1. TITLE OF COURSE AND COURSE NUMBER: **Women and Political Leadership**, WGS 3606 & POL 3606

2. COURSE DESCRIPTION: This course focuses on three major questions: Do women have an identifiable different way of leading? How does this leadership manifest itself? Why does women’s political leadership matter? This course analyzes debates about gender differences in political discourse, gendered construction of “politics,” historical struggles for women's representation, different kinds of women's political participation, and the barriers to political leadership faced by women. Case studies of women political leaders in different socio-political contexts, impacts of new social movements on policy development to ensure women's representation across different societies will be the basis for developing a comparative perspective.

3. COURSE PREREQUISITES: To ensure a developmental sequence of courses within the Core, students are expected to have taken at least 18 credits in Areas #1 – #3 (Area #1 Personal Well Being, Area #2 Expression and Area #3 Ways of Knowing) and 3 credits in Area #4 Diversity and Justice.

4. COURSE OBJECTIVES:
   a. To examine the social construction of gendered modes of leadership;
   b. To explore the historical and contemporary barriers for women’s political participation, advancement, and leadership;
   c. To examine various policies and legislative measures in different societies designed to promote women’s political participation;
   d. To interrogate the perceptions and expectations of women in political and public leadership;
   e. To identify and analyze the role that gender, race, age, culture, and class play in shaping women political leaders;
   f. To investigate the contributions of women political leaders and the importance of their participation in decision making at the local, national and global level;
   g. To examine, through case studies, the strengths and weaknesses of historical and contemporary women political leaders and suggest solutions for encouraging and promoting women’s advancement in political leadership; and
   h. To assess, develop, and validate student’s own leadership style and skill.
5. STUDENT LEARNING OUTCOMES, AREA FIVE: COMMUNITY & CIVIC ENGAGEMENT: Students will be able to:
   a. Demonstrate the knowledge and skills to engage in community problem solving: Through research projects and individual and group discussions, students will investigate women’s activist campaigns and strategies of engagement with a gendered lens. They will articulate a thorough understanding of the obstacles to women’s political participation and political leadership. [UCC Area SLO #5a]
   b. Identify key arenas (local, national, and/or global) of engagement and decision making: Through research, short projects, and case studies, students will conduct multi-leveled analysis within the international arena and within nation-states of women’s leadership. Additionally, they will analyze the various connections which link local issues to global issues and global issues to local issues. [UCC SLO #5b]
   c. Identify the relationship between the course discipline and civic engagement: Through written work and discussion, students will demonstrate their understanding of a gendered study of leadership and activism. Additionally, they will investigate the dimensions of politics left out of mainstream political science and those informed by the disciplinary perspectives of Women’s and Gender studies. [UCC Area SLO #5c]
   d. Demonstrate the skills to effectively participate in community and civic life: Through written work and short projects, students will identify local, state, national, and global advocacy organizations. They will communicate effectively their understanding of opportunities and strategies for the individual and collective practice of political engagement. [UCC Area SLO #5d]

COURSE SPECIFIC STUDENT LEARNING OUTCOMES: Students will be able to:
   a. Effectively express in class discussions and writing an understanding of the political leadership styles of women and men [UCC SLO #1];
   b. Explain the historical and contemporary barriers to women’s political participation, advancement, and leadership in essays, reflection papers, and classroom discussions [UCC SLO #1];
   c. Demonstrate an understanding of the gendered perceptions and expectations of women in political leadership through essays and research papers [UCC SLO #1];
   d. Think critically about the role gender, race, age, culture, and economics play in defining women political leaders [UCC SLO #3];
   e. Identify the contributions and significance of women political leaders [UCC SLO #6];
   f. Integrate knowledge and ideas about women’s political leadership by assessing the strengths and weaknesses of prominent women political leaders and proposing solutions to increase the engagement and advancement of women in political leadership [UCC SLO #3]; and
   g. Develop and appreciate student’s own leadership style and skills opening pathways for effective participation in political leadership [UCC SLO #10].
6. TOPICAL OUTLINE FOR COURSE CONTENT:
   a. Gender, theory, and leadership—trends in women’s political leadership worldwide including policies and legislations from different societies that promote women’s political participation
   b. Gendered-related leadership styles in political settings
      i. Differences in background, behavior and outlook between women and men
      ii. Women’s relationship with and to power
      iii. The “feminization” of political leadership
   c. Historical and contemporary barriers to women’s political participation, advancement, and leadership—comparative perspective (US and global)
      i. Personal
      ii. Cultural
      iii. Structural
      iv. Institutional
   d. Perceptions and expectations of women political leaders
      i. Press coverage of women political leaders and women candidates for elected office
      ii. Stereotypes and biases
      iii. High scrutiny, invisibility, and performance pressures
   e. Women’s political leadership and the intersection with race, age, culture, and socio-economics—comparative perspective (US and global)
      i. The experience of women of color in political leadership
      ii. The gender gap in political ambition
   f. The contributions and impact of women political leaders—comparative perspective (US and global)
      i. Public policy—Interests considered and causes championed
      ii. The “how” of government—procedures and traditions
      iii. Power dynamics and influence
      iv. Modeling and the redefinition of political leadership
   g. Case studies of women political leaders
      i. Strengths & Weaknesses
      ii. Challenges & Opportunities
      iii. Responsibility for worldwide leadership
   h. Strategies for advancing women in political leadership
      i. Personal Change: Lowering the bar
      ii. Cultural Change: Redefining family responsibilities
      iii. Structural Changes: Recruitment, Mentoring, and Networking
      iv. Institutional Changes: Gender quotes and parity legislation (symbolic influence)
   i. Assessing, developing, and validating one’s own leadership style and skills
      i. What are my unique leadership skills and strengths?
      ii. What changes do I want to make in the political arena?
iii. In what particular arena do I want to be involved (legislative, executive, advocacy, campaigns, etc.?)
iv. In what country or part of the world do I want to work?

7. SUGGESTED TEACHING METHODS AND STUDENT LEARNING ACTIVITIES:
   a. Lectures;
   b. Group discussions/Blackboard discussion boards;
   c. Individual and group projects; and
   d. Presentations.

8. GUIDELINES/SUGGESTIONS FOR METHODS OF STUDENT ASSESSMENT:
   a. Essays;
   b. Reflection logs/journals;
   c. Reflection papers;
   d. Case studies;
   e. Research papers; and
   f. Presentations.

9. SUGGESTED READINGS, SUGGESTED OR REQUIRED TEXTS, OBJECTS OF STUDY:


   Krook, Mona Lena & Fiona Mackay, Gender, Politics, and Institutions: Towards a Feminist Institutionalism, New York: Palgrave, 2011.


10. BIBLIOGRAPHY OF SUPPORTED TEXTS AND OTHER MATERIALS:


   Aronson, Pamela, *Feminists or “Postfeminists”: Young Women’s Attitudes toward Feminism and Gender Relations*, Gender and Society, Vol. 17, No. 6 (December 2003).


Gaetane, Jean Marie, Vicki Williams, and Sheila L. Sherman, Black Women’s Leadership Experiences: Examining the Intersectionality of Race and Gender, Advances in Developing Human Resources (2009).


Harris-Perry, Melissa, Sister Citizen: Shame, Stereotypes and Black Women in America, Yale University Press (2011).

Huddy and Terkildsen, Gender Stereotypes and the Perception of Male and Female Candidates, American Journal of Political Science (1993).


O’Connor, Karen and Jeffrey Segal, *Justice Sandra Day O’Connor and the Supreme Court’s Reaction to its First Female Member*, Women & Politics Vol. 10 No. 2 (1990).


Sanbonmatsu, Kira, *Gender-Related Political Knowledge and Descriptive Representation of Women*, Political Behavior, Vol. 25, No. 4 (December 2003).


11. PREPARER’S NAME AND DATE:
Carole Sheffield and Linda Mercurio September 12, 2012

12. ORIGINAL DEPARTMENT APPROVAL DATE:
October 1, 2012
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13. REVISER’S NAME AND DATE:
_______________________  _____________________

14. DEPARTMENT REVISION APPROVAL DATE:
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