

Women Leaders and Emerging Democracies
GAFI 560
Tuesdays 6-9pm
Fall 2007
Fels Institute of Government

Instructor:

The Honorable Marjorie Margolies
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Office Hours:

Upon request with an appointment

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. Students may also have the opportunity to become involved with an international trip, which Women's Campaign International will sponsor. 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.

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. Guests will include Women’s Campaign International’s trainers, media coaches, voter outreach specialists, pollsters and research analysts, political advisors, fundraisers and specialists on issues such as the status of women in the world and gendered media. 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*****

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COURSE REQUIREMENTS

- Participation.....20%**
- 2 Quizzes.....20%**
- 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 will be expected to lead class discussion on selected articles once during the semester.

2. Quizzes (20%)

Two quizzes will be scheduled during this semester. 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. You will be given a fair warning of an upcoming quiz.

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 **October 2** bring to class a one-paragraph proposal for the paper, describing the politician/candidate and why you think she is a good choice. Include the person’s name, country, party, culture, ethnicity or other relevant information. After reading the proposals, Marjorie will notify you by the following class if she feels that you might come across difficulties in your research. Feel free to call or email Marjorie if you are having problems. This midterm paper will be due on **October 30** and should be approximately 10 pages (it can be more or less than 10, I am grading 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 proper citation and a bibliography or works cited page. 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 in a country of their choosing. Students will prepare a country report regarding 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. The materials that must ultimately be submitted/presented for a grade include:

Proposal: A one-page proposal paper highlighting the focus of the paper (including the country and preferred date of presentation) will be due **October 23rd**.

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 27th and December 4th**.

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. 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.

More information, details, and examples of this project will be offered throughout the semester.

COURSE MATERIAL:

REQUIRED READING:

1. Margolies-Mezvinsky, Marjorie. *A Woman's Place...The Freshman Women who Changed the Face of Congress*. New York: Crown Publishers, Inc. (*This book will be available to purchase in class, as it is sometimes difficult to find in print. However, students may be able to find the book for sale online.*)
 2. Campus Copy Bulk Pack.
 3. Additional readings (TBA).
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WEEKLY SCHEDULE OF CLASS AND ASSIGNMENTS

WEEK 1: Introduction

Tuesday, September 11

- CEDAW text from the UN Division for the Advancement of Women and The Feminist Majority Foundation (pp. 1-2 and 1-12)
- Please see <http://www.un.org/womenwatch/daw/cedaw/> for history, state parties, optional protocol, and country reports
- “An Uneven World” and “Beyond Beijing” – *Issues Quarterly* 1996 (p. 359-360), (pp. 351 – 357)

WEEK 2: Strategies to get women to the table

Tuesday, September 17

Readings:

- Shvedova, Nadezdha “Obstacles to Women’s Participation in Parliament.” *International IDEA*: 2002. (pp. 1-11).
- Matland, Richard E. “Enhancing Women’s Political Participation: Legislative Recruitment and Electoral Systems.” *International IDEA*: 2002. (pp. 1-11)
- Dahlerup, Drude. “Using Quotas to Increase Women’s Political Representation” (pp. 1- 7).
- National Democratic Institute. “Win With Women: Strengthen Political Parties.” (pp. 1-8)

WEEK 3: Year of the Woman

Tuesday, September 25

Readings:

- Marjorie Margolies-Mezvinsky. *A Women’s Place...The Freshman Women Who Changed the Face of Congress*. (pp. ix – 190)
- Karam, Azza and Lovenduski, Joni. “Women in Parliament: Making a Difference.” *International IDEA*: 2002. (pp. 1-15).

WEEK 4: Staying There: Obstacles to Women's Leadership
Tuesday, October 2

DUE: 1-paragraph Media Paper Proposal

Readings:

- Hall Jamieson, Kathleen. *Beyond the Double Bind: Women and Leadership...* Chapters 1-3,5,6,9. (Note: Readings in bulkpack.)
- The Wish List documents - www.thewishlist.org
- EMILY's list documents - www.emilyslist.org
- "Making the Dough Rise," Emily's List Training Manual

WEEK 5: Women, Media and Message
Tuesday, October 9

DUE: 1-page Final Group Project Proposal

Readings:

- Jahnke , Christine K. "Conquering the Camera" (pp. 362 – 380)
- Jahnke , Christine K. "Beauty Pageant: How to Avoid Gender Issues in Your Campaign." (p. 381-382)
- Tannen, Deborah. "The Power of Talk: Who Gets Heard and Why" (p. 138-148)
- The White House Project "Who's Talking? An Analysis of Sunday Morning Talk Shows" New York, NY. December 5, 2001 (pp. 1-47)

WEEK 6: FALL BREAK
Tuesday, October 16

WEEK 7: Empowering Women Internationally
Tuesday, October 23

* Marjorie will be away for this lecture.

* Guest lecturers from Women's Campaign International

QUIZ 1

Readings:

- Goetz, Anne Marie and Shireen Hassim. "Introduction: Women in Power in Uganda and South Africa." (pp. 1-28)
- Hunt, Swanee and Posa, Cristina. "Iraq's Excluded Women." *Foreign Policy* July/August 2004. (pp. 40 – 45)
- Helen Icken Safa, "Women's Social Movements in Latin America" 1990. (pp. 354-368).

WEEK 8: Examples of Women Leaders

Tuesday, October 30

DUE: 10-page Media Paper

Readings:

- Eleanor Roosevelt Article from THE ANNALS July 1946 (pp. 9-12)
- Eleanor Roosevelt speech at the ACLU (pp. 1-6)
- Hillary Clinton speech at the 4th World Conference (pp. 1-5)
- Angela Merkel Readings
- Ellen Johnson-Sirleaf articles
- Michelle Bachelet article (11 pages in total)

WEEK 9: Women in Post-Conflict Leadership

Tuesday, November 6

Readings:

- Acquaro, Kimberlee and Landesman, Peter. "Out of madness, a matriarchy." Mother Jones. Jan-Feb 2003 v28 i1
- International Feminist Journal of Politics. "Practice with No Language: A Reflection of the 'Gender Scene' in Bosnia and in a Sarajevo Workshop." International Feminist Journal of Politics, 3:1 April 2001 (pp. 124-130).
- Article from Philadelphia Inquirer about "Picture Me Enemy."
- Chapters 1, 2, 5 of *The Aftermath: Women in Post-War Transformation*. Ed. Sheila Meintjes, Anu Pillay and Meredith Turshen. Zed Books, London. 2001.
- Rehn, Elisabeth & Sirleaf, Ellen. "Chapter 10: Reconstruction." From *Women, War, and Peace*. Published by UNIFEM (pp. 122- 135).

WEEK 10: Women and Health

Tuesday, November 13

Readings:

- Human Rights Watch: Women and HIV/AIDS
- UNAIDS: Uniting the World Against AIDS: Women
- Readings from the Campaign to End Fistula
- Wilson, Brenda. "Hospital Gives Ethiopian Women a Chance at Care." NPR. January 19, 2007. (pp. 1-3).
- Kristof, Nicholas D. "Save My Wife' and 'Prudence's Struggle Ends." New York Times September 17, 2006. (pp.1-2, pp. 1-2).
- U.S. Department of Health and Human Services Information page on "Female Genital Cutting." Womenshealth.gov. retrieved on 27 Aug 2007. (pp. 1-7).
- Morison, et al. "The long-term reproductive health consequences of female genital cutting in rural Gambia: a community-based survey." Tropical Medicine and International Health vol. 6 no. 8 August 2001. (pp. 643-653).

WEEK 11: Women and Microfinance
Tuesday, November 20

QUIZ 2

Readings:

- Useem, Michael. "Nancy Barry Builds Women's World Banking." From *The Leadership Moment*. (pp. 208 – 233).
- Women's World Banking and Grameen Bank articles
- Bruck, Connie, "Millions For Millions" *The New Yorker*, October 30, 2006 (pp. 62- 73).
- Isserles, Robin G. "Microcredit: The Rhetoric of Empowerment, the Reality of 'Development as Usual.'" *Women's Studies Quarterly*. The Feminist Press. 2003 vol. 31 numbers 3&4 Fall/Winter 2003

WEEK 12: Student Group Presentations
Tuesday, November 27

WEEK 13: Student Group Presentations
Tuesday, December 4