

LSC Use Only Proposal No:
LSC Action Date:

UWUCC Use Only Proposal No: 13-62
UWUCC Action Date: App-9/24/13 Senate Action Date: App-10/8/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Sarah Wheeler	Email Address wheeler@iup.edu
Proposing Department/Unit Political Science	Phone 7-2290

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: **PLSC 404/504 Women and Politics**

2. Liberal Studies Course Designations, as appropriate
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Sarah Wheeler</i>	<i>2/27/13</i>
Department Chairperson(s)	<i>J.R. F. Sisson</i>	<i>2-27-2013</i>
College Curriculum Committee Chair	<i>[Signature]</i>	<i>6-12-13</i>
College Dean	<i>[Signature]</i>	<i>6/12/13</i>
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Dechrist</i>	<i>9/24/13</i>

Received

AUG 28 2013

Liberal Studies

SYLLABUS OF RECORD

PLSC 404/504 Women and Politics

Credits: 3.00

Catalog Description: Prerequisites: None. Focuses on the role of women in political life, and policies that especially affect women in both developing and developed countries.

Lecture: 3.00

College: Humanities and Social Sciences

Department: Political Science

Syllabus of Record

Women and Politics PLSC 404/504

3 class hours
0 lab hours
3 credits
(3c-0l-3cr)

- I. IUP Catalog Description:** Prerequisites: None. Focuses on the role of women in political life, and policies that especially affect women in both developing and developed countries.

Rationale: Women are the majority of most countries' population yet they remain a political minority. The political situation of women and the strategies developed to enhance women's participation in governance varies greatly. By examining these different strategies and divergent outcomes students also learn about different cultures as well. This course is quite standard at many other universities. We will focus especially on women's participation in political parties and social movements, women as voters and candidates in political national elections, the relationship between feminism and the state and gender within international politics. The course will draw on examples from various regions in the world without having false dichotomies of developed and developing nations. We will examine in a cross-national, cross-regional perspective current developments in the field of women and politics. Women comprise roughly half the population of almost every country and make up fewer than 19% of all parliamentarians. We will examine women's participation in institutional and non-institutional politics and uncover the factors that contribute to their participation as well as to understand the consequences of their participation.

- II. Course Outcomes:** Students will (1) demonstrate familiarity with the main trends in women's participation in institutional and non-institutional politics in both developed and developing countries. (2) evaluate the policy arguments in relation to alleviating women's underrepresentation in legislative bodies around the world. (3) critique various versions of feminist political ideologies coherently in written and oral form. (4) assess the impact of laws implemented to combat obstacles to women's participation in the labor force on an equal standing with men.

Additional Graduate level outcomes:

Students will

5) critique a professional analysis of recent changes in the field of policies related specifically to women.

6) apply the critique of the professional analysis to current international conflict/issues where the arguments can be exemplified.

7) recognize and evaluate gender bias in public policy in a particular country and recommend avenues for social change in this area.

- III. Course Outline:**

Week 1: Introduction to the class: Overview of the scope of the course and expectations.

Week 2 - Topic: Women and Institutional Politics

Readings: Henderson, Ch. 1 and Paxton Ch. 1 The Historical Context of Women and Politics, Paxton. Ch 2 Women and Political Representation, and Paxton, Ch 3
(Deadline to Choose Country Assignment)

Week 3: Looking for Explanations in Culture and Social Structure, Readings: Paxton. Ch. 4;
Looking for Explanations in political systems, Paxton, Ch 5

Week 4: Looking for International Explanations, Paxton, Ch 6

But do women really make a difference? Paxton, Ch. 7

Week 5: Women in Institutional Politics around the World;

Women and Politics in the US, Paxton, Ch. 9

Week 6: Women in Politics in Eastern Europe and Central Asia, Paxton, pp. 217-227

Women in Politics in Latin America and the Caribbean, Paxton. Pp. 228-236

Women in Politics in Sub-Saharan Africa, Paxton. pp. 237-243

Week 7: Women in Politics in Asia and the Pacific Island, Paxton, pp. 244-251

Women in Politics in the Middle East and North Africa, Paxton, pp. 252-256

Week 8: Quotas and women in politics: Types and effectiveness:

Phillips, Anne. 1995. "Quotas for Women." In *The Politics of Presence: The Political Representation of Gender, Ethnicity, and Race*. New York: Oxford University Press, 57-83.

Dovi, Suzanne. 2002. "Preferable Descriptive Representatives: Will Just Any Woman, Black, or Latino Do?" *American Political Science Review* 96 (4): 729-743.

Krook, Mona Lena. 2009. *Quotas for Women in Politics: Gender and Candidate Selection Reform Worldwide*. New York: Oxford University Press, 161-205.

Grey, Sandra. 2006. "Numbers and Beyond: The Relevance of Critical Mass in Gender Research." *Politics & Gender* 2(4): 492 – 501.

Beckwith, Karen and Kimberly Cowell-Meyers. 2007. "Sheer Numbers: Critical Representation Thresholds and Women's Political Representation." *Perspectives on Politics* 5(3): 553-565.

Childs, Sarah and Mona Lena Krook. 2006. "Should Feminists Give Up on Critical Mass? A Contingent Yes." *Politics & Gender* 2(4): 522-530.

Wangnerud, Lena. 2009. "Women in Parliaments: Descriptive and Substantive Representation." *Annual Review of Political Science* 12:51-69.

Franceschet, Susan and Jennifer M. Piscopo. 2009. "Gender Quotas and Women's Substantive Representation: Lessons from Argentina." *Politics & Gender* 4 (3): 393-425.

Week 9: Social Movements and Women, Henderson, Ch 2
Social Movements and Women. Cont'd, Henderson, Ch 2 Women and Revolutionary Movements, Henderson, Ch 3

Week 10: Women and Revolutionary Movements Continued, Ch 3 Henderson

Week 11: Women and Employment, Henderson, Ch 4
Women, Work and Family, Henderson, Ch. 5 Abortion Politics, Henderson, Ch 6

Week 12: Gender, Development and International Organizations, Henderson, Ch. 7
Women and the Global Economy, Henderson, Ch. 8, Women and Education, Henderson, Ch. 10, Women and Health, Henderson, Ch.9

Week 13: Women and War and Violence, Henderson, Ch. 11 Also Student Presentations.

Week 14: Student Presentations: *All Country Assignments are Due*

Week 15: Final Exam.

IV. Evaluation Methods: Because this course is dual-listed as both an advanced undergraduate and as a graduate course, course requirements and standards of evaluation will not be identical for all participants. All members of the class will be expected to complete reading assignments on time, to attend class meetings regularly, and to participate in an active and informed manner in the class discussions. The requirements for this course are: a midterm, a final, a term paper, an oral presentation, current event article report from The New York Times (NYT), and two additional assignments for graduate students: an article review and public policy review. Grades will be assigned by the following formulas:

Grade Breakdown:

Undergraduate Students	Graduate Students
35% Midterm exam	25% Midterm exam
35% Final exam	25% Final exam
20% Term paper & presentation of it	20% Term paper & presentation of it
10% NYT assignment	5% NYT assignment
	10% Article review
	15% public policy review - gender bias

Country Assignment (term paper and presentation): Each Student in expected to choose a specific country and examine the participation of women in politics there and engage with substantial questions that emerge from such participation. This assignment comprises a written paper (10-15 pages, double spaced) as well as an oral presentation.

GRADING RUBRIC for the Term Paper

A: Outstanding: clear and compelling (not obvious or redundant) argument presented in the introduction and in each body paragraph; clear evidence that supports argument in each body paragraph; no summary; no long block (indented) quotes; all sources are cited with Works Cited page; conclusion does not just summarize essay, but presents ideas which extend out of what you have discussed. Essay is well-organized with no spelling/grammatical errors, and shows a real understanding of all readings as well as a rigorous engagement with the topic.

B: Very good: clear argument presented in the introduction; clear evidence that supports argument in each body paragraph; no summary; no long block (indented) quotes; all sources are cited with Works Cited page; conclusion does not just summarize essay, but presents ideas which extend out of what you have discussed in your essay. Essay is well-organized with few spelling/grammatical errors; demonstrates an understanding of most of the readings; conclusion shows an attempt to get to the heart of some kind of argument.

C: Satisfactory: introduction contains some kind of central idea or argument; each body paragraph is somehow related to the introduction, block quotes are used; sources are cited, but not properly or consistently; no Works Cited page; cursory understanding of the readings; essay is disorganized and contains spelling/grammatical errors; conclusion simply summarizes essay.

D: Essay meets minimum page requirement; introduction has no focus; body paragraphs meander aimlessly from idea to idea; essay contains summary and block quotes; some sources are cited, but not properly; no Works Cited page; conclusion is non-existent or abrupt.

F: Essay does not meet minimum page requirement; introduction has no focus; body paragraphs meander aimlessly from idea to idea; essay contains summary and block quotes; no Works Cited page; conclusion is non-existent or abrupt. Essay contains un-cited passages and/or ideas, i.e. plagiarism.

For Graduate Students: Papers described in the undergraduate categories for a grade of D or F will receive an F since the grade of D is not available for graduate students.

Article Review (for graduate students)

Each graduate student is required to prepare an article review. The article should be from a relatively recent scholarly journal. Students are strongly encouraged to check the acceptability of their choices with the instructor.

The review should be typed, double-spaced, and written in standard English with customary form. It should be approximately 5000 words long. You must begin with a complete citation and must attach a copy of the article. The review should be structured as follows:

1. A summary of the article (30% of the review), and
2. A critique of the article (70% of the review).

Remember that a critique points out both the positive as well as the negative aspects of the article as a whole and is not to be a commentary on the concepts in the article per se. **Public Policy Review of Gender Bias (for graduate students)**

Each graduate student is required to conduct research on a particular country to examine instances of gender bias in public policies of that country. A report of at least 5000 words should summarize the policies in which gender bias was found. The background pertaining to the instances of gender bias and a description of any past and/or current efforts to eliminate the policy bias should also be described, along with a brief analysis or comparison to other countries efforts to eliminate similar policy gender bias. Sources for the information should be cited using a standard format such as APA or MLA.

Class Participation : Students are expected to discuss all of the assigned readings on each given class as well as participate in in-class projects.

Academic Honesty

Students at the University are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an examination, or to allow another to commit an act of academic dishonesty corrupts the essential process by which knowledge is advanced. Academic dishonesty may include, though may not be limited to, plagiarism (the presentation of another's words, ideas, or data as one's own), fabrication (inventing of data or falsification of research), and cheating (an act of deception, successful or otherwise, intended to misrepresent the mastery of knowledge when such knowledge has indeed not been mastered). Academic dishonesty of any variety is grounds for receiving an F for the course and referral to the university for adjudication and sanctions that potentially include suspension or permanent expulsion from the university. More specific information on academic dishonesty and other issues can be found in the IUP Academic Integrity Policy, which you are required to know and abide by.

V. Grading Scale:

Grades will be given solely on the basis of performance, not according to a "curve" or any predetermined distribution. The grading scale is as follows:

Undergraduate Students		Graduate Students	
90-100	A	90-100	A
80-89	B	80-89	B
70-79	C	70-79	C
60-69	D	69 or below	F
59 or below	F		

VI. Attendance: If you are to do well in this class it is imperative that you attend regularly. This is a very rigorous course. Missing classes will put you at a great disadvantage. Excessive absenteeism will affect your final grade by hurting your knowledge of material covered in class. Students absent on days when assignments and tests are returned are responsible for obtaining these materials.

VII. Required Texts:

(A) Pamela Paxton and Melanie Hughes, "Women, Politics and Power: A Global Perspective," Pine Forge Press, 2007 (Referred to as "Paxton" in the course schedule)(B)

Sarah Henderson, "Women and Politics in a Global World," Second Edition, OUP (Referred to as "Henderson" in the course schedule).

Addtl Required Readings: These will be available on reserve at the library and also when possible available on Moodle or D2L. Some may also be accessed digitally through the library online journal system.

Beckwith, Karen and Kimberly Cowell-Meyers. 2007. "Sheer Numbers: Critical Representation Thresholds and Women's Political Representation." *Perspectives on Politics* 5(3): 553-565.

Celis, Karen. 2008. "Studying Women's Substantive Representation in Legislatures: When Representative Acts, Contexts and Women's Interests Become Important." *Representation: Journal of Representative Democracy* 44(2): 111-124.

Childs, Sarah and Mona Lena Krook. 2006. "Should Feminists Give Up on Critical Mass? A Contingent Yes." *Politics & Gender* 2(4): 522-530.

Childs, Sarah and Mona Lena Krook. 2009. "Analyzing Women's Substantive Representation: From Critical Mass to Critical Actors." *Government and Opposition* 44 (2): 125-145

Dahlerup, Drude and Lenita Freidenvall. 2005. "Quotas as a 'Fast Track' to Equal Political Representation for Women: Why Scandinavia is No Longer the Model." *International Feminist Journal of Politics* 7 (1): 26-48.

Dovi, Suzanne. 2002. "Preferable Descriptive Representatives: Will Just Any Woman, Black, or Latino Do?" *American Political Science Review* 96 (4): 729-743.

Franceschet, Susan and Jennifer M. Piscopo. 2009. "Gender Quotas and Women's Substantive Representation: Lessons from Argentina." *Politics & Gender* 4 (3): 393-425.

Grey, Sandra. 2006. "Numbers and Beyond: The Relevance of Critical Mass in Gender Research." *Politics & Gender* 2(4): 492 – 501

Krook, Mona Lena. 2009. *Quotas for Women in Politics: Gender and Candidate Selection Reform Worldwide*. New York: Oxford University Press, 161-205.

Murray, Rainbow. 2010. "Second Among Unequals? A Study of Whether France's 'Quota Women' Are Up to the Job." *Politics & Gender* 6 (1): 93-118.

Phillips, Anne. 1995. "Quotas for Women." In *The Politics of Presence: The Political Representation of Gender, Ethnicity, and Race*. New York: Oxford University Press, 57-83.

Wangnerud, Lena. 2009. "Women in Parliaments: Descriptive and Substantive Representation." *Annual Review of Political Science* 12:51-69.

VIII. Special Resource Requirements: None

IX. BIBLIOGRAPHY

- Carroll, S. & Fox, R., (2009). *Gender and Elections: Shaping the Future of American Politics*. Cambridge University Press, 2 ed.
- Dolan, J., et al., (2010). *Women and Politics: Paths to Power and Political Influence*. Pearson.
- Ford, L. (2010). *Women and Politics: The Pursuit of Equality*. Wadsworth Publishing, 3 Ed.
- Hawkesworth, M. (2012). *Political Worlds of Women: Activism, Advocacy and Governance in the Twenty-First Century*. Westview Press.
- Henderson, S., & Jeydel, A., (2009). *Women and Politics in a Global World*. Oxford University Press: London, Second Edition.
- Krook, M. (2010). *Quotas for Women in Politics: Gender and Candidate Selection Reform World Wide*. Oxford University Press.
- Lawless, J., & Fox, R., (2010). *It Still Takes a Candidate: Why Women Don't Run for Office*. Cambridge University Press.
- Moghadam, V. ed., (2007). *From Patriarchy to Empowerment: Women's Participation, Movements and Rights in the Middle East, North Africa and South Asia*. Syracuse University Press.
- Paxton, P. (2007). *Women, Politics and Power: A Global Perspective*. Sage Publications: London.
- Peterson, S., & Runyan, A. (2009). *Global Gender Issues in the New Millennium*. Westview Press, Third Edition.
- Sjoberg, L. & Gentry, C. (2008). *Mothers, Monsters, Whores: Women's Violence in Global Politics*. Zed Books, First Ed.
- Worden, M. (2012). *The Unfinished Revolution: Voices from the Global Fight for Women's Rights*. Seven Stories Press.

Course Analysis Questionnaire

Section A: Details of the Course

A1

This course is designed for both Political Science and International Studies majors as well as an elective for students in the Women's Studies department. The material is too extensive to be entirely incorporated into another course.

A2 This course does not require changes in the content of existing courses or requirements for a program.

A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

Yes, it has been taught as a special topics course three times, most recently in Spring 2012 with 25 students.

A4 This course is to be a dual-level course: PLSC 404/504.

A5 This course may be NOT taken for variable credit.

A6 Many other higher education institutions currently offer this course.

University of Minnesota: Women and Gender in American Politics

Minnesota State University: Women and Politics

American University: Women and Politics

University of Warsaw: Women in Politics in Comparative Perspective

There are many more at both the undergraduate and graduate level.

A7 No.

Section B: Interdisciplinary Implications

B1 This course will not be taught by instructors from more than one department or team taught within the department.

B2 I am not aware of the content of this course being taught by other departments.

B3 No.

Section C: Implementation

C1 Are faculty resources adequate?

Yes. Some of the courses currently taught will be taught less frequently.

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

*Space -- No additional space needed.

*Equipment -- No additional equipment needed.

*Laboratory Supplies and other Consumable Goods -- no additions needed.

*Library Materials -- No additional resources needed.

*Travel Funds -- No additional resources needed.

C3 Are any of the resources for this course funded by a grant? No.

C4 How frequently do you expect this course to be offered. It will be offered once/year.

C5 How many sections of this course do you anticipate offering in any single semester?

One.

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students? Enrollment will be set at 25 students This

is the usual number of students for a dual level course which has a substantial amount of writing assignments.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? No.

C8 There are no plans for this course to be taught as a distance education course.

Section D: Miscellaneous

See the first page of syllabi of similar courses at three universities.

**ATTACHMENT G:
Syllabi of Comparative Courses from Other Universities**



Women and Politics

**Political Science 4/584
Summer 2008**

Dr. Carolyn M. Shrewsbury
Minnesota State University Mankato, MN 56001
MH 204C 507-389-6939 FAX: 507-389-6377
cbury@mankato.msus.edu or mail to: Dr. Carolyn M. Shrewsbury
<http://krynton.mankato.msus.edu/~cbury/web/Welcome.html>

Note: this syllabus is tentative and the class may choose to reconstruct it.

Objectives:

- To examine the intersection and interaction of gender, sexuality, race, class, and age with politics in the US.
- to describe the development of the modern women's movement and to compare those developments with other political/social movements. More specifically
 - o To see how social movements create knowledge.
 - o To identify controversies and differences among those founding and developing second wave feminism
 - o To trace the modern origins of policies concerning reproductive freedom, rape, domestic violence.
 - o To unravel the complexities of the anti-pornography debates within the feminist movement.
- to compare feminist movement politics and traditional political activity by women
- to become better thinkers, analysts, writers, speakers, and synthesizers.
- to increase one's effectiveness politically, and expand one's repertoire of political actions
- to become acquainted with women as political leaders - traditional and nontraditional
- to understand the barriers to women seeking political careers and to see ways to work around those barriers
- to understand where gender is relevant and where it isn't in politics
- to examine how feminist analysis reconceptualizes political science and politics.
- to enhance one's research skills.
- to be able to understand and deconstruct politics in the US today.
- please add at least one objective of your own.

Text: Susan Brownmiller *In Our Time* *Memoir of a Revolution*
Lisa Duke Whitaker *Women in Politics* *Outsiders or Insiders* Third Edition
various internet assignments

For other useful internet resources, see the instructor's [Resource Guide for Women, Politics and Policy.](#)

Requirements:

We will use a modified contract system for this course. You must satisfactorily complete, in a timely manner, all requirements for the grade you are seeking. Unsatisfactory work on the class participation segment will result in a lowering of your grade. Unsatisfactory work on the other segments may, with the agreement of the instructor, be redone.

**ATTACHMENT G:
Syllabi of Comparative Courses from Other Universities**

WOMEN AND GENDER IN AMERICAN POLITICS

Professor Kathryn Pearson
Department of Political Science
University of Minnesota

HSEM 3052II
2:30-3:45 Tuesday and Thursday
Carlson School of Management 1-136
Spring 2011

Office: 1468 Social Sciences Building
Office Hours: Wednesday, 1:30-3:30
Email: kpearson@tc.umn.edu
Phone: 512-626-2777

Course Description

This seminar examines gender dynamics at work in several domains of the American political system, including the mass public, electoral politics, the U.S. Congress, state legislatures, parties and social movements, and the policymaking process. We begin (and end) the course by examining the rationale for a course on women and politics. We analyze differences in the ways that women and men conceptualize politics. Why are women less likely to run for office than men? We assess gender stereotypes among the public and their influences on attitudes toward women in politics and vote choice. We study gender dynamics in electoral politics, asking what barriers women may face when running for office. Taken together, we assess the roots of women's underrepresentation in public office. We consider whether congresswomen and congressmen advocate different policy agendas and issue positions once in office, assessing the representational implications of the gender differences we uncover. Finally, we analyze the institutional features of the American political system, asking how institutions and organized interests may help and hinder women pursuing power and policy.

Required Texts/Readings

The required readings for this course include 3 books and many articles posted on WebCT. On occasion, I will post short additional required readings.

Carroll, Susan J., and Richard L. Fox, eds. 2010. *Gender and Elections: Shaping the Future of American Politics, 2nd Edition*. Cambridge University Press.

Conroy, Margaret M., Gertrude Streunagel, and David W. Ahern. 2005. *Women and Political Participation*. Washington DC: CQ Press.

Lawless, Jennifer L. and Richard L. Fox. 2010. *It Still Takes A Candidate: Why Women Don't Run for Office*. New York: Cambridge University Press.

ATTACHMENT G:
Syllabi of Comparative Courses from Other Universities

Political Science / Women's and Gender Studies 4730
Women and Politics
Spring 2012

Dr. Leslie Schwindt-Bayer
Office: 202 Professional Building
Office Phone: 882-7268
Email: schwladt@missouri.edu
Office Hours: Tu/Th 11-12

Teaching Assistant: Jessica Anderson
Office: 320 MoA Lester Hall
Email: jra063@mail.missouri.edu
Office Hours: M/W 1-3; T 11-1

Course Website: <https://blackboard.missouri.edu/>
LRes Course Link: <http://eres.missouri.edu/eres> (password pol4730)

Course Description:

Women have long been excluded from the political arena because traditional thinking believed that women's work was in the private sphere whereas men's work was in the public sphere. In recent years, however, women's participation in politics has increased around the world. Women have attained the right to vote and stand for office in nearly all countries. They hold distinct attitudes and beliefs about politics and express them by joining women's groups and women's movements, exercising their right to vote and run for office, and winning office in local and national governments. With their participation, women have altered the way that politics is done and the types of policies that countries enact. Yet the extent to which this occurs varies widely across countries and regions of the world. For example, countries as distinct as Nicaragua, Indonesia, and Finland have had female chief executives while the U.S. and many other countries have not. Scandinavian countries boast the highest representation of women in national legislatures averaging 40% while Arab states have an average of only 7% women. Women's movements have played a substantial role in politics in Latin America helping to transform countries from military-led authoritarian governments to liberal democracies, yet they have been far less visible in recent African transitions to democracy. What explains these differences? Why have some countries more successfully integrated women into politics than others? Politically, how do men and women differ, and what do these differences, if there are any, mean for how the political game is played?

This course aims to answer these questions by applying a "gender lens" to comparative politics. We will study three key parts of the political system—mass political participation, the legislature, and the executive—and analyze each from a gender perspective. Doing so allows us to distinguish women from men and consider the ways in which women participate in politics similarly or differently than men. It allows us to explore how gender shapes politics and vice versa and what the consequences of that are. And, it will teach you how to use a gender lens in your own study of politics in countries throughout the world.

I have structured this course into three parts. In the first part, we examine mass political participation through a gender lens. Specifically, we look at women's movements, the role of gender in voting and other forms of mass behavior, and women's participation in political parties. In the second part, we study the legislature from a gendered perspective, considering how women get elected to legislative office, what role gender quotas can play in the process, and how gender shapes the legislative behavior of elected officials. In the third part, we explore women's efforts to "break the highest glass ceiling" in the executive branch. We analyze the successes and failures of women who have sought executive office and the role that gender plays in that process.

Subject: Re: PLSC 404/504
From: Sharon Aikins <saikins@iup.edu>
Date: 8/29/2013 1:09 PM
To: John Sitton <jfsitton@iup.edu>

Hi John,

I was just checking to see if anyone has the original coversheet. Since it was misplaced, we will use the copy that you had delivered to us.

Thank you,
Sharon

Sharon Aikins, Administrative Assistant
saikins@iup.edu
Liberal Studies (724) 357-5715
Teaching Excellence (724) 357-7800
Women's Studies (724) 357-4753
University-wide Undergraduate Curriculum Committee (724) 357-5715
Fax (724) 357-2281
Stabley Library, Room 103
429 South Eleventh Street
Indiana University of Pennsylvania - Indiana, PA 15705-1087

On 8/29/2013 12:39 PM, John Sitton wrote:

Hi Sharon,

I was just looking over your email exchange with Chauna and now I'm not sure what you need. The history of it is that the College Chairs passed it in late March or early April but the signature page was misplaced. So I took a copy to the Dean's Office later and Yaw and, I believe, Nick Karatjas signed. (I'm in Chicago at a conference and do not have any of the records with me.)

Is the hard copy we sent on Tuesday not what you need? If so, let me know. Thanks.

John

Sent from my iPad

On Aug 28, 2013, at 2:17 PM, Sharon Aikins <saikins@iup.edu> wrote:

Hi John,

Thanks for sending over the proposal for PLSC 404/504. We will need the original - can you send that over?

Thanks,
Sharon

----- Original Message -----

Subject:Re: PLSC 404/504

Date:Wed, 28 Aug 2013 14:47:24 -0400

From:Chauna Craig <ccraig@iup.edu>

To:Sharon Aikins <saikins@iup.edu>

Hi Sharon.

The PLSC course was approved with minor revisions (to the graduate objectives), and my note on the copy of the proposal we looked at in March says that John Sitton took the original with him. That means I don't have the original signatures. Sorry.

Chauna Craig, Ph.D.
Professor of English
Dean's Associate
College of Humanities & Social Sciences
201 McElhaney Hall
Indiana, PA 15705
724-357-2280

On Tue, 27 Aug 2013 15:17:35 -0400

Sharon Aikins <saikins@iup.edu> wrote:

> It looks like Yaw's signature is a copy too. I'll wait to see what
> you discover tomorrow.

>

> Have a good evening,

> Sharon

>

> *****

>

> Sharon Aikins, Administrative Assistant

> saikins@iup.edu

> Liberal Studies (724) 357-5715

> Teaching Excellence (724) 357-7800

> Women's Studies (724) 357-4753

> University-wide Undergraduate Curriculum Committee (724) 357-5715

> Fax (724) 357-2281

> Stabley Library, Room 103

> 429 South Eleventh Street

> Indiana University of Pennsylvania - Indiana, PA 15705-1087

>

> On 8/27/2013 3:16 PM, Chauna Craig wrote:

>> Weird. Maybe we lost the original and Yaw signed a copy for John to

>> deliver? I'll be back in the office in the morning and can sort it

>> out then.

>>

>> Thanks for the details.
>>
>> On Aug 27, 2013, at 3:12 PM, "Sharon Aikins" <saikins@iup.edu>
>>wrote:
>>
>>> It's really a bad copy - would be good to have an original. It was
>>>signed by Sarah Wheeler & John Sitton on 2/27/13. Yaw signed on
>>>6/12/13.
>>>
>>> *****
>>>
>>> Sharon Aikins, Administrative Assistant
>>> saikins@iup.edu
>>> Liberal Studies (724) 357-5715
>>> Teaching Excellence (724) 357-7800
>>> Women's Studies (724) 357-4753
>>> University-wide Undergraduate Curriculum Committee (724) 357-5715
>>> Fax (724) 357-2281
>>> Stabley Library, Room 103
>>> 429 South Eleventh Street
>>> Indiana University of Pennsylvania - Indiana, PA 15705-1087
>>>
>>> On 8/27/2013 3:09 PM, Chauna Craig wrote:
>>>> Hmm. I can look tomorrow, but I don't think I have any curriculum
>>>>other than our photocopies at this point.
>>>>
>>>>
>>>> On Aug 27, 2013, at 3:02 PM, "Sharon Aikins" <saikins@iup.edu>
>>>>wrote:
>>>>
>>>>> Hi Chauna,
>>>>>
>>>>> I just had a copy of a UWUCC proposal for PLSC 404/504 Women and
>>>>>Politics delivered from John Sitton's office. It has Yaw's signature
>>>>>dated 6/12. We have not received the original yet. Can you check to
>>>>>see if the original is ready for us?
>>>>>
>>>>> Thanks,
>>>>> Sharon
>>>>>
>>>>> --
>>>>> *****
>>>>>
>>>>> Sharon Aikins, Administrative Assistant
>>>>> saikins@iup.edu
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>>>>> Teaching Excellence (724) 357-7800
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>

