

INTL 190: Gender and Electoral Politics

Tuesdays & Thursdays 9:30-10:50am
Online (see course Zoom link in Canvas)

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Student Hours: Tuesdays 12:30-1:30pm
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In this seminar course we will examine the ways in which women's representation has been achieved in a variety of political systems. What arguments have been made for women's inclusion in political representation? What mechanisms have been used to build in their inclusion? What difference does it make to bring women into political systems, on the systems and their operations, and in terms of the policy agendas that governments pursue? What regional and national differences do we see in women's representation? While investigating these questions, you will also construct your own research paper, on a related topic of your choosing. Our goal will be to undertake that process in a mutually supportive environment, culminating in your final paper and the presentation of your research at the end of the quarter.

So how do we get from here to there? First, this is a seminar, which means that we are working through the readings and their meanings together. Although each of you will be part of presenting a reading or set of readings, all of you are responsible for doing the assigned reading and coming to class (via Zoom) ready to discuss it. Additionally, the ideas, themes, and frameworks that are present in each week's reading may be relevant to the topic you will develop throughout the quarter in your research paper. Be alert to those comparisons, as they will enrich our discussions. This is part of what makes a seminar such a unique opportunity for learning in community.

Second, each of you will choose a research project related to the topic of gender and electoral politics. There are steps along the way that we will examine and that you will undertake both separately and in pairs or groups in this course. There are assignments you will be asked to undertake along the way, some in class and some outside of class, all of which will contribute to the development of your research project, and your presentation of it. Ultimately, research is a solo undertaking, where *you* are making choices about what to research and how to do it. Sometimes that feels glorious, and sometimes it may feel isolating. What will help to amplify the glory and stave off the worst of the isolation is to undertake that process in a community of learners who will support each other through the triumphs and the challenges. You will be presenting pieces of your developing research work along the way, and your colleagues' input will help you develop that work.

Once you have successfully completed this course, you will have undertaken a research project that can serve as a writing sample for job or graduate school applications. You will have an understanding of what it takes to do thorough, high-quality research on a topic that you have chosen and developed from initial spark of an idea to final forms. This also means that you will have done *your own work*, according to the guidelines of academic integrity. Failure to abide by these guidelines may result in a failing grade for this course, which is built around the research process. UCSD has principles of academic integrity. Please consult them in the academic integrity tab in Canvas. If you have any questions about your work and its integrity, please contact me *before* you submit your work. Submitting your work on time is also part of the integrity of the process. Submission of late work without my prior approval will be penalized one **course** percentage point per day. You must complete all assignments in order to pass the class.

Earning your grade:

Annotated bibliography:	10%
Outline:	10%
First Draft:	15%
Final Draft:	25%
Presentation of Research:	10%

Regional Group Presentation and Discussion:	10%
Reading Precis (2 at 5% each):	10%
Participation and Discussion:	10%

The **Annotated Bibliography (due 4.15)** should be headed by a working thesis and include 15 sources related to your topic, all correctly cited using MLA format. Your annotation should be a paragraph or two about the main ideas in the source and their relevance to your topic. You must select a topic concerning a non-US country that has relevance to the theme of gender and politics. “Gender” is interpreted broadly and may include issues of sex, sexuality, identity, embodiment, and equity in a range of social and political arenas, especially electoral politics and political leadership. *Your topic is subject to approval by me, as of April 15, when your bibliography is due.*

The **Outline (due 4.29)** should be 3-4 pages in length, mapping out sections of the paper, and noting sources that are appropriate to addressing those sections. This builds on the work that you will have done in your annotated bibliography.

The **First Draft (due 5.13)** should be 8-10 pages in length, developing sections of your paper proposed in the outline, and developing the thesis you presented in your bibliography. You must include an introductory paragraph as part of this draft.

The **Final Draft (due 6.01)** will be 20-25 pages in length, well-organized, properly citing 15-20 scholarly sources as the basis of your research, and making an argument about the protest group that you have chosen.

Your **Presentation of Research** should be 7-10 minutes long, and you should be prepared to answer questions about your research. Your presentation is evaluated on the following criteria: 1) organization and clarity; 2) creativity, originality, and effectiveness of delivery; and 3) accuracy, specificity, and comprehensiveness of research synthesis.

Your **Regional Group Presentation and Discussion** will be based on Chapters 11-15 of the text. Your selected region should correspond to the region appropriate to the topic of your paper. You and your partners should be prepared to present a summary of the chapter, and to link it to past readings and your own research.

Each of you will write two **Reading Precis** over the course of the quarter. These are due the day before the class for which the readings are scheduled. The precis should be approximately 2 **single-spaced** pages, and you should include at least one question for further discussion at the end of the precis.

Participation and Discussion includes your attending class, having read assigned texts, engaging in discussion, working on in-class assignments, and community workshopping of your research projects. Your discussion should stem from your reading of assigned texts, as well as the reading you are doing for your chosen paper topic. For example, if we are talking about how social media is used by a particular protest group in the assigned text for that day, you should contribute to the conversation how your social movement uses social media, or why it may not have, and what alternative it may have used.

Course Texts: The course textbook is *Women, Politics, and Power: A Global Perspective* (4th Edition) by Pamela Paxton, Melanie M. Hughes, Tiffany D. Barnes. (ISBN: 978-1-5381-3751-2) Additionally, I will post brief texts in Canvas about the mechanics of writing that will align with the development of your research projects.

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Tentative Schedule of topics: In each class meeting, part of the course will be spent with assigned texts and discussion relevant to the subject of Gender and Politics, and part of the class will be spent workshopping your research projects, and exploring their links to gender and political protest as well. Please be attentive to any changes in the schedule, announced in class or via Canvas.

Week 1: T 3.30 - Th 4.01 – Course Intro; Finding your topic, making choices

Tuesday Reading: Syllabus

Thursday Reading: Chapter 1

Workshop: Finding your topic, making choices

Week 2: T 4.06 - Th 4.08

Tuesday Reading: Ch. 2 (p. 41-56 only)

Workshop: Building a bibliography and citing your sources: Annelise Sklar, UCSD Librarian

Thursday Reading: Ch. 3

Week 3: T 4.13 - Th 4.15

Tuesday Reading: Ch. 4

Workshop: Developing your thesis: What's your question? With whom are you in conversation?

Thursday: **Annotated Bibliography due – 15 sources (no class meeting)**

Week 4: T 4.20 - Th 4.22

Tuesday Reading: Ch. 5

Thursday Reading: Ch. 6

Workshop: Outlining your research; Identifying your methods; Academic integrity

Week 5: T 4.27 - Th 4.29

Tuesday Reading: Ch. 7

Thursday Reading: Ch. 10 (p. 245-54 only)

Workshop: **Working Outline due:** From outline to paragraphs: Building your draft

Week 6: T 5.04 - Th 5.06 – Regional Presentations focus on Chapters 11-15

Tuesday Reading: Regional Presentations 1 & 2

Thursday Reading: Regional Presentations 3 & 4

Week 7: T 5.11 - Th 5.13

Tuesday Reading: Regional Presentation 5

Workshop: Draft development

Thursday: **First Draft (8-10 pages) due electronically in Canvas (no class meeting)**

Week 8: T 5.18 - Th 5.20

Tuesday Reading: Ch. 8

Thursday Reading: Ch. 9

Workshop: Introduction and Conclusion

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Week 9: T 5.25 - Th 5.27

Tuesday Reading: Ch. 16

Thursday: Partner Revision Exercise

Workshop: Giving and receiving critical feedback; From revision to the final draft

Week 10: T 6.01 - Th 6.03 (**Final Draft due electronically in Canvas T 06.01 – 20-25 pages; Begin Presentations of Research**)

Final Exam Period: Tuesday 06.08, 11:30am-2:30pm (Continue Presentations of Research; Final Group Discussion)