

INTL 4650: WOMEN AND WORLD POLITICS

Fall 2021

Instructor: Neil S. Williams	Time: T TR 2:20 – 3:35 p.m.	(CRN: 49935)
Email: snpwill@uga.edu	Place: Peabody Hall, Room 115	

Course Pages:

1. <http://www.neilswilliams.com/teaching.html>
2. <https://uga.view.usg.edu>

Student Hours: 1:00-3:00pm Wednesday over Zoom, or by appointment.

Required Texts:

- None

Objectives: This course is an introduction to how women interact with and shape politics around the world. Although not a course on gender, we will examine gender as a framework to understanding how women's agency is positioned in the political space. This course will also emphasize intersectional identities, including those of Black, Indigenous, and other historically excluded women. We will examine women's relationships with subjects such as representation, gender quotas, elite and mass behavior, development, human rights, and environmental concerns. Despite this diverse list of topics, not every possible facet of women and politics can be covered in a single semester. Given this, a main goal of this course will be an effectively implemented project that creatively presents a topic of your choice related to women and politics.

Perusall: All readings and lecture slides will be available on [Perusall](#). Perusall is a cool e-reader which allows for collaborative annotation of readings and videos with both me and your peers. Assignment due dates and reminders are also included in Perusall to help you keep track of readings. It is free to create an account. After you have done so, our course can be accessed by entering the code **WILLIAMS-YXMPL**.

Important Dates: Below are important test and due dates. Note that they, as well as everything else in the syllabus, may be changed as the semester continues. I will notify you in good time of any updates.

Midterm due Thursday October 14th, 2021
Project Proposal due ... Tuesday, October 19th,
2021
Project due Thursday, December 1st, 2021
Project memo due Tuesday, December 14th, 2021
by 11:59 P.M.

Grading

- **Participation (25%):** Attendance will not be taken and participation will be evaluated in multiple ways. Active participation implies paying attention in class. Please come prepared to class having read and willing to discuss the assigned material. Keep in mind these points as you read:

1. What is the author’s main point or argument?
2. What evidence do they use to support their argument?
3. Is there contradicting evidence?
4. How does the author’s argument relate to the other readings from the course?

Participation will also be evaluated by your comments, annotations, and responses to the readings, videos, and slides on Persuall.

- **Midterm: (25%)** The midterm exam will be delivered electronically and will cover content up until this point. Although this exam will be open-note and book, I **HIGHLY** recommend studying before-hand.
- **Final project: (50%)** For the final project you are tasked with teaching non-experts about a concept or idea we’ve learned this semester or something else related to this course. You can use whatever medium you want, except for a standard essay or twitter threads. Otherwise, feel free to be creative. You can record a podcast, create a photo exhibit, write a magazine piece or a long-form blog post, write a set of poems, make a poster collage, write a work of fiction, a graphic novel, make a short film or documentary, a stand-up routine, play, etc. The possibilities are endless, but, regardless of the medium you choose, all projects will be graded on the following criteria:
 - **Project proposal: (10%):** 1-2 page proposal of your project idea with description of your main points and planned approach
 - **Project: (60%):** Project graded on the below criteria
 - * (30%): Demonstrates a clear understanding of the concept. While accessibility is important, represent the concept or topic accurately and faithfully.
 - * (30%) Makes clear why the concept is important for some aspects of politics (In a particular case or generally)
 - * (10%) Uses language that is accessible to a broad public
 - * (15%) Demonstrates effort commensurate with a final class project
 - * (15%) Showcases creativity and imaginative thinking
 - **Poster response/reflection: (30%)** 3-4 page memo attached explaining your project, its method, and how it relates to your project topic.

Grade Scale

≥ 93.00	A	77.00 - 79.99	C+
90.00 - 92.99	A-	73.00 - 76.99	C
87.00 - 89.99	B+	70.00 - 72.99	C-
83.00 - 86.99	B	60.00 - 69.99	D
80.00 - 82.99	B-	≤ 59.99	F

Final project adapted from project assignment conceived and developed by Hakeem Jefferson, Stanford University

Academic Honesty *The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the university community. A Culture of Honesty, UGA's academic honesty policy and procedures, was developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty.*(From [UGA Academic Honesty Website](#))

Disability Resources: If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>. Additionally, please contact me in good time and communicate any accommodations needed to participate in class and/or fulfill course requirements.

Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking [mental health services](#) or [crisis support](#).
- If you need help managing stress anxiety, relationships, etc., please visit [BeWellUGA](#) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Technology: I permit laptops and other devices such as Kindles and iPads if they are being used for class-related purposes. If you are off-task (Facebook, Instagram, Myspace, Tik Tok, Neopets, Club Penguin, etc.) while on these devices, it will be deducted from your participation grade.

Coronavirus Information for Students

Face Coverings:

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck:

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>.

What do I do if I have Symptoms?:

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?

Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Tentative Course Outline:

Yellow indicates important information

Week 1: Introduction

Thursday, August 19th, 2021

- Introductions
- Review Syllabus

Week 2: Foundations of Gendered Analysis

Tuesday, August 24th, 2021

- *Readings*
 - “What is a Man?”. *The Cut*
 - Wallach Scott, Joan. 2010. “Gender: Still a Useful Category of Analysis?” *Diogenes* 57(1): 7–14.
 - Mitski - Your Best American Girl (Official Video)

Thursday, August 26th, 2021

- *Readings*
 - “Feminism”. *The Cut*
 - “The Dispute Between Radical Feminism and Transgenderism.” *The New Yorker*.
 - “Struggles, demands and innovation in Latin American feminism today.” *Encyclopædia Britannica*.

Week 3: Masculinities and Femininities

Tuesday, August 31st, 2021

- *Readings*
 - Meth, Paula, and Katie McClymont. 2009. “Researching men: the politics and possibilities of a qualitative mixed-methods approach.” *Social & Cultural Geography* 10(8): 909–925.
 - Charli XCX - Boys [Official Video]
 - SOPHIE — It’s Okay To Cry (Official Video)

Thursday, September 2nd, 2021

- *Readings*
 - Daddow, Oliver, and Isabelle Hertner. 2021. “Interpreting toxic masculinity in political parties: A framework for analysis.” *Party Politics* 27(4): 743–754.
 - **Optional:** Markstedt, Elias, Lena Wängnerud, Maria Solevid, and Monika Djerf-Pierre. 2021. “The subjective meaning of gender: how survey designs affect perceptions of femininity and masculinity.” *European Journal of Politics and Gender* 4(1): 51–70.

Week 4: Intersectional Feminisms***Tuesday, September 7th, 2021***

- *Readings*
 - Hernández Castillo, R. Aída. 2010. “The Emergence of Indigenous Feminism in Latin America.” *Signs: Journal of Women in Culture and Society* 35(3): 539–545.
 - Jordan-Zachery, Julia. 2013. “Now you see me, now you don’t: my political fight against the invisibility/erasure of Black women in intersectionality research.” *Politics, Groups, and Identities* 1(1): 101–109.
 - Blk Girl Soldier - Jamila Woods (Official video)

Thursday, September 9th, 2021

- *Readings*
 - Okazawa-Rey, Margo, Tracy Robinson, and Janie Victoria Ward. 1987. “Black Women and the Politics of Skin Color and Hair.” *Women & Therapy* 6(1-2): 89–102.
 - Solange - Don’t Touch My Hair ft. Sampha (Official Music Video)

Week 5: Intersections of Activism***Tuesday, September 14th, 2021***

- *Readings*
 - Balls and Strikes. *Code Switch*
 - On the fringe: Bedouin women in Jordan. *feMENA*

Thursday, September 16th, 2021

- *Readings*
 - What’s in a Karen?. *Code Switch*
 - Mitchell-Walthour, Gladys. 2018. “O ativismo digital da Justiça Social das Mulheres Afro-Brasileiras youtubers [Afro-Brazilian Women YouTubers’ Black Feminism in Digital Social Justice Activism].” *Interfaces* 18(3): 105–125.

Week 6: Representation***Tuesday, September 21st, 2021***

- *Readings*
 - Political Representation (Stanford Encyclopedia of Philosophy)
 - Mansbridge, Jane. 1999. “Should blacks represent blacks and women represent women? A contingent ‘yes.’” *Journal of Politics* 61(3): 628–657.

Thursday, September 23rd, 2021

- *Readings*
 - African Perspective: Women in leadership positions, politics of representation.
 - “She got next”. *Throughline*

Week 7: Gender Quotas***Tuesday, September 28th, 2021***

- *Readings*
 - Krook, Mona Lena. 2014. “Electoral Gender Quotas: A Conceptual Analysis.” *Comparative Political Studies* 47(9): 1268–1293.

Thursday, September 30th, 2021

- *Readings*
 - Hughes, Melanie M., Mona Lena Krook, and Pamela Paxton. 2015. “Transnational Women’s Activism and the Global Diffusion of Gender Quotas.” *International Studies Quarterly* 59(2): 357–372.
 - **Optional:** Weeks, Ana Catalano. 2018. “Why Are Gender Quota Laws Adopted by Men? The Role of Inter- and Intraparty Competition.” *Comparative Political Studies* 51(14): 1935–1973.

Week 8: Effects of Quotas***Tuesday, October 5th, 2021***

- *Readings*
 - Bush, Sarah Sunn, and Eleanor Gao. 2017. “Small Tribes, Big Gains: The Strategic Uses of Gender Quotas in the Middle East.” *Comparative Politics* 49(2): 149–167.
 - Ben Shitrit, Lihi. 2016. “Authenticating Representation: Women’s Quotas and Islamist Parties.” *Politics & Gender* 12(4): 781–806.

Thursday, October 7th, 2021

- *Readings*
 - Deininger, Klaus, Songqing Jin, Hari K. Nagarajan, and Fang Xia. 2015. “Does Female Reservation Affect Long-Term Political Outcomes? Evidence from Rural India.” *The Journal of Development Studies* 51(1): 32–49.
- *Distribute*
 - Midterm exam becomes available.

Week 9: Midterm and More***Tuesday, October 12th, 2021***

- *Readings*
 - Carey, John M. et al. 2020. “Who wants to hire a more diverse faculty? A conjoint analysis of faculty and student preferences for gender and racial/ethnic diversity.” *Politics, Groups, and Identities* 8(3): 535–553.

- Smith, Amy Erica, Heidi Hardt, Philippe Meister, and Hannah June Kim. 2020. “Gender, Race, Age, and National Origin Predict Whether Faculty Assign Female-Authored Readings in Graduate Syllabi.” *PS: political science & politics* 53(1): 100–106.

Thursday, October 14th, 2021

- **MIDTERM EXAM DUE: NO CLASS**

Week 10: Elite Women

Tuesday, October 19th, 2021

- *Readings*
 - Brown, Nadia, and Kira Hudson Banks. 2014. “Black women’s agenda setting in the Maryland state legislature.” *Journal of African American Studies* 18(2): 164–180.
 - Beyoncé - Formation (Official Video)
 - **Come with your project proposal to share!**

Thursday, October 21st, 2021

- *Readings*
 - Brown, Nadia E., and Sarah Allen Gershon. “Glass half full: cautious optimism and the future of Black women political elites in America.” *Journal of Race, Ethnicity and Politics*: 1–13.

Week 11: Mass Participation

Tuesday, October 26th, 2021

- *Readings*
 - Hern, Erin Accampo. 2020. “Gender and participation in Africa’s electoral regimes: an analysis of variation in the gender gap.” *Politics, Groups, and Identities* 8(2): 293–315.
 - We Are Ready: Women’s political participation in the Pacific. *UN Women*.

Thursday, October 28th, 2021

- *Readings*
 - Sanyal, P., V. Rao, and U. Prabhakar. 2019. “How women talk in Indian democracy.” *Qualitative Sociology*.
 - Rina Sawayama - STFU! (Official Video)

Week 12: Welfare and Development***Tuesday, November 2nd, 2021***

- *Readings*
 - “The Original Welfare Queen” Code Switch.
 - Kleider, Hanna. 2015. “Paid and unpaid work: The impact of social policies on the gender division of labour.” *Journal of European Social Policy* 25(5): 505–520.

Thursday, November 4th, 2021

- *Readings*
 - Litwin, Ashley, Elizaveta Perova, and Sarah Anne Reynolds. 2019. “A conditional cash transfer and Women’s empowerment: Does Bolsa Familia Influence intimate partner violence?” *Social science & Medicine* 238: 112462.
 - The Family Monitoring of Bolsa Familia Program. *IPC-IG*.

Week 13: Rights and Violence***Tuesday, November 9th, 2021***

- *Readings*
 - “Womens Rights in Central Asia” *Central Asia Solidarity Groups*.
 - “Women’s Rights”. Amnesty International
 - Englehart, Neil A., and Melissa K. Miller. 2014. “The CEDAW Effect: International Law’s Impact on Women’s Rights.” *New York Law School Journal of Human Rights* 13(1): 22–47.

Thursday, November 11th, 2021

- *Readings*
 - Krook, Mona Lena, and Juliana Restrepo Sanín. 2016. “Gender and political violence in Latin America.” *Política y gobierno* 23(1): 125–157.

Week 14: Women and the Environment***Tuesday, November 16th, 2021***

- *Readings*
 - Whyte, Kyle Powys. 2014. “Indigenous Women, Climate Change Impacts, and Collective Action.” *Hypatia* 29(3): 599–616.

Thursday, November 18th, 2021

- *Readings*
 - Sisters on the Planet Series

Week 15: Thanksgiving Break*Tuesday, November 22nd, 2021*

- No in-person class. Available over email and for virtual meetings

Thursday, November 24th, 2021

- No class. THANKSGIVING.

Week 16: Conclusions & Projects*Tuesday, November 30th, 2021*

- *Readings*
 - The All-Women Mariachi Group That's Lifting Our Spirits. 2019. *Code Switch*
 - China's 'Kingdom of women'. 2021. *Witness History*

Thursday, December 1st, 2021

- *Readings*
 - Final class wrap-up and reflection
 - Final project session
 - **Remember: Final project memo due Tuesday, December 14th, 2021 by 11:59 P.M.**