

**INL 4931: Women and World Politics**  
University of Florida – Fall 2020  
Tuesday 4:05-4:55 pm and Thursday 4:05-6:00 pm  
Online

---

---

**Dr. Annie Watson**  
[kane.watson@ufl.edu](mailto:kane.watson@ufl.edu)  
Virtual Office Hours: Wednesday 1:00-4:00pm (and/or by appointment)  
Office Hours Link: Provided on Canvas

---

---

**Course Description and Objectives**

This course is designed to provide a survey of women and politics around the world. The questions we will address include: Why study women in world politics? Why does representation matter? What are women's rights, and how have they developed over time with the support of social movements? What does it mean to take a feminist approach to studying international affairs? How are women differently impacted by conflict, poverty, religion, and economic globalization? More broadly, we will dedicate much of our time to honing analytical reading, writing, and discussion skills that can be applied beyond the subfield of women and politics. As such, by the end of this course, you will be able to:

- Critically analyze arguments made by political scientists.
  - Identify research questions and thesis statements in academic articles.
  - Efficiently summarize academic articles.
  - Craft research questions and thesis statements on topics of interest.
- Relate feminist theories to current events.
- Understand and explain gendered systems of inequality and their effects.
- Trace the development of international norms around women's rights.
- Explain the consequences (positive and negative) of various forms of interventions with the intent to improve equality.
- Define agency and discuss its varying forms.

**Required Readings**

All required readings will be shared with you on Canvas. Please do not distribute these materials to people beyond this class.

**Course Requirements and Evaluation**

**Policy Brief (20 points, in pieces)**

The final project for the class is a policy brief on a women's rights issue/situation of your choice. This should be country-specific, written for the eyes of the head of government of that country.

The final brief will take the following form: a **title** that clearly communicates your topic and/or position, a concise **description of the problem** that the policy should address, a concise **description of the existing policy** (with key elements of how it works and any relevant aspects of its history), at least two **strengths** and two **weaknesses** of the existing policy, the presentation and justification of at least two **specific and actionable recommendations** for strengthening or changing the policy that follow from your analysis, and a clear **conclusion**.<sup>1</sup> The strengths and weaknesses of the existing policy and your policy recommendations should be founded in academic literature.

The final product should be 5 to 6 pages—part of the point of the assignment is writing clearly and *concisely*. You will be working on the various pieces of this assignment (and turning them in) over the course of the second half of the semester. The due dates for each piece are listed below. Each assignment is due at the beginning of class.

- September 29: Topic proposal (1 point)
- October 6: Annotated bibliography (1 point)
- October 13: Description of the problem (1 point)
- October 27: Description and analysis of existing policy (1 points)
- November 10: Policy recommendations (1 point)
- November 17: First draft (5 points)
- December 8: Final draft (10 points)
- December 8 and 15: Policy briefing (10 points, described below)

### **Policy Briefing (10 points)**

During the last week of class and the final exam period, we will hold a series of policy briefings, where each student will take 4-5 minutes to present their policy briefs to President Watson and her cabinet (the rest of the class). This is a formal presentation; as such, you will need to prepare a slideshow or other visual aid. Remember: You're trying to convince the head of government that your recommendations are the best solution for addressing the problem you have identified!

### **Four Short Reflections (5 points each for 20 points)**

Each student will upload 4 short (250-350 word) reflections to the relevant Canvas discussion board. Each reflection assignment's grade will be based on content (Did you follow instructions?) as well as the quality of the writing. All reflections must include proper citations and are due by the start of class on their due dates.

- September 15: Reflection #1  
Find a hashtag, twitter account, Facebook page, or blog that is relevant to women and world politics. Look through some recent posts and write a reflection that addresses how your finding fits into our understanding of (global) women's rights.
- September 29: Reflection #2

---

<sup>1</sup> Adopted from <http://influencingsocialpolicy.org/resources/activities-assignments/>.

Write a reflection that considers (at least) one way the Howard-Hassman reading informed your understanding of *She's Beautiful When She's Angry*. Your reflection should include direct quotes from the reading to make your point.

- November 3: Reflection #3  
Find and share two news articles discussing a case where women have been impacted by economic globalization. These articles should be addressing the same situation from different perspectives. Why is this a case of globalization? How were women impacted? Is one article more convincing than the other? Why or why not?
- November 24: Reflection #4  
Find and discuss a specific example of women's agency in a "surprising" place. What makes it surprising? Why is this a display of agency?

### **Engagement with the Reading (30 points)**

These points will come from a combination of engaging with the readings and each other on the Perusall application and from the completion of a reading workbook (provided to you on Canvas). We will discuss each aspect of this assignment in greater detail in class.

### **Attendance and Participation (10 points each for 20 points)**

This semester, we'll all be attending class virtually and synchronously, through Zoom meetings set up in Canvas. (Details about the technology support available to you are included at the end of this document.) As in a face-to-face course, attendance and participation are a necessary condition for satisfactory achievement in this class. The best way for you to learn is to engage with the material and to debate and discuss it at length with your peers. Thus, excellence in participation means more than just talking a lot in class; rather, it requires that your participation be high in both quality and quantity.

Each student gets one unexcused absence (for any reason). Additional unexcused absences will result in a 0 for attendance and participation for that day. Missing more than half of the classes for unexcused reasons will result in a failing grade.

### **Grading Scale**

Grades are constructed to reflect university standards and are summarized below. Grades will be based on how many points you earn according to the following distribution:

A	94-100 points
A-	90-93 points
B+	87-89 points
B	84-86 points
B-	80-83 points
C+	77-79 points
C	74-76 points

C-	70-73 points
D+	67-69
D	64-66 points
D-	61-63
F	Fewer than 61 points

### **Preliminary Course Schedule**

*Unless noted otherwise, assignments should be handed in at the beginning of the class period they are due. I may make changes to the reading to reflect new publications or current events; these changes will be shared with you in class and/or through Canvas e-mails.*

#### **Week 1: Introductions and Expectations**

September 1: Introductions and Expectations

September 3: Sex, Gender, and Sexuality

#### **Week 2: Broad Themes**

September 8: Gender Inequality

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

September 10: Women's Rights, Human Rights

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

#### **Week 3: The Many Faces of Feminism**

September 15: Library Resources

*Due: Reflection #1*

September 17: Feminist Theories and Social Movements

- Dhamoon, Rita Kaur. 2016. "Feminisms." *Oxford Handbook of Gender and Politics*: 85-105.
- Grady, Constance. 2018. "The waves of feminism, and why people keep fighting over them, explained." *Vox* (July 20). URL: <https://www.vox.com/2018/3/20/16955588/feminism-waves-explained-first-second-third-fourth>
- Chira, Susan. 2016. "Feminism Lost. Now What?" *New York Times* (December 30). URL: <https://www.nytimes.com/2016/12/30/opinion/sunday/feminism-lost-now-what.html>

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

September 22: *She's Beautiful When She's Angry*, Part 1

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

September 24: *She's Beautiful When She's Angry*, Part 2

### **Week 5: Participation and Representation**

September 29: Participation

- Lawless, Jennifer L. 2015. "Female Candidates and Legislators." *Annual Review of Political Science* 18: 349-366.
- Carlin, Diana B. and Kelly L. Winfrey. 2009. "Have You Come a Long Way, Baby? Hillary Clinton, Sarah Palin, and Sexism in the 2008 Campaign Coverage." *Communication Studies* 60(4): 326-343.

*Due: Reflection #2 and Topic Proposal*

October 1: Representation

- Wangnerud, Lena. 2009. "Women in Parliaments: Descriptive and Substantive Representation." *Annual Review of Political Science* 12:51-60.
- Kliff, Sarah. 2016. "The Research is Clear: Electing More Women Changes How Government Works." *Vox*. URL: <https://www.vox.com/2016/7/27/12266378/electing-women-congress-hillary-clinton>

### **Week 6: Feminist International Relations**

October 6: Diplomacy

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

*Due: Annotated Bibliography*

October 8: A Feminist Foreign Policy?

- Nordberg, Jenny. 2015. "Who's Afraid of a Feminist Foreign Policy?" *The New Yorker*. URL: <https://www.newyorker.com/news/news-desk/swedens-feminist-foreign-minister>
- Zenko, Micah. 2013. "Walking Loudly and Carrying a Big Stick." *Foreign Policy*. URL: <https://foreignpolicy.com/2013/08/06/walking-loudly-and-carrying-a-big-stick/>

### **Week 7: Conflict, Violence, and Security**

October 13: Women in Combat

- Darden, Jessica Trisko and Ora Szekely. 2015. "Warfare isn't just a man's game anymore." *The Washington Post*. URL: [https://www.washingtonpost.com/news/monkey-cage/wp/2015/02/09/warfare-isnt-just-a-mans-game-anymore/?noredirect=on&utm\\_term=.172e08ab6589](https://www.washingtonpost.com/news/monkey-cage/wp/2015/02/09/warfare-isnt-just-a-mans-game-anymore/?noredirect=on&utm_term=.172e08ab6589)
- Mackenzie, Megan H. 2015. "True Grit: The Myths and Realities of Women in Combat." *Foreign Affairs*. URL: <https://www.foreignaffairs.com/articles/2015-08-12/true-grit>

*Due: Description of the Problem*

October 15: Women in War

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

### **Week 8: Peace Building**

October 20: Peace Processes

- Hunt, Swanee and Cristina Posa. 2001. “Women waging peace.” *Foreign Policy*: 38-47.
- Charlesworth, Hilary. 2008. “Are women peaceful? Reflections on the role of women in peace-building.” *Feminist Legal Studies* 16(3): 347-361.

*Due: Reading Workbook Check 1*

October 22: Peacekeeping

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

### **Week 9: Political Economy**

October 27: Globalization

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

*Due: Description/Analysis of Existing Policy*

October 29: Domestic Labor

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

### **Week 10: Sex Work and Human Trafficking**

November 3: Human Trafficking

- Brysk, Allison. 2009. “Beyond Framing and Shaming: Human Trafficking, Human Security, and Human Rights.” *Journal of Human Security* 5(3): 8-21.
- Kessler, Glenn. 2015. “Why You Should Be Wary of Statistics on Modern Slavery and Trafficking.” *The Washington Post*. URL: <https://www.washingtonpost.com/news/fact-checker/wp/2015/04/24/why-you-should-be-wary-of-statistics-on-modern-slavery-and-trafficking/>

*Due: Reflection #3*

November 5: Sex Work

- Robbins, Liz. 2014. “In a Queens Court, Women in Prostitution Cases Are Seen as Victims.” *New York Times*. URL: <https://www.nytimes.com/2014/11/23/nyregion/in-a-queens-court-women-arrested-for-prostitution-are-seen-as-victims.html>

- Trivedi, Ira. 2015. "The Lady and the Tramp: Why Young Graduates End Up in India's Sex Industry." *Foreign Affairs*. URL: <https://www.foreignaffairs.com/articles/india/2015-08-07/lady-and-tramp>

### **Week 11: Violence Against Women**

November 10: Femicide and Assault

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

*Due: Policy Recommendations*

November 12: Female Genital Mutilation

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

### **Week 12: Conservative Groups and Agency**

November 17: Terrorism

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

*Due: First Draft*

November 19: Conservative Groups

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

### **Week 13: Child Marriage**

November 24: Child Marriage

- Reiss, Fraidy. 2017. "Why can 12-year-olds still get married in the United States?" *The Washington Post*. URL: [https://www.washingtonpost.com/posteverything/wp/2017/02/10/why-does-the-united-states-still-let-12-year-old-girls-get-married/?utm\\_term=.62f8e4506bf0](https://www.washingtonpost.com/posteverything/wp/2017/02/10/why-does-the-united-states-still-let-12-year-old-girls-get-married/?utm_term=.62f8e4506bf0)
- Mikhail, Susanne Louis B. 2002. "Child marriage and child prostitution: Two forms of sexual exploitation." *Gender & Development* 10(1):43-49.

*Due: Reflection #4*

November 26: NO CLASS (THANKSGIVING)

### **Week 14: Further Topics**

December 1: Abortion

- Asal, Victor, Mitchell Brown, and Renee Gibson Figueroa. 2008. "Structure, Empowerment, and the Liberalization of Cross-National Abortion Rights." *Politics & Gender* 4: 265-284.

December 3: Queer Theory

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

*Due: Reading Workbook Check 2*

### **Week 15: Policy Briefings**

December 8: Policy Briefings

*Due: Final Draft*

December 10: NO CLASS (READING DAY)

**December 15: Final Exam Period 5:30 pm-7:30 pm (Policy Briefings)**



## **Course Policies**

### **Students with Disabilities**

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the UF Disability Resource Center (DRC) as soon as possible (<https://disability.ufl.edu/> or (352) 392-8565). To obtain a classroom accommodation, you must first pre-register with the DRC by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to your instructors when requesting an accommodation. I am always happy to make whatever accommodations you may need to be successful in the course.

### **Academic Honesty**

Academic integrity is a core value of institutions of higher learning. All students, upon enrolling, are held to the Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” It is your responsibility to avoid plagiarism, cheating, and dishonesty. The university policy on academic integrity is posted at: <https://archive.catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>.

To qualify the application of the policy in this course: papers and other assignments should be your own work (though you may ask others for suggestions). Any material drawn from other sources must be properly cited. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to me.

### **An Inclusive Classroom**

Political debates and discussions can become quite heated. This passion is part of what makes the study of politics fun! However, the fun ends where personal attacks and disrespect begin. Creating an inclusive, respectful, and safe classroom environment is integral to the success of this course. To this end, all class members are expected to treat each other at all times with respect, courtesy, tolerance, fairness, and justice.

### **Communicating with the Instructor**

My primary method of communicating with you outside of class time/office hours will be through the Canvas messaging system (which also communicates with your school-assigned e-mail address). You will be held responsible for regularly checking this account. Assignment changes, important dates, and other valuable information may be sent to this account over the course of the term. Please check it daily. I do my best to answer e-mails within 24 hours (but rarely answer e-mails at night or on weekends).

I have posted office hours on Wednesdays from 1 pm to 4 pm. During this time period, you should feel free to come to my virtual office on Zoom (link at the top of the syllabus) and discuss any questions you may have about the class. If this time does not work for you, I am more than happy to set up an appointment.

### **Late Work**

The late submission of assignments will result in a 10 percent reduction in points per day it is late, unless alternative arrangements are made with the instructor. *If you are worried about meeting deadlines or if something comes up, please come talk to me as soon as possible.* I can't help if I don't know what's going on.

### **Recording**

Because of privacy issues, I will not be recording our class sessions. As in a face-to-face class, attendance is expected; when you are absent, you are encouraged to reach out to a classmate to get their supplementary notes on the day's material. As in all courses, unauthorized recording and sharing of recorded materials is prohibited. Please note that Florida is a two-party consent state; it is against the law to record others without their permission.

### **Cameras On/Off**

There will be times in which I request you turn on your camera to help facilitate discussion and active learning. These times will often occur in our group or team discussions. Please feel free to use Zoom's free virtual background feature as desired—no green screen required. Beyond these "camera on" times, I will not require cameras to be on but do encourage you to keep them on if you feel comfortable, as it can help facilitate discussion throughout lecture and help keep us all engaged.

### **Course Evaluations**

At the end of the semester, you will have the chance to provide feedback on the course by completing an online course evaluation through GatorEvals. You will be notified when the evaluation period opens and can complete the evaluation in one of two ways: through the email you receive from Gator Evals or from your Canvas course menu under GatorEvals.

### **Changes to the Syllabus**

The course syllabus is a general plan for the course; deviations by the instructor may be necessary. As such, I reiterate the absolute necessity that you (1) come to class and (2) regularly check your e-mail.

## **Campus Resources**

### **Technology Resources**

The entirety of our course will take place virtually, requiring the use of a working computer and access to audio-visual resources (e.g., webcam, microphones). If you are struggling to use Zoom, please review the UF Quick Start guides (<https://elearning.ufl.edu/zoom/>). There is also information available regarding connectivity issues (<https://elearning.ufl.edu/media/elearningufl.edu/keep-teaching/Connectivity-Options.pdf>).

The UF Computing Help Desk can assist you with any of your technical issues. You can access the Help Desk 24/7 at <https://helpdesk.ufl.edu/>, 352-392- HELP (4357), or [helpdesk.@ufl.edu](mailto:helpdesk.@ufl.edu). If you use email, write from your [gatorlink@ufl.edu](mailto:gatorlink@ufl.edu) email address or include your UFID and/or GatorLink username (NOT your password!) in the body of the email. Provide complete information regarding the course and content to which you are referring.

Finally, keep in mind that in a pinch you can dial in to our virtual class using your cellphone to participate in class.

### **Academic Resources**

There are many academic resources available to you on campus throughout the semester. These include:

- E-learning Technical Support—Contact the UF Computing Help Desk at (352) 392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- Library Support—Various ways to receive assistance with respect to using the libraries or finding resources.

<https://uflib.ufl.edu/find/ask/>

- Teaching Center—Offers support for general study skills and tutoring. Located in Broward Hall, contact by phone at (352) 392-2010 or make an appointment at (352) 392-6420.

<https://www.teachingcenter.ufl.edu>

- Writing Studio—Help with brainstorming, formatting, and writing papers. Now offering online consultations! Located at 2215 Turlington Hall; contact at (352) 846-1138.

<http://www.writing.ufl.edu/writing-studio>

- Student Complaints

<https://www.sfa.ufl.edu/written-student-complaints/>

<https://distance.ufl.edu/getting-help/student-complaint-process/>

## Hardship Resources

Being a student can be hard. Your lives are changing, and college can be a stressful environment. *There is no shame in struggling with this.* If you are feeling depressed or otherwise concerned about your mental health, please reach out to UF's Counseling and Wellness Center (CWC). Their website is <https://counseling.ufl.edu/services/>, and their phone number is (352) 392-1575.

If you are experiencing other kinds of hardship, UF has a number of services that may help. These include, but are not limited to, the provision of food, clothing, professional clothing, and school supplies, described in greater detail below.

- Alan and Cathy Hitchcock Field & Fork Pantry—Provides *free* non-perishable food items, toiletries, and fresh produce with the swipe of a UF ID card for those in need. There is also an online order form.

<https://pantry.fieldandfork.ufl.edu/>

- UMMatter—Links to multiple campus resources for making healthcare appointments, reporting incidents of bias, health promotion services, substance abuse recovery and support, sexual violence response, mental health and academic support, support for students experiencing homelessness, and more.

<https://umatter.ufl.edu/helping-students/your-well-being/>

If you or someone you know is in distress, you can reach out to them either through the website above, at [umatter@ufl.edu](mailto:umatter@ufl.edu), or at (352) 392-1575.

- HealthStreet Drive Up Services—Provision of clothing, toiletries, naloxone (Narcan), masks, and medical referrals.

<http://healthstreet.program.ufl.edu/our-community-our-health-2/covid-19-resources/#create-a-page-jump-2>

- More HealthStreet Resources—HealthStreet has also curated an extensive list of resources that you might find particularly helpful for staying safe and healthy during the pandemic, including community resources for medical and social services, financial assistance, food/grocery and medicine delivery services, online exercise resources, mental health resources, recovery resources, support for parents, and suggestions for ways to socialize while physically distancing.

<http://healthstreet.program.ufl.edu/our-community-our-health-2/covid-19-resources/>

- Aid-a-Gator—Provides students with emergency funding intended to “help our students’ need to cover costs related to unanticipated travel, additional technology requirements, or other needs related to an emergency situation.

<https://www.sfa.ufl.edu/aidagator/>

If you have a family member whose financial situation was affected by the Covid-19 crisis, especially through loss of work hours or their job, you can submit a revision petition for consideration of having their income reevaluated. UF is encouraging these students to complete the 2019-20 Financial Aid Revision Petition and the 2020-2021 Revision Petition.

- UF Multicultural & Diversity Affairs—Advocates for an inclusive campus for all students across identities and offers a wide range of services, educational opportunities, learning, support, outreach, and activities to students.

<https://multicultural.ufl.edu/>

For other crises it might be helpful to have the following on hand:

- UF Health Shands Emergency Room/Trauma Center: (352) 733-0111
- Gainesville Police Department: (352) 955-1818 (non-emergency line)

<http://www.gainesvillepd.org>

My (virtual) office door is also always open to you. Please keep in mind that I am a Title IX mandatory reporter.