics, and the Future	<p>Online discussion form on "Global-general" due at 9am on 12/12 on Moodle AND on website.</p> <p>BGDC Chapter 11: "The Next Wave is Here."</p> <p>BGDC Chapter 12: "The Aftermath."</p>
Dec 14	Student presentations	<p>Online discussion form on "Future question for gender and politics research" due at 9am on 12/14 on Moodle AND on website..</p>

		Your final project due at 9am on 12/14 on Moodle; student presentation will occur due class.
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Topics for Short Paper

You ONLY need to complete ONE of the four assigned topics here. On Wednesday, September 14, you will be given a chance to sign up for the topic that you would like to write about for the short paper assignments. (It is the best if you could come to class with a list of your ranked preference.) You will also present your paper on the topic of your choice during class on the day it is due.

In your work, consider how gender, race, and other social categories impact women's representation. If you have chosen to conduct your presentation on this paper, be prepared to conduct a five-minute presentation of your argument and findings in class.

Topic 1: "Women in Social Movements" Due October 5, 2016

In this 3-4 page assignment, you will be choosing one women's movement or one social movement where women have actively participated in (either in the past or ongoing) in any country besides the U.S. You must cite at least 3 scholarly works (books and articles). You may choose to focus on the movement at the local, national, or international level. Once you choose a movement, please do the following:

- Review and define movement.
- What are the goals for this movement?
- How does intersectionality play a role in this movement?
- What is the legislation at stake? Is there any historical precedent for this legislation?
- Is partisanship an important part of understanding this issue, i.e. have political parties taken a stance on this issue?
- Have similar movements been successful in other countries? Why or why not? Give one example.

Topic 2: "Campaigning while Female" Due October 24, 2016

In this 3-4 page assignment, you will be choosing a recent campaign in another country that has at least one female candidate (even better if both candidates are women!). You must choose a country besides the U.S. You must cite at least 3 scholarly works (books and articles). Once you choose a campaign, please do the following:

- Review the major party candidates in the campaign.
- What are the major issues of the campaign and what positions have the candidates taken?
- What are the characteristics of the race? (May include political/economic/social characteristics of the state; presence of gender, race, class, sexuality in the race; incumbent presence)
- How have the media (either local or national) covered the race? How have they depicted the candidates?
- How does intersectionality play a role in this campaign or election cycle?
- Are campaigns in another country run differently? Give one example.

Topic 3: "Women's Representation" Due November 16, 2016

In this 3-4 page assignment, you will examine the most recent data on the representation of women in legislatures and parliaments globally: <http://www.ipu.org/wmn-e/classif.htm>. Choose one country besides the U.S. to focus your assignment. You must cite at least 3 scholarly works (books and articles). Once you choose a country, please do the following:

- What is the status of female representatives in legislature/parliament: how is the legislature organized? What is the percentage of women in legislature?
- How does intersectionality play a role in the (lack of) representation of women?
- What laws (if any) are in place to ensure the representation of women? These may include quotas or reservations. Examine <http://www.quotaproject.org> and report the findings on your nation.
- How do political parties play a role in the representation of women in your chosen country?
- Compare and contrast the gender representation in your chosen country versus the United States. Should the U.S. adopt the same laws and regulations to improve the representation of women in Congress?

Topic 4: "Women's Issues" Due November 30, 2015

In this 3—4 page assignment, you will be choosing one policy area that you think is relevant to women's interest that is currently up to debate. You may choose to focus on any policy area in a country besides the U.S. You must cite at least 3 scholarly works (books and articles). Once you choose a policy issue, please do the following:

- Review and define the issue at stake.
- Explain why you think this issue is relevant to women
- What is the pro- position? Anti-position? What are the rationales for each position?
- What is the legislation at stake? Is there any historical precedent for this legislation?
- Is partisanship an important part of understanding this issue, i.e. have political parties taken a stance on this issue?
- Have other states or countries successfully passed this legislation? Why or why not? Give one example.