PSCI 370: WOMEN AND POLITICS
Spring, 2017
DWE 3517, Tuesdays 2:30pm – 5:20pm

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Office Location: Hagey Hall 340
Office Hours: Tuesdays 1:15pm – 2:15pm or by appointment

Contact Policy: Please feel free to email me if you are missing a class due to health reasons or in case of emergency. You may also email me if you encounter a persistent problem that affects your work in this class. Please refer to this syllabus for questions regarding the course readings, requirements and due dates. If you are having trouble accessing a course reading on LEARN, you can use the U of W Library website to locate any articles. Finally, if you have questions concerning course material and discussions for a class you have missed, please: 1) ask a fellow student about what material you have missed; 2) consult the notes and/or presentations that are posted on LEARN; and 3) visit my office hours for further clarifications. All course information will be posted on the LEARN course page or may come in the form of an occasional email from me. Please note that I do not run a Facebook page or Twitter feed for the course. If students choose to run or join a Facebook page to share information on the course, please be aware that the information posted is not coming from the course instructor and may not be accurate.

Email Communication: My first priority in responding to students’ emails concerning questions regarding course material or assignments is to do it in a timely manner. Therefore, I often respond to students’ emails from my smartphone and I will not always use the formalities of proper addressing, language and spelling or signing off. However, since students’ email addresses do not always correspond with their names, I would like students to sign off with a full name but I do not need student ID numbers in emails.

Course Description:

No woman led a major political party (NDP, Conservative or Liberal) into the 2015 Canadian federal election, while Elizabeth May, the only female leader of a federal political party was barred from participating in a nationally televised political debate due to the Green Party’s low representation in our first-past-the-post electoral system. As the winner of that election, Liberal party leader Justin Trudeau, a self-proclaimed feminist, was then
nationally and internationally lauded for creating a gender-balanced cabinet to run the government, and since then, we have witnessed the failure of political institutions that do not allow female Members of Parliament to nurse their infant children while working, and a growing number of men step down from high-ranking positions with the stated purpose of spending more time with their family (Eg. Peter MacKay). Meanwhile, south of the border, the first and only female presidential candidate and long-time self-identified feminist to run for office in a U.S. Presidential election lost the popular vote among college-educated women to the Republican candidate, Donald Trump, leading many American Democrats and feminists to ask, why did 53% of college-educated women vote for a man whose presidential debate performance included misogynistic rants about the physical attributes of various women including his political opponents and their wives? Moreover, the world watched in fascination as the self-proclaimed feminist and eldest daughter of Donald Trump stood by her father’s presidential bid (and later his administration) in spite of his infamous boasting of sexual harassment to an entertainment reporter, leading many to ask, what does it mean to be a feminist and to be a woman in politics in this day and age?

This course uses a comparative lens to explore how gender ideologies and gender power relations often clash with formal political institutions, leading to different experiences and outcomes for women and men in formal politics. The course is organized according theories of political representation in order to answer the central question, why does it matter if women are engaged in formal politics? We begin with an introduction to various feminist standpoints and women’s movements to answer the questions of when and why do women engage in political protests, and what are their ultimate goals in defining gender equality? We then examine both the supply side factors of women’s political participation, answering the questions of when and why do women run for office, looking at issues of political ambition and resources; followed by demand side factors that influence women’s success in running for office, such as the influence of the media, electorates, and electoral systems.

Some specific questions that the course aims to answer are:

- Why are there so few women involved in formal politics compared to men?
- Why does women’s participation in politics matter, and how many women does it take to make a difference?
- Do women govern according to feminism?
- Do women vote for women?
- When are women more likely to succeed in political leadership races?
- Do quotas work?
- Are male and female candidates treated differently by the media; their peers; and the public, and who gets to play “the women card”?
**Pre-Requisites:** Two of PSCI 250, 252, 255, 260, 264 strongly recommended.

**Course Objectives:**
The goal of this course is to encourage class participants to critically examine gender relations and the experiences of women in contemporary politics. By the end of this course, participants will:

- Understand major concepts in feminist theory, such as feminism, sexism, racism, intersectionality, and post-feminism
- Know how to define and measure gender inequality according to various feminist theories and models
- Recognize gender (in)equality trends according to national and international political data
- Engage in discussions and write about the factors that influence women’s participation and representation in politics and the avenues and blockades on the road to gender equality.
- Examine the relevance and influence of national political institutions and public policies on women’s political activism, gender relations and gender equality.

**University Regulations:**

**Cross-listed course**
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

**Academic Integrity**

*Academic Integrity:* In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information.

*Discipline:* A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.
**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

**Accommodation for Students with Disabilities**

*Note for students with disabilities:* The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term. Cross-listed course:

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

**Mental Health Services**

Mental Health Services aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

**Territorial Acknowledgement**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

**Texts:**

The required weekly readings are journal articles that are available on the course LEARN webpage in pdf. format under Course Content. It is up to the students to download readings for each week and save them to their computer in case of power outages or system downtimes.

Participants interested in a *recommended* textbook to accompany the required readings and lecture material may be interested in:
For an excellent review of women in politics theories but without any Canadian content:

For a broader political approach but specifically Canadian perspective:

For a recent take on the 2016 US Presidential election:
Jonathan Allen and Amie Parnes. Shattered: Inside Hillary Clinton’s Doomed Campaign, Deckle Edge, April 18, 2017 (on Amazon)

Course Requirements, Expectations, and Standards:
The grades for this course are based on completion of the following tests and assignments.

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<thead>
<tr>
<th>Weight:</th>
<th>Assignment:</th>
<th>Date(s):</th>
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<tbody>
<tr>
<td>10%</td>
<td>Attendance &amp; Participation</td>
<td>12 class meetings</td>
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<tr>
<td>15%</td>
<td>Weekly Reading Synopses</td>
<td>10 class meetings</td>
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<tr>
<td>35%</td>
<td>Midterm Test</td>
<td>June 20, in class</td>
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<tr>
<td>40%</td>
<td>Final Research Paper</td>
<td>August 8, 12:00 PM. printed copy due in Political Science drop box</td>
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Assignments:

Assignment #1: Attendance, Participation and completing the assigned readings
This course is designed to allow students to learn about women and politics through lectures and by critically engaging in class discussions based on the weekly readings. I strongly encourage students to attend all of the class meetings to gain a comprehensive understanding of feminist theories, women’s collective action, and the institutions that shape women’s participation in politics. Effective class discussions depend on participants completing the assigned readings and showing up to class where attendance will be recorded each week and participation based on demonstration of completing the assigned readings will count toward 10% of your final grade.

Participation grades are assigned for students’ average performance throughout the term, meaning for each class you attend. The guidelines for participation grades are as follows:
5 points: student leads discussions, offering original comments, questions and insights that directly address the main concepts and theories being tested in the readings, and participates in a timely manner that allows others to comment as well
4 points: student frequently adds thoughtful comments and questions to discussion topics and demonstrates knowledge of the main points of the readings
3 points: student participates when prompted with accurate knowledge of the readings
2 points: student participates in discussions in random fashion with comments or questions that reflect a cursory reading of the required articles
1 point: student attends class and listens respectfully to classmates without contributing to discussions with comments or questions that reflect the readings. Student may have not done the readings but asks questions that further class discussions. Student attends class and then leaves the room for more than 15 minutes; or student attends class but is engaged in other activities on their electronic devices.
0 points: student is absent without verification of illness

Assignment #2: Weekly Reading Synopses
Students will hand in a one page, computer printed, point form synopses each week at the start of class for each assigned reading. You can print on the front and back of the paper if necessary. This activity will help you become familiar and comfortable with reading journal articles, digest course material and write the midterm and final assignment, as well as engage in weekly discussions.

Each synopsis will be graded as complete or incomplete based on the following items:
1. The authors’ Research Question(s) (Eg. purpose of the research)
2. The authors’ Thesis statement (Eg. In this paper, I argue...)
3. Theory being tested
4. Methodology (What did the author(s) do? Eg. Interviews, observations, texts, etc.)
5. Findings (What evidence is presented?)
6. Conclusions (What do the authors interpret the evidence to mean?)
7. Contribution (Does the evidence support or refute the theory they are testing?)

Late synopses for a missed class: Students can hand in a late synopses for a class they have missed once during the term. The late synopses must be handed in during the following class. Do not email synopses to the instructor.

‘FREEBIES’ : Students are allowed one ‘freebie’ week for both attendance and handing in a synopses, meaning that their attendance and required synopses will not be marked as missing or incomplete once during the term.

Assignment #3: Final Research Paper (8-10 pgs, double spaced) DUE: TUES. AUGUST 8 12:00PM
Students will write a final research paper on the career trajectory of a female political activist, group or politician of their choice. The final research paper will include:
1. An introduction to the person, time and place, and their role or pivotal moment in history (5 points)
2. A thesis statement that details 3 of the course topics as they relate to the selected person of study and that have made their political career interesting. NOTE: 2 of the 3 topics chosen as an analysis lens must be from the second part of the term, after the midterm exam (5 points)
3. A sub-section on each of the 3 course topics that have been chosen to analyze in regards to the person of study (15 points each = 45 points)
4. A conclusion (3 points)
5. A list of references (8-10 news magazine or journal articles) or bibliography (at least 200 page book or more on the person of interest) (2 points)

Clarity, conciseness, and logically consistency (i.e. few to no spelling mistakes or grammatical errors; logical flow and organization of the material that is not repetitive) will be considered throughout the paper.

Selecting a person of interest: The politician can be from anywhere in the world and at any time but she must be a woman at the time of her political career or activity. Female journalists and political pundits are not included in this assignment; however, feminist political activists are. Women in formal politics, such as leaders of political parties and countries are obvious choices for this assignment and the type of women in politics that students will most easily find information on; for example, Margaret Thatcher, Hilary Rodham Clinton and Kim Campbell. Feminist political activists must be heavily involved in one or more political issues on behalf of gender equality; for example, Gloria Steinem and Malala Yousafzai easily come to mind. Celebrities whose primary occupation is in the entertainment industry but who sometimes engage in political activities on behalf of gender equality (Lena Dunham, Amy Poehler and Emma Watson) should be avoided unless students can find research, memoirs, or biographies that focus specifically on the celebrity’s political activity rather than their entertainment career.

A printed copy of the final research paper is due in the political science drop box in Hagey Hall, 3rd Floor, NO LATER THAN TUESDAY AUGUST 8, 12:00 PM. Please email the instructor if you are handing in a printed copy earlier than the due date.

Tests & Examinations:

Midterm Test: JUNE 20, WEEK 8, IN CLASS
Students will write a midterm test during Week 8 in class. There will be no required readings or lecture for the week of the midterm. The midterm will cover the main analytical concepts and models discussed up until this point.

Final Examination:
Participants will submit their final research paper during the final examination period in lieu of a final written exam. Please note: Student travel plans are not an acceptable reason for granting an extension for the final research paper.

Extension Policy for Final Research Paper:
All requests for assignment extensions must be completed in writing (e.g. email) and be received before the due date. Extensions will only be granted in the event of an officially documented extenuating circumstance (that is, serious personal illness, critical personal or family crisis, etc.). If a situation arises that may prevent you from completing an
assignment on time, contact the instructor as early as possible and, without exception, before the assignment is due.

Please note: Student travel plans are not an acceptable reason for granting an extension, alternative due date or time for papers.

Late Policy for Written Assignments
Students without a verification of illness form indicating the inability to complete the assignment in the two days preceding the due date will be deducted 5 points per day including weekends. Students with a verification of illness form indicating the inability to complete the final research paper by the due date must hand in the final research paper by Friday August 11th, as this is the last day of the final examination period. No late assignments will be accepted after Friday August 11th 2017.

Other Course Policies:
This course is apt to elicit a diversity of responses and opinions as gender relations occur within intimate relationships. Participants may feel a degree of discomfort if discussions are taken personally. During most classes, participants will be encouraged to consider their own gender identity and relations with others in terms of empowerment and gender equality. Please be respectful of your peers’ and the instructor’s differences and opinions during class and online discussions.

Schedule: *Selected readings are subject to change until the first week of classes.

May 2: Week 1: Introduction to Women in Politics
Overview of the course expectations and an introduction to studying women in politics
No required readings.

Recommended: Jill Vickers 2015. “Can We Change How Political Science Thinks? “Gender Mainstreaming” in a Resistant Discipline Presidential Address delivered to the Canadian Political Science Association, Ottawa, June 2, 2015


May 9: Week 2: The Gender Revolution: Are we there yet?
How have women’s and men’s lives changed? How have they stayed the same? And what does it mean for politics?


Further Readings:


May 16: Week 3: Descriptive Representation – Women’s Movements
Choose 2 of the 3 readings:


Reading 3: Barker, Joanne 2008. “Gender, Sovereignty, Rights: Native Women’s Activism against Social Inequality and Violence in Canada.” American Quarterly, 60(2): 259-266.

Further Reading:


Ferguson, M. (2013). "Women are not an interest group": The Issue of Women’s Issues in the 2012 Presidential Campaign Theory & Event (16):1


May 23: Week 4: NO CLASS – FOLLOW MONDAY SCHEDULE

May 30: Week 5: Intersectionality


Further Readings:


Further Reading:


June 13: Week 7: Intersectionality Revisited


Further Readings:


**June 20:** Week 8: Midterm written in class.

**June 27:** Week 9: Supply side factors: When and why do women run for office?


Further Readings:


**July 4:** Week 10: Campaigns & the Media: Attack Ads & the ‘woman card’


Further Readings:


**July 11:**  **Week 11:** Demand side factors: Electoral Systems & Gender Quotas


Further Readings:


July 18:  Week 12: Demand side factors: Electorate – Do women vote for women?  


Further Readings:


July 25:  Week 13: Substantive Representation: Do Women represent ‘Women’s Issues’?


Further Readings:


Bolzendahl, Catherine 2011. "Beyond the Big Picture: Gender Influences on Disaggregated and Domain-Specific Measures of Social Spending, 1980–1999" *Politics & Gender*, 7: 35–70.
