When we talk about women and politics, we are not simply talking about women in politics or adding a “woman’s lens” to politics; rather, we are talking about how women as a gendered category are political constructed, how this gendered category of womanhood helps constitute political subjects of men and women, and how women are shaped by—and how they shape—political processes and structures. For instance, think about how a nation is rallied to war with the almost necessary trope of “protecting women and children.” Following upon this example, think about how warfare (as Clausewitz famously said: “war is politics by other means”) and the continual preparation for war or “national defense” affects women as victims, as soldiers, as sex workers, as family members, as politicians, and as citizens. Thus, the goal of this course is to talk about and think through the varying ways in which this interaction of women and politics is evident everywhere, everyday.

In addition, we will examine the political roles of women in society, women’s issues in American and world politics, and how the political is the personal in women’s lives. We will compare and contrast different feminisms in the U.S. and throughout the globe, and we will analyze political, social, racial and economic trends facing the modern women’s movements.

**Student Learning Outcomes**

By the end of the semester, students should gain:

- An understanding of key concepts & tensions about women & politics;
- Critical thinking skills related to these concepts & applied to current events;
- Analytical reading and research skills to effectively assess other people’s writings (assigned authors and fellow classmates);
- Analytical writing skills to clearly express ideas through coherent arguments;
• The ability to re-examine and challenge assumptions—including one’s own—with evidence-based inquiry and knowledge;
• The ability to clearly and effectively express ideas in writing;
• A developed empathy for, and open-mindedness about, diverse viewpoints and experiences.

To obtain these outcomes, students will utilize the following methods:
• Regular online forum discussion to address main points and relevant themes of the assigned readings and lectures (develop discussion skills);
• One critical-assessment paper comparing and contrasting political theories and practices of feminisms (develop synthesis and analysis skills);
• One legislative research project following the law-making process of a women’s issue of students’ choosing in the Hawai‘i State Legislative session, which will include testimonial, (develop argumentation skills).

TEACHING PHILOSOPHY

I believe that teaching and learning are collaborative endeavors. Accordingly, the “classroom”—as virtual as it is—provides us with a collaborative space in which to share, explore, contest, experience, and above all else, grow intellectually in ways that may contribute to our respective, overlapping communities. Open-mindedness and respect are imperative to this journey; and it is the journey that is as important as the destination(s).

Students are expected to follow the University of Hawai‘i’s Student Conduct Code (http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/) and any academic dishonest will result in zero points for the assignment and possible failure of the course:

“Because the University of Hawai‘i is an academic community with high professional standards, its teaching, research, and service purposes are seriously disrupted and subverted by academic dishonesty. Such dishonesty includes cheating and plagiarism as defined below. Ignorance of these definitions will not provide an excuse for acts of academic dishonest:

1. Cheating includes but is not limited to giving or receiving unauthorized assistance during an examination before it is given; obtaining unauthorized information about an examination before it is given; submitting another’s work as one’s own; using prohibited sources of information during an examination; fabricating or falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting of facts in order to obtain exemptions from course requirements.
2. Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement any work that has been copied in
whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student’s language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or “drylabbing,” which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms."

**STUDENT RESOURCES**

Be sure to take advantage of the following university campus services as needed:

**KOKUA Program** is available to students with disabilities to assist them in many aspects of their learning and their academic life. In this course, I will make every effort to reasonably accommodate students’ disabilities as it affects the coursework. For further information or to document a disability, please contact KOKUA at the Queen Lili’uokalani Center Room #13, tel: 1-808-956-7511 or 956-7612, email: kokua@hawaii.edu, website: [http://www.hawaii.edu/kokua/](http://www.hawaii.edu/kokua/).

**Learning Assistance Center** is available to all students to assist in writing and other academic needs, including free tutoring and workshops on time management, note taking, etc. For further information or to utilize these resources, please contact the LAC at Sinclair Library Mezzanine 1, tel: 1-808-956-6114, email: learning@hawaii.edu, website: [http://manoa.hawaii.edu/undergrad/learning/](http://manoa.hawaii.edu/undergrad/learning/).

**The Writing Center** is available to all students to want one-on-one free assistance at any stage of the writing process (getting started, drafts, research, etc.). For further information or to make an appointment, please contact the center at Kuykendall Hall 411, email: tutors@hawaii.edu, website: [https://sites.google.com/a/hawaii.edu/writingcenter/about](https://sites.google.com/a/hawaii.edu/writingcenter/about).

**Counseling and Student Development Center** is available to all students to obtain free and confidential support with personal, academic or career concerns. For further information or to utilize these resources, please contact CSDC in Queen Lili’uokalani Center Room #312, tel: 1-808-856-7927, website: [http://www.manoa.hawaii.edu/counseling/](http://www.manoa.hawaii.edu/counseling/).

**Course Requirements & Grading Criteria**

Per the academic standard of American universities, students are expected to complete three hours of course work per week for each one credit hour; therefore this 3-credit course should entail 9 hours of course work per week.
Required readings and lectures will be available online for download in the designated Resources folder of Laulima. Students are responsible for having the necessary technology to access these formats. Some students prefer to arrange for a reader to be printed for purchase at a local copy shop (for this option, all the readings should be saved to a CD or flash drive and printed in order of required dates).

Due Dates are listed here and in the Schedule section of Laulima. The Deadline is always 12:00-midnight. Submission of late work will be penalized with reduced points. Nevertheless, late work is always better than no work submitted.

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignments</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>30 points</td>
<td>Forum Discussion – Focus Questions (FQs) Answers &amp; Replies</td>
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<td>3 FQs x 2 points each = 6 points + 2 Replies x 2 pts each = 4 points = 10 pts</td>
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<td>Assigned FQ are DUE ON FRIDAYS (only to the students assigned in each particular week)</td>
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<td>REPLIES are DUE at the end of each section as noted on the course schedule (Tuesdays) – but you are encouraged to Reply to other students FQ as early or as much as you want</td>
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<td>In each of the three sections of the course, students will be assigned 3 Focus Questions, worth 2 points each as follows:</td>
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<td>• 2 points for excellent answers and thorough analysis reflecting knowledgeable engagement of the content</td>
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<tr>
<td></td>
<td>• 1 points for good answers and substantial analysis reflecting thoughtful engagement of the content</td>
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<td>• 0 points for poor/no answers</td>
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<td>In each of the three sections, students must Reply to 2 other students’ FQs, worth 2 points each as follows:</td>
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<td>• 2 points for thoughtful replies and critical analysis reflecting both the assigned text and the other students’ answers</td>
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<tr>
<td></td>
<td>• 1 point for superficial replies that do not substantively engage the text or the other students’ answers</td>
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<tr>
<td></td>
<td>• 0 points for poor/no replies</td>
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<td></td>
<td>Forum Discussions are conducted in the “Forums” section of Laulima.</td>
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</table>
### Quizzes

30 points  | Quizzes
--- | ---
3 Sections x 1 Quiz = 3 Quizzes  
3 Quizzes x 10 pts each = 30 points  

**Quiz #1** – March 10-11 (Thurs-Fri)  
**Quiz #2** – April 14-15 (Thurs-Fri)  
**Quiz #3** – May 12-13 (Thurs-Fri)

At the end of each of the three sections, there will be an ‘open-book’ quiz with multiple-choice and short-essay questions. Students have 2 full days to complete the quizzes, which are conducted in the “Test & Quizzes” section of Laulima.

### Legislative Journal

30 points  | Legislative Journal
--- | ---
10 points  | 1st outline  
10 points  | 2nd outline  
30 points  | Final Paper

**1st outline** due March 4 (Friday)  
**2nd outline** due April 8 (Friday)  
**Final Paper** due May 6 (Friday)

Students are to identify and follow the progress of 3-5 legislative bills over the course of the semester, and do the following:

1. Keep track of the bills’ progress;  
2. Identify key players for and against the bill (including lobbying interests & financial contributions);  
3. Explain the impact of the bill if it passes or does not pass;  
4. Submit testimony on behalf or against the bills;  
5. And reflect upon this process.

Specific guidelines for the 1st & 2nd outline and the Final Paper will be posted in the “Assignments” section of Laulima.

Final Papers must adhere to the following specifications:

- 4 pages, double-spaced, 10-12 point font  
- Spelling- & grammar-checked  
- Chicago-style citation

### Public Policy Proposal

10 points  | Public Policy Proposal
--- | ---

**DUE MAY 6** (Friday)

Students are to present a public policy proposal identifying a problem that women face and offering a solution. Possible proposals include:

- Written memo to public official (mayor, governor, school superintendent, etc).
• Newspaper op-ed arguing a position and urging action
• Educational video posted online or distributed to targeted audiences
• Other...

Specific guidelines will be posted in the “Assignments” section.

100 points TOTAL

EXTRA CREDIT – 5 POINTS POSSIBLE
You may receive extra credit for doing something fun, creative, educational, advocacy or activist related, electoral or political related, or otherwise relevant activity that engages the course themes and concepts. You must write a paper describing your activity and its relevance to the course. I will decide how much extra credit each activity is worth in terms of points (usually only 1-2 points each). All extra credit is DUE MAY 6 (Friday).

GRADING SCALE

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97-100%</td>
<td>A+</td>
</tr>
<tr>
<td>94-96%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
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<tr>
<td>84-86%</td>
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<td>80-83%</td>
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<tr>
<td>77-79%</td>
<td>C+</td>
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<td>74-76%</td>
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<td>70-73%</td>
<td>C-</td>
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<td>67-69%</td>
<td>D+</td>
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<td>60-63%</td>
<td>D-</td>
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<td>&lt; 60%</td>
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Introduction

Course Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Reading:</th>
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<tbody>
<tr>
<td>Mon. Feb. 1 – Fri. Feb. 5</td>
<td>“Why Women Still Can’t Have it All” by Slaughter</td>
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<td></td>
<td>“The End of Men” by Rosin</td>
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<td></td>
<td>“The F-Word” by Rowe-Finkbeiner</td>
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Section I: Feminisms

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Reading:</th>
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<tbody>
<tr>
<td>Mon. Feb. 8 – Fri. Feb. 12</td>
<td>“Liberal Feminism” by Tong</td>
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<tr>
<th>Week 3</th>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues. Feb. 16 – Fri. Feb. 19</td>
<td>“Radical Feminism” by Tong</td>
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</table>

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<tr>
<th>Week 4</th>
<th>Reading:</th>
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<tbody>
<tr>
<td>Mon. Feb. 22 – Fri. Feb. 26</td>
<td>“Marxist and Socialist Feminisms” by Tong</td>
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<tr>
<th>Week 5</th>
<th>Reading:</th>
</tr>
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<tbody>
<tr>
<td>Mon. Feb. 29 – Fri. March 4</td>
<td>“Women of Color Feminisms” by Tong</td>
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<td></td>
<td>DUE MARCH 4 (Friday) Legislative Journal – 1st OUTLINE</td>
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</tbody>
</table>
### Week 6
Mon. March 7 – Fri. March 11
- **REPLIES DUE** MARCH 8 (Tuesday)
- **QUIZ #2 – MARCH 10-11** (Thursday-Friday)

## Section II: American Perspectives

### Week 7
Mon. March 14 – Fri. March 18
**Reading:**
- “Two Paths to Equality” by Ford
- “All Rights are Not Equal” by Ford
- “Making a Difference” by Rowe-Finkbeiner

### Week 8
Mon. March 21 – Fri. March 25
**Reading:**
- “Education & the Pursuit of Equality” by Ford
- “Women and Work” by Ford

### Week 9
Mon. March 28 – Thurs. March 31
**Reading:**
- “Politics of Family & Fertility” by Ford
- “Setting the Agenda” by Ford

### Week 10
Mon. April 4 – Fri. April 8
**Reading:**
- *To be determined*
- **DUE APRIL 8 (Friday)** Legislative Journal – 2st OUTLINE

### Week 11
Mon. April 11 – Fri. April 15
- **REPLIES DUE APRIL 12 (Tuesday)**
- **QUIZ #2 – APRIL 14-15** (Thursday-Friday)

## Section III: Global Perspectives

### Week 12
Mon. April 18 – Fri. April 22
**Reading:**
- “Women and the Evolution of World Politics” by Fukuyama
- “Why Women Can’t Run the World” by Tickner
- *Additional articles to be determined*

### Week 13
Mon. April 25 – Fri. April 29
**Reading:**
- Global Women (selections) by Ehrenreich & Rochschild

### Week 14
Mon. May 2 – Fri. May 6
**Reading:**
- Globalization & Militarism (selections) by Enloe
  - **DUE MAY 6 (Friday)** Legislative Journal – FINAL PAPER
  - PUBLIC POLICY PROPOSAL **DUE MAY 6 (Friday)**
  - EXTRA CREDIT **DUE MAY 6 (Friday)**

### Week 15
Mon. May 9 – Fri. May 13
- **REPLIES DUE MAY 10 (Tuesday)**
- **QUIZ #3 – MAY 12-13** (Thursday-Friday)