

Women, Politics and Policy

Maymester 2013 Online

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TEACHING PHILOSOPHY

I want to be your instructor. For me, teaching is not a box to be checked or an unwelcome duty. Instead, I view teaching as an opportunity; a chance to impart knowledge and a way to share my passion for learning. It is my opinion that knowledge is a way to engage in the world. As your instructor, I want to help you accumulate the information and tools you need to be successful and active participants in society. My goal is to help you become intentional learners. An intentional learner sees connections, makes decisions based on a range of knowledge, and integrates classroom skills into their everyday life. In this course, I will provide the structure and opportunities for you to become an intentional learner. I will work with you to synthesize information and identify key concepts. During class I will use various formats to explore different sides of issues and we will work together to develop your communication, critical thinking, and interpersonal skills. As a warning, I want to help you learn the information, but I will not hand it to you on a silver platter. I will require you to work hard. I will require you to stretch your mind and be open to alternate viewpoints. The best way to earn a high mark in this course is to engage. Engaging means study, read, question, pay attention, and do the work. Most importantly, my office hours are for you. Make use of them! In return for your investment, I will be timely in providing feedback, organized, available, and enthusiastic.

COURSE DESCRIPTION

This class will focus on the ways that gender structures the world in which we live. We will draw upon feminist theory as it informs the practice of gender-based policy analysis. We will examine past and recent changes that have taken place in women's status, and the role of public policy and women's movements in creating those changes. We will consider a wide range of interconnected issues, including violence against women, reproductive rights, education, unpaid and paid labor, poverty, and women in politics. As an introductory course, we will consider specific cases to expose students to policy issues and research on-the-ground. We will try to examine how differences and inequalities among individuals affect our analysis.

What can you expect to get out of this class?

Substantively, in this class students will have the opportunity to learn the basics of gender-based analysis. Gender-based analysis is now required of policy analysts and administrators of all types. Many governments, businesses, organizations, and schools are recognizing that designing and administering good policies and programs requires understanding the context in which they operate. An important element of this context is gender. Through a discussion of gender issues, we will explore the basics of policy analysis. Policy analysis is a technique for analyzing public problems with an aim to suggesting solutions to those problems. Through assignments and class activities, students will acquaint themselves with some of the basics of a gender-based analysis.

More generally, this class aims to provide students with a view of the world from women's diverse perspectives. The problems and priorities often called "women's issues" were seldom the priority of the academic disciplines as they were traditionally organized. Although universities are changing, women's

concerns and perspectives are seldom equally integrated into curricula. Classes like this one act as a partial corrective to this problem by providing a focus on women's issues and concerns.

This course is designed to acquaint students with some of the most important analyses and women's issues. Students should develop their own perspectives on course material by critically reading, writing, listening, and discussing the arguments and evidence presented. They should hone writing and oral presentation skills through class assignments and participation. An undergraduate education should make you a more articulate and informed person. In this class, I will work hard to help you achieve that goal.

COURSE OBJECTIVES

- Understand gender structures and how those structures shape the status of women globally
- Understand how the study of gender and the status of women relates to political science and other disciplines
- Be able to intelligently and critically analyze problems and policies affecting women
- Be able to define and apply key terms related to course material

LEARNING OBJECTIVES

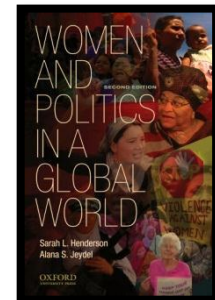
- Demonstrate the ability to communicate effectively through writing
- Demonstrate the ability to think and read critically
- Demonstrate the ability to problem solve using an integrated, interdisciplinary approach
- Demonstrate the ability to recognize and articulate opposing viewpoints
- Demonstrate the ability to be a self-motivated learner

REQUIRED TEXTBOOK

Henderson, Sarah and Alana Jeydel. 2009. *Women and Politics in a Global World*. New York, NY: Oxford University Press, 2nd ed.

ADDITIONAL READING AND RESOURCES

There are additional reading and resources (such as podcasts) for this class that will be made available on Blackboard (<http://blackboard.purdue.edu>). When readings are on Blackboard, they are marked on the course calendar with an asterisk(*).



HELP AND ASSISTANCE

All students are expected to have a basic command of the English language and demonstrate a college level writing ability. If you need additional help, contact the Writing Lab at 494-3723 in 226 Heavilon (<http://owl.english.purdue.edu/writinglab/>) or the Liberal Arts Academic Success Center in BRNG 3268 (www.purdue.edu/asc) at 494-5569. They will also be able to help you with questions or concerns about citations and plagiarism. I am always happy to help students, so please log-in to Blackboard during my online office hours or make an appointment to chat with me. If you have any questions/comments about the material or the class, I am always glad to discuss them with you. This means you are welcome to talk to me about the class if you are having problems, but you can also come even if you are having no trouble at all and just wish to discuss the readings, the class, your academic program, career interests, and so on.

COURSE POLICIES

Students with Disabilities

Before the provision of classroom accommodations, students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students. Any student that is in need of special accommodations due to a disability should notify the instructor and contact the Office of the Dean of Students, Adaptive Programs at (765) 494-1247.

Late Policy

Assignments should be turned in on the date and time specified on the syllabus. Unless otherwise noted, only those assignments submitted through Blackboard will be accepted. Unless arrangements are made with the instructor prior to the due date, no late work will be accepted. The instructor reserves the right to lower the grade of work turned in late even when prior arrangements have been made. No make-up assignments will be permitted.

Academic Honesty and Professional Ethics Policy

Academic dishonesty will not be tolerated in this course. Academic dishonesty will result in automatic failure of the course and the offending student will be turned over to the Dean's office. "The commitment of the acts of cheating, lying, and deceit in any of their diverse forms (such as ghost-written papers, the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, to knowingly aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest" (University Senate Document 72-18, December 15, 1972).

Online Classroom Behavior

My goal is to create an optimal learning environment for all students. It is expected that every student will comport themselves with appropriate decorum in the online classroom environment. This means respecting others' views and contributing to online classroom discourse in an appropriate manner. For example, being generally disruptive in online discussion posts, or using offensive language, will not be tolerated. The instructor reserves the right to lower the discussion grade of offending students up to the total amount available [20%]. This policy includes those posts in the open-topic forum.

GRADES

All grades will be posted on Blackboard. The instructor will not discuss grades via e-mail. If you have a question about your grade, or if you receive a grade on an assignment that you believe does not accurately reflect the quality of your work, you may discuss the grade with the instructor during a scheduled online appointment or by phone. The instructor reserves the right to change or not change the grade as appropriate, but you will not be penalized for appealing the grade.

Grade Scale

A+	97-100%	B+	87-89%	C+	77-79%	D	63-69%
A	93-96	B	83-86	C	73-76	D-	60-62
A-	90-92	B-	80-82	C-	70-72	F	0-59%

FOR 100%- 650 POINTS

COURSE TOPICS

Week I: Gender as an Identity

- Day 1: Gender and Difference
- Day 2: Explanations- Gender and Biology
- Day 3: Explanations- Gender and Culture
- Day 4: Explanations-Gender and Social Constructions
- Day 5: Gender and Inequality

Week II: Women as Political Actors

- Day 6: Women as Institutional Actors
- Day 7: Women as Non-Institutional Actors
- Day 8: Women and Revolutions
- Day 9: History of the Women's Movement
- Day 10: The Women's Movement Globally

Week II: Issues Affecting Women Globally (Part I)

- Day 11: No Class- University Holiday
- Day 12: Women and Employment
- Day 13: Women, Work, and Family
- Day 14: Reproductive Rights
- Day 15: Gender, Development, and International Organizations

Week IV: Issues Affecting Women Globally (Part II)

- Day 16: Women and the Global Economy
 - Day 17: Women and Health
 - Day 18: Women and Education
 - Day 19: Women, Violence, and Physical Autonomy
 - Day 20: Women and Human Rights
- All work due by 11:59 p.m. (EST)

ASSIGNMENTS

Self-Introduction

Weight: 10 pts. [1]

Total Points Possible: 10 pts.

Description: In the first week of the course, you will be asked to write a discussion post introducing yourself to your classmates. Submission of this assignment will be via Blackboard. In the post, please include the following information:

- | | |
|--|--|
| <input type="checkbox"/> First Name | <input type="checkbox"/> Why you are taking POL 222Y |
| <input type="checkbox"/> Year of Study (e.g. Freshman) | <input type="checkbox"/> What you hope to learn in POL 222Y |
| <input type="checkbox"/> Hometown | <input type="checkbox"/> What you want to do with your life (or your best guess) |
| <input type="checkbox"/> Major Field(s) | <input type="checkbox"/> What is the most important thing to know about you |
| <input type="checkbox"/> Minor Field(s) | |

Purpose: to build a classroom community

Due: by **Wednesday 5:00 p.m. (Eastern Standard Time) the first week of class**

Grade: The grade will be based on including a response for all items listed above.

Reading Quizzes

Weight: 30 pts. [4]

Total Points Possible: 120 pts.

Description: Each week, you will have a quiz on Blackboard over the assigned material for that week. The quizzes may include multiple choice, true/false, matching, and/or short answer style questions. You will only have one opportunity to complete the quiz, but you will have an unlimited amount of time. You may use any course material available to you to complete the quiz.

Purpose: to encourage class preparation and reading, develop and test reading skills, and to demonstrate learning and engagement with course material

Due: all quizzes will be due by **5:00 p.m. (Eastern Standard Time) on the Monday** following the week the quiz was assigned **[except for the last week of class- the quiz for the final week will be due by 11:59 p.m. (Eastern Standard Time) on Friday, June 7, 2013]**

Grade: The grade for the quizzes will be based on the number of correct responses out of 30 possible points.

Prompted Discussion Posts

Weight: 40 pts. [3]

Total Points Possible: 120 pts.

Description: For the first three weeks of class, you will be responsible for responding to a given question or prompt in a discussion post on Blackboard. Use what you have learned from lectures, readings, films and/or previous class discussion to write your post. The information included should be substantive in nature and needs to answer/address all parts of the question/prompt completely. Submission of this assignment will be via Blackboard. Please remember to cite sources. Please note that your posts will be anonymous to your fellow classmates.

Purpose: to practice writing succinctly and persuasively, to demonstrate the ability to "listen" and respond to the ideas of others

Due: original discussion post is due by **5:00 p.m. (Eastern Standard Time) Friday of each week**, responses are due by **5:00 p.m. (Eastern Standard Time) on the Monday of each week**

Grade: Your response to the question/prompt should be at least 200 to 250 words in length. You are also responsible to commenting on the post of at least two other classmates. These response posts should be at least 100 words in length. A complete explanation and grading rubric can be found on Blackboard.

Weekly Writing Projects

Weight: 100 pts. [4]

Total Points Possible: 400pts

Description: Each week, you will have a writing project to complete related to that week's material. These projects are designed to allow you to demonstrate that you have reviewed the material for the course and have critically considered the ideas presented. In these projects, you should explore the underlying value implications of the reading, lectures, and class discussion posts and relate it to your own observations and analysis.

Purpose: to demonstrate learning and engagement with course material, deepen understanding of course material, improve critical thinking and written communication skills

Due: each project is due by **5:00 p.m. (Eastern Standard Time) on the Monday** following the week that it was assigned **[except for the last week of class- responses will be due by 11:59 p.m. (Eastern Standard Time) on Friday, June 7, 2013]**

Grade: Your essay should be no longer than 1,000 words in length, Times New Roman 12 pt. font, single spaced. The type and substantive nature of these projects will vary. Each project has a separate explanation and grading rubric. The explanation and grading rubric can be found on Blackboard.

SUBSTITUTE ASSIGNMENTS

A substitute assignment is a different way of assessing learning outcomes. I have included these options to be sensitive to student's differing interests and learning styles. You may engage in these assignments at your choosing instead of, or in addition to, those assignments listed above. If you do the substitute assignments in addition to those above, they will be included in your grade as extra credit. If you have any questions about substitute assignments, please let me know.

Documentary Film Screening and Response

Weight: 100 pts. [4]

Total Points Possible: 400 pts.

Description: Each week, you may watch one documentary film on the OVEE website at a scheduled time. Complete instructions regarding the title and topic of the video, as well as the use of OVEE will be posted on Blackboard. OVEE offers an interactive platform that allows for sidebar chatting while the film is playing. During the film, I will act as moderator of our real-time discussion. After watching the film, you will write a short essay on your response. Submission of this assignment will be via Blackboard. For your essay, please answer the following questions:

- What do you think is the perspective of the filmmaker? Why?
- What did you find interesting about the film? Why?
- What did you agree or disagree with? Why?
- How did the film relate to course material?

Purpose: to practice writing succinctly, to demonstrate the ability to "listen" and to integrate ideas and information presented in different formats

Due: each film response is due by **5:00 p.m. (Eastern Standard Time) on the Monday** following the week that it was assigned **[except for the last week of class- responses will be due by 11:59 p.m. (Eastern Standard Time) on Friday, June 7, 2013]**

Grade: Your essay should be no longer than 1,000 words in length, Times New Roman 12 pt. font, single spaced. Shorter essays that answer all the questions above completely and demonstrate knowledge of the film and course material are acceptable. A complete explanation and grading rubric can be found on Blackboard.

Open-Topic Discussion Posts

Weight: 3 pts. [unlimited]

Total Points Possible: unlimited pts.— but no points for those in the last week of class]

Description: Use what you have learned from lectures, readings, news articles, films and/or previous class discussion to write a post on an issue that you find interesting or provocative. Responses to other student's open-topic posts are also eligible for credit. Please be courteous and use classroom appropriate language. Please note that your posts will be anonymous to your fellow classmates.

Purpose: to practice writing succinctly and persuasively, to express interest in course material, to demonstrate the ability to "listen" and respond to the ideas of others

Due: anytime! ☺ [except no posts will be eligible for credit in the last day of class (6/7/2013)]

Grade: No length requirements. A complete explanation and grading rubric can be found on Blackboard. Submission of this assignment will be via Blackboard in the "open-topic discussion" section.

Note: 20 full-credit posts could boost your final grade by nearly 10%!

ASSIGNMENT SUBMISSION

Unless otherwise noted, all assignments should be submitted online via Blackboard. Work may be completed early. Late work will not be accepted. The instructor reserves the right to change the assignments, parameters, due dates, and grading for this course at any time.

COURSE MATERIALS

Each day you will be assigned course material to review. The schedule for the primary materials is listed on the next page. Additional short newspaper article readings and multimedia resources may also be included in lecture powerpoints to further illustrate points. When materials are included in the powerpoint lectures, be sure to review. You are responsible for all course materials.

COURSE MATERIALS

Week I: Gender as an Identity

Day 1: Gender and Difference

Kimmel, Michael. 2011. "Human Beings: An Engendered Species" in *The Gendered Society*. New York, NY: Oxford University Press. [excerpt- pgs. 1-18]*

Day 2: Explanations- Gender and Biology

Kimmel, Michael. 2011. "Ordained by Nature: Biology Constructs the Sexes" in *The Gendered Society*. New York, NY: Oxford University Press. [excerpt- pgs. 19-57]*

Day 3: Explanations- Gender and Culture

Kimmel, Michael. 2011. "Spanning the World: Culture Constructs Gender Difference" in *The Gendered Society*. New York, NY: Oxford University Press. [excerpt- pgs. 58-85]*

Day 4: Explanations-Gender and Social Constructions

Kimmel, Michael. 2011. "The Social Construction of Gender Relations" in *The Gendered Society*. New York, NY: Oxford University Press [excerpt- pgs. 111-138]*

Day 5: Gender and Inequality

Hooks, Bell. 2000. *Feminism is for Everybody*. Cambridge, MA: South End Press. [excerpt- pgs. Vii-12]*

Frye, Marilyn. 2002. "Sexism" in *The Right Thing to Do*. New York, NY: Random House. [excerpt- pgs. 255-263]*

Kimmel, Michael. 1998. "Who is Afraid of Men Doing Feminism?" in *Men Doing Feminism*. New York, NY: Routledge Press. [excerpt- pgs. 57-68]*

Week II: Women as Political Actors

Day 6: Women as Institutional Actors

Henderson, Sarah and Alana Jeydel. 2009. *Women and Politics in a Global World*. New York, NY: Oxford University Press, 2nd ed. [pgs. ix-36]

Day 7: Women as Non-Institutional Actors

Henderson, Sarah and Alana Jeydel. 2009. *Women and Politics in a Global World*. New York, NY: Oxford University Press, 2nd ed. [pgs. 37-64]

Day 8: Women and Revolutions

Henderson, Sarah and Alana Jeydel. 2009. *Women and Politics in a Global World*. New York, NY: Oxford University Press, 2nd ed. [pgs. 65-97]

Day 9: Brief History of the Women's Movement

"Makers: Women Who Make America" Three-Part Documentary on PBS

- Part One: <http://video.pbs.org/video/2336932877>
- Part Two: <http://video.pbs.org/video/2336940209>
- Part Three: <http://video.pbs.org/video/2336944500>

Day 10: The Women's Movement Globally

Walters, Margaret. 2005. 'Feminists Across the World' in *Feminism A Very Short Introduction*. Oxford, UK: Oxford University Press. [excerpt-pgs. 117-141 (the pages are really tiny)]*

Hooks, Bell. 2000. *Feminism is for Everybody*. Cambridge, MA: South End Press. [excerpt- pgs. 44-47]*

Week II: Issues Affecting Women Globally (Part I)

Day 11: No Class- University Holiday

Day 12: Women and Employment

Henderson, Sarah and Alana Jeydel. 2009. *Women and Politics in a Global World*. New York, NY: Oxford University Press, 2nd ed. [pgs. 65-97]

Day 13: Women, Work, and Family

Henderson, Sarah and Alana Jeydel. 2009. *Women and Politics in a Global World*. New York, NY: Oxford University Press, 2nd ed. [pgs. 136-173]

Hochschild, Arlie and Anne Machung. 2000. "The Second Shift" in *Gender Basics*. Stamford, CT: Wadsworth Press. [excerpt-pgs. 463-470]*

Day 14: Reproductive Rights

Henderson, Sarah and Alana Jeydel. 2009. *Women and Politics in a Global World*. New York, NY: Oxford University Press, 2nd ed. [pgs. 174-205]

Day 15: Gender, Development, and International Organizations

Henderson, Sarah and Alana Jeydel. 2009. *Women and Politics in a Global World*. New York, NY: Oxford University Press, 2nd ed. [pgs. 207-234]

Week IV: Issues Affecting Women Globally (Part II)

Day 16: Women and the Global Economy

Henderson, Sarah and Alana Jeydel. 2009. *Women and Politics in a Global World*. New York, NY: Oxford University Press, 2nd ed. [pgs. 235-265]

Day 17: Women and Health

Henderson, Sarah and Alana Jeydel. 2009. *Women and Politics in a Global World*. New York, NY: Oxford University Press, 2nd ed. [pgs. 235-265]

Day 18: Women and Education

Henderson, Sarah and Alana Jeydel. 2009. *Women and Politics in a Global World*. New York, NY: Oxford University Press, 2nd ed. [pgs. 288-302]

Day 19: Women, Violence, and Physical Autonomy

Henderson, Sarah and Alana Jeydel. 2009. *Women and Politics in a Global World*. New York, NY: Oxford University Press, 2nd ed. [pgs. 303-335]

Day 20:

Women and Human Rights

Bunch, Charlotte and Samantha Frost. 2000. "Women's Human Rights: An Introduction" in Routledge International Encyclopedia of Women: Global Women's Issues and Knowledge. London, UK: Routledge. [excerpt pgs. 1-6]*

All work due by 11:59 p.m. (EST) NO EXCEPTIONS!

COURSE CAVEAT

In the event of extenuating circumstances, as determined by myself or Purdue University, the schedule, assignments, and the grading rubric of this course are subject to change. For example, in the event of a major campus emergency, course requirements and deadlines may change due to the necessitated revision of the academic calendar.

COURSE CALENDAR

MAY 2013

Monday	Tuesday	Wednesday	Thursday	Friday
13 Gender and Difference	14 Gender and Biology	15 Gender and Culture Due: Self-Introduction Discussion Post	16 Gender and Social Constructions Optional: Documentary Film 1	17 Gender and Inequality Due: Week 1 Discussion Post
20 Women as Institutional Actors Due: Week 1 Discussion Responses (2) Due: Week 1 Quiz Due: Week 1 Short Writing Project	21 Women as Non-Institutional Actors	22 Women and Revolutions	23 History of the Women's Movement Optional: Documentary Film 2	24 The Women's Movement Globally Due: Week 2 Discussion Post Optional: Mid-Term Course Evaluation
27 No Class! Due: Week 2 Discussion Responses (2) Due: Week 2 Quiz Due: Week 2 Short Writing Project	28 Women and Employment	29 Women, Work, and Family	30 Reproductive Rights Optional: Documentary Film 3	31 Gender, Development, and International Organizations Due: Week 3 Discussion Post

JUNE 2013

3 Women and the Global Economy Due: Week 3 Discussion Responses (2) Due: Week 3 Quiz Due: Week 3 Short Writing Project	4 Women and Health Optional: Documentary Film 4	5 Women and Education	6 Women, Violence, and Physical Autonomy Optional: Documentary Film 5	7 Women and Human Rights Due: Week 4 Quiz Due: Week 4 Short Writing Project
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