



MSSP 750: Women Leaders and Emerging Democracies

Fall 2017

TA:

In an Emergency ONLY:

Cell:

Office Hours:

Please call or e-mail to request an appointment.

COURSE BACKGROUND

In this course we will explore ways to provide women with practical, “real world” skills that will enable them to achieve meaningful political and advocacy participation. The course is designed to give you the theoretical background and tools to put together a meaningful international training such as those sponsored by Women’s Campaign International. The course will also focus on political and community organizing, communications, fundraising, advocacy and media experience, which will aid women politically, economically and civically in the life of their communities.

Students will not only gain experience from working with Women’s Campaign International’s trainers, but will also learn how to develop training strategies for specific countries – addressing the particular challenges within countries that women face as they determine their political and economic involvement in emerging democracies. Guest lecturers will also share best case practices used in political races in the United States. Students may also have the opportunity to become involved with an international trip, which Women’s Campaign International will sponsor.

CRITICAL QUESTIONS TO BE ADDRESSED DURING THIS SEMESTER

1. Does it make a difference when women sit at political tables? What are considered women’s issues? Does that list differ between women and men?
2. How is social and economic policy impacted when women are involved?
3. Does the public perceive female candidates differently?
4. How do women in government and powerful positions change the landscape of politics?
5. How does the media treat female candidates? Is the media neutral?
6. Do women have a more difficult time fundraising than men?
7. Is a woman’s message different than a man’s message? Should it be?
8. What is the perceived difference of power between men and women?
9. How important are gender issues in elections?
10. Do women as candidates take themselves seriously?

COURSE FORMAT

The course will meet once a week, engaging in discussions with a wide range of guest lecturers. Once upcoming speakers are announced, students will be expected to research the guest, their organization, and be prepared to ask questions during class.

*****Guest Speakers are subject to change throughout the semester*****

COURSE REQUIREMENTS AND GRADING

Participation.....	20%
2 Quizzes.....	20% (10% each)
Media Paper.....	25%
Final Group Presentation and Paper.....	35%

1. Participation (20%)

Class participation is a central part of the learning process in this course. Classes will include discussions, lectures, debates and guest speakers. Each student is expected to attend class fully prepared, complete assignments by due dates, read all assigned readings and contribute to class discussion. Additionally, students are expected to be reading the newspaper and other news sources to keep up to date on issues related to the course content. Students should clip articles of interest and bring them into class. From time to time students will be called on to present information from these articles.

2. Quizzes (20%)

Two quizzes will be scheduled during this semester, the first on October 26, and the second on November 16. These quizzes will test your knowledge on the assigned readings and class discussion through multiple choice and short answer questions. Each quiz will consist of 10 to 12 questions in total with the possibility of bonus questions.

3. Media Paper (25%)

“How Does the Media Treat Women?” Find 10 articles about an international or domestic female candidate that has run in an election (won or lost). How does the media portray her? Is the media gender-neutral in its portrayal? By what criteria do you determine whether or not the portrayal is fair? Are gender and/or gender issues hurtful or helpful to the female candidate? What are the contributing factors? What is the journalist’s gender and how does this affect his/her portrayal of your candidate and her opponent? What is the particular newspaper/magazine and how does it appear to represent women in general?

On September 28 bring to class a one-paragraph proposal for the paper, describing the politician/candidate and why you think she is a good choice for your paper topic. Include the person’s name, country, party, culture, ethnicity or other relevant information. This midterm paper will be due on November 2 and should be approximately 10 pages double-spaced – you will be graded for quality of analysis, not quantity of pages. Papers must be handed in hardcopy in class and emailed to Marjorie at marjorie@sas.upenn.edu. Papers should also include a works cited page and/or bibliography. If you are using electronic sources, please include in the bibliography the links to your articles for crosschecking. Plagiarism will not be tolerated in this course.

4. Final Group Presentation and Paper (35%)

The final paper will require students to work in small groups of approximately 4 students to research the status of women or a highlighted women’s issue in a country of their choosing.

Students will prepare a country report regarding their chosen topic, the readiness of the country for women leaders, the economic capacity to support female candidates, the use of the media to promote female candidates, etc. The student group will also organize a 45-minute presentation that will serve as a mock training concerning a women's issue in their chosen country. Third, the group will produce a final paper, which will both serve as the training packet corresponding to their final presentation, as well as proposing a five-year plan to address the chosen women's issue in their country. All of these assignments will be discussed in further detail during the semester. The materials that must ultimately be submitted/presented for a grade include:

Proposal: A one-page doubled-spaced proposal paper highlighting the focus of the paper (including the country and preferred date of presentation) will be due October 12.

Country Report and Project Information: The group will be responsible for handing out to all members of the class background information on the country/topic of their choosing one week before their presentation. The student group will give a 5 to 10 minute review of these materials, and the rest of the class will review the country report in more detail. The information should allow the rest of the class to serve as an effective and well-informed audience for the student group's mock training.

Presentation: Each student team will give a 45-minute presentation (with a 15 minute Q & A) in class related to their project. The format is flexible and can include, for example, an oral presentation, a structured debate with guest speakers (featuring students playing the roles of invited panelists), or a multimedia presentation designed to address the issues (note: creativity is key to this project). Presentations will be held in class during the last two sessions of the semester: November 30 and December 7.

Final Paper: Materials from the group presentation, training information, and the five year plan – all organized into one packet - will be handed in to Marjorie directly following the presentation.

Peer Evaluations: All students will be given the chance, directly following the presentation, to evaluate the other members of their group. These evaluations can be anonymous and will be confidential. Students will be evaluated by their group members on how well they functioned within the team, how much they took the initiative, and if they balanced the team work load.

STUDENT CONDUCT

Students are expected to submit their own work, and presenting the work of others as their own is not acceptable. In recent years, university students around the world have been tempted to appropriate information from the internet and to present it as their own. The incidence of this practice apparently is increasing. Suspected instances of plagiarism or other abuses in this course will be referred to the University Office of Student Conduct, and the students involved will be given grades of Incomplete for the course until the situation is resolved.

All assignments are to be well written and to be submitted in for grading on the date due. On-time submission is a matter of fairness, since delayed assignments may benefit unfairly from the work done on time by other students and presented in class. Students who submit assignments after the date due may receive lower grades at the sole discretion of the professor. For stylistic guidance, the recommended handbook is Strunk and White, *The Elements of Style*. Students are advised to study *The Elements of Style* closely if they wish to score well on their

written assignments.

ATTENDANCE

The course is planned on the assumption that students will attend all classes; students who miss classes should make arrangements to catch up without delay on the material presented. Final grades of Incomplete will not be given except under extraordinary circumstances such as medical emergencies. Outside these extraordinary circumstances, if work has not been completed by the end of the course, a final grade will be assigned based on the best information available in the sole discretion of the professor. Students are responsible for meeting all schedule commitments, including drop and add notifications, as well as for meeting all other program and degree requirements.

READINGS

All readings will be posted on the course's Canvas site except for the following books:

1. Madame President: The Extraordinary Journey of Ellen Johnson Sirleaf by Helene Cooper
2. Rwandan Women Rising by Swanee Hunt
3. Fast Forward: How Women Can Achieve Power and Purpose by Melanne Vermeer
4. Women As Global Leaders by Faith Wambura Ngunjiri and Susan R. Madsen

Additional recommended readings:

1. A Woman's Place by Marjorie Margolies
 - a. Available for purchase on Amazon; NOT available at Penn Bookstore
2. Paradise Beneath Her Feet: How Women Are Transforming the Middle East by Isobel Coleman
3. Half the Sky: Turning Oppression into Opportunity for Women Worldwide by Nicholas Kristof and Sheryl WuDunn
4. This Child Will Be Great by Ellen Johnson Sirleaf
5. Do They Hear You When You Cry by Fauziya Kassindja
6. Three Cups of Tea by Greg Mortenson and David Oliver Relin
7. Mountains Beyond Mountains by Tracy Kidder
8. Mighty Be Our Powers: How Sisterhood, Prayer, and Sex Changed a Nation at War by Leymah Gbowee

These books are available for purchase at the Penn Bookstore, Amazon.com, and other locations. All readings are due on the day under which they appear on the syllabus.

The students will also be responsible for viewing three films this semester. Out of class screenings will be scheduled for each film. After the screening, the films will be put in the Rosengarten Reserves at the Van Pelt Library where students may view them on their own if they did not attend the screening.

SCHEDULE BY WEEK

WEEK 1: COURSE INTRODUCTION

Thursday, August 31

Readings:

1. The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), United Nations Association of the United States of America
2. Research Beijing Conference and Platform for Action
<http://www.un.org/womenwatch/daw/beijing/platform/>
http://en.wikipedia.org/wiki/Fourth_World_Conference_on_Women

WEEK 2: STRATEGIES TO GET WOMEN TO THE TABLE AND WHY?

Thursday, September 7

Readings:

1. Madame President: The Extraordinary Journey of Ellen Johnson-Sirleaf: Chapters 1-4
2. Fast Forward, Chapters 1-4
3. Articles:
“What Is Feminist Foreign Aid? The Concept Could Literally Change the World”
<https://www.bustle.com/p/what-is-feminist-foreign-aid-the-concept-could-literally-change-the-world-74527>
“World’s Biggest Muslim Country Puts More Women Into Senior Roles”
<https://www.bloomberg.com/news/articles/2017-07-24/world-s-biggest-muslim-country-puts-more-women-into-senior-roles>

WEEK 3: GENDER ANALYSIS AND COMMUNICATIONS

Thursday, September 14

Readings:

1. Madame President, Chapters 5-8
2. Fast Forward, Chapters 5-8
3. Article:
“3 Reasons the Google anti-Diversity Memo is Wrong About Women in Leadership, According to Data”
<https://www.cNBC.com/2017/08/10/3-reasons-the-google-anti-diversity-memo-is-wrong-about-women-in-leadership-according-to-data.html>

-- Rosh Hashanah, Muslim New Year, & Navaratri (September 21) --

WEEK 4: GENDER IN THE MEDIA

Thursday, September 28

Assignment due:

1 paragraph Media Paper Proposal

Readings:

1. Madame President, Chapters 9-13
2. Fast Forward, Chapters 9-End
3. Articles:

“Cheating Men Get a Second Life in Politics, Cheating Women Get a Scarlet Letter”
<http://www.thedailybeast.com/cheating-men-get-a-second-life-in-politics-cheating-women-get-a-scarlet-letter>

“How Women Are Portrayed in Media: Do You See Progress?”
http://www.huffingtonpost.com/caroline-turner/how-women-are-portrayed-in-media_b_9320666.html

-- FALL BREAK (October 5) --

WEEK 5: WOMEN AND POLITICAL CAMPAIGNING

Thursday, October 12

Assignment due:

1 page final group project proposal

Readings:

1. Madame President, Chapters 14-19
2. Rwandan Women Rising, TBA
3. Women as Global Leaders, Introduction – Chapter 2
4. Articles:

“Behind the Campaign to Achieve Gender Parity in Politics by 2030”
http://www.huffingtonpost.com/entry/behind-the-campaign-to-achieve-gender-parity-in-politics-by-2030_us_596f6257e4b0a03aba8684ae

“Despite a Big Year for Women in Politics, National Legislatures are Still Dominated by Men”
https://www.washingtonpost.com/news/worldviews/wp/2016/09/01/women-are-half-of-the-world-but-only-22-percent-of-its-parliaments/?utm_term=.7a23444a868a

“Campaign Attacks May Hurt Women Candidates More Than Men – Especially on ‘Women’s’ Issues”
https://www.washingtonpost.com/news/monkey-cage/wp/2017/08/25/campaign-attacks-may-hurt-women-candidates-more-than-men-especially-on-womens-issues-heres-our-evidence/?utm_term=.0039397e05c5

-- SPEAKER --

JIM GOODMAN, The Hunger Project

WEEK 6: WOMEN’S CAMPAIGN INTERNATIONAL

Thursday, October 19

Reading:

1. Madame President, Chapters 20- End

3. Rwandan Women Rising, TBA
4. Women as Global Leaders, Chapters 3-5
5. Review Women's Campaign International website
<http://www.womenscampaigninternational.org/>

-- *SPEAKER* --

KATY KUTZNER, former Program Manager of WCI

WEEK 7: GENDER AND CONFLICT/RESOLUTION/NEGOTIATION

Thursday, October 26

QUIZ #1 – COVERS ALL READING AND COURSE CONTENT FROM UP TO AND INCLUDING OCTOBER 19

Readings:

1. Rwandan Women Rising, TBA
2. Women as Global Leaders, Chapters 6-7
3. Articles TBA

WEEK 8: WOMEN AND CONFLICT TRANSFORMATION

Thursday, November 2

Assignment due:

10 page Media Paper

Reading:

1. Rwandan Women Rising, TBA
2. Women as Global Leaders, Chapters 8-9
3. Article:

“If I Am on the Receiving End of Violence, Should I Not Be Included in Discussions to End It?”

http://www.huffingtonpost.com/entry/if-i-am-on-the-receiving-end-of-violence-should-i_us_5991ff28e4b0ed1f464c0d25

-- *SPEAKER* --

REBECCA SUBAR, Peace and Conflict Expert

WEEK 9: WOMEN AND ENTREPRENEURSHIP

Thursday, November 9

Readings:

1. Rwandan Women Rising, TBA
2. Women as Global Leaders, Chapters 10-11
3. Articles:

“Empowering Women in Developing Democracies”

<https://www.cfr.org/article/empowering-women-developing-economies>

“These Developing Countries Have the Highest Rates of Female Entrepreneurs”

<https://www.cnbc.com/2017/03/08/these-developing-countries-have-the-highest-rate-of-female-entrepreneurs.html>

-- SPEAKER –

SWANEE HUNT

Former U.S. Ambassador to Austria & founding Director of the Women and Public Policy Program at the Kennedy School

WEEK 10: WOMEN AND HEALTH

Thursday, November 16

QUIZ #2 – COVERS ALL READING AND COURSE CONTENT FROM OCTOBER 26th UP TO AND INCLUDING NOVEMBER 9th’S READING

Assignment due:

Country Report and Project Information for November 30 Groups

Readings:

1. Rwandan Women Rising, TBA - End

2. Women as Global Leaders, Chapter 12 - End

3. Articles:

“Heroines of Health: How Women Are Transforming Global Healthcare”

<https://www.thequint.com/health/2017/07/24/heroines-of-health-how-women-are-transforming-global-healthcare>

“Behind the Scenes of ‘Heroines of Health’: Changing the Narrative of Women in Global Health”

http://www.huffingtonpost.com/entry/behind-the-scenes-of-heroines-of-health-changing_us_596a8282e4b022bb9372b233

-- SPEAKER –

CELINDA LAKE, *Polster*

-- THANKSGIVING (November 23) --

WEEK 11: STUDENT GROUP PRESENTATIONS

Thursday, November 30

Assignment due:

Country Report and Project Information for December 7 Groups

Final Project Paper and Presentation for November 30 Groups

WEEK 12: STUDENT GROUP PRESENTATIONS

Thursday, December 7

Assignment due:

Final Project Paper and Presentation for December 7 Groups