

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number:

New Course: POLS 371: Women in Politics

		Dept./School	College	Dean	TEC	AIAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TBC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ²³	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

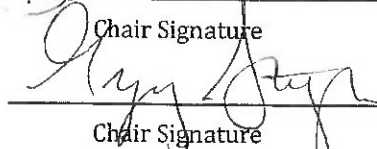
Updated 8/1/2023

Department/School(s)

 3-22-24
Chair Signature Date

Chair/Program Director Signature Date

College Academic Council(s)

 3-22-24
Chair Signature Date
 3/22/2024
Chair Signature Date

Dean(s)

Signature Date

Signature Date

Teacher Education Council

Signature Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	POLS 371
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Candice Ortals
B	Course Instructor	Candice Ortals
C	Course Title	Women and Politics
D	Course Abbreviation for Banner if title is more than 30 characters	
E		CAHSS - Arts, Humanities, and Social Sciences
F		PSCJ - Political Science & Criminal Justice
G		3
G1		3
G2		0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K		<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.
L		3
M		<u>Standard</u>
N	Maximum Enrollment	25
O	Catalog Description (50 words or less)	This course covers theories of women in politics and society and discusses the U.S. women's movement

		and women in American politics. A comparative perspective is used to explore women's participation in legislatures, executives, judiciaries, and social movements in several country cases.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	N/A
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	N/A
R	If the course is cross-listed, specify the subject code and course number of the other course	N/A
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	<u>No</u>
T2	Will the course be offered in spring terms?	<u>Yes, even years</u>
T3	Will the course be offered in summer terms?	<u>No</u>
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2026
V	Is this course required for a program(s)?	<u>No</u> If yes, attach a completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u>No</u> If yes, provide rationale:

X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	<u>Yes</u> If yes, provide course ID, term, and enrollment: POLS 340.01, Fall 2022, 10 students
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	N/A

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

None

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Many peer institutions teach women and politics courses. The course spans the subfields of political science and allows students to become acquainted with political systems/institutions in the United States and abroad. Students who go on to work in politics, policy, and international affairs need to know about women and politics, because governments and international institutions now plan, implement, and evaluate policies in light of their impact on women.

3. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.
 2. State the overarching course goal(s) in performance terms.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Ability to analyze and apply theories related to feminism, gender, democracy, and political representation.	Quizzes, exams, journaling
2	Ability to identify and discuss the role of women in political institutions and social movements in the US and other	Quizzes, exams, research paper

	countries, distinguishing basic differences and similarities among women's lives and public roles worldwide.	
3	Ability to critically evaluate (a) one's own identity (race, class, religion, etc.) with regards to the political identity of women and (b) solutions for reducing inequalities/discriminations.	Quizzes, exams, and journaling
4		
5		

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

A. full publication information; label **Undergraduate**.

Strachan, J. Cheri, Lori Poloni-Staudinger, Shannon Jenkins, and Candice D. Ortals.
2019. Why Don't Women Rule the World? Understanding Women's Civic and Political Choices. Thousand Oaks, CA: CQ Press. *Will adopt newer version when it is published

B. full publication information; label **Graduate**.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.

6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

Updated 8/1/2023

POLS 371.01: Women and Politics
3 credit hours
Tuesdays and Thursday,
3:00-4:20 PM
Spring 2026
Hardin Administration Building 120

Professor: Candice D. Ortvals, Ph.D., Professor of Political Science and University Scholar. I have been a professor of political science for over eighteen years, and this is my third year teaching at Abilene Christian University. I teach courses in comparative politics, with an emphasis on Europe and Latin America. I also research and teach about gender, protest, and terrorism. My classes combine lecture, discussion, and group activities. I am a global thinker who focuses on the big picture over minor details as well as new and creative ideas and ways to analyze politics. I typically prefer a flexible classroom; important discussions may take precedence over the lecture slides and I occasionally change course readings to cover current events. The organization of my courses is rooted in the weekly goals that I present to the students at the beginning of each unit and that I post on Canvas. *I prefer to be called Professor or Dr. Ortvals.

Contact: Phone number: (325)-674-4823 ; Email address: Candice.Ortbals@acu.edu; Office: Admin 131D

Office Hours and Appointments: I prefer appointments over office hours, but will be available in my office from Tuesday 1-3pm and Thursday 1-3pm. I am very flexible about making appointments on many days/times, in person and on Zoom. Please email me for appointment times.

Course Summary:

This course covers theories of women in politics and society and discusses the U.S. women's movement and women in American politics. A comparative perspective is used to explore women's participation in legislatures, executives, judiciaries, and social movements in several country cases. The class is intended for undergraduate students, in political science or in other majors. There is no prerequisite for this course.

Mission Statements

ACU Mission: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College Mission: The mission of the College of Arts and Sciences is to engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department Mission: The mission of the Department of Political Science and Criminal Justice is to provide a program of study to help students understand domestic and international politics and law enforcement theory and practice, and to prepare students for informed and active participation in public service.

Christian Perspective: This course teaches fundamentals about politics and political participation and helps students to understand political dynamics and leadership in our world today. With such knowledge, students acquire the building blocks to serve as political leaders and activists and can impact the world for the sake of Christian values.

Learning Outcomes: After completing this course, a student will be able to

- (1) Analyze and apply theories related to feminism, gender, democracy, and political representation. This outcome will be measured through quizzes, exams, and journaling.
- (2) Identify and discuss the role of women in political institutions and social movements in the United States and other countries, distinguishing basic differences and similarities among women's lives and public roles worldwide. This outcome will be measured through quizzes, exams, and a research paper.
- (3) Critically evaluate (a) one's own identity (race, class, religion, etc.) with regards to the political identity of women and (b) solutions for reducing inequalities/discrimination. This outcome will be measured through exams and journaling.

Instructional Materials

Strachan, J. Cheri, Lori Poloni-Staudinger, Shannon Jenkins, and Candice D. Ortals. 2019. *Why Don't Women Rule the World? Understanding Women's Civic and Political Choices*. Thousand Oaks, CA: CQ Press.

*The professor will put other readings on reserve at library. Many readings will also be available online and through library databases. Other materials will be available on Canvas, online, and/or through library databases (<https://www.acu.edu/library.html>).

Grading:

Point Distribution

Exam 1	40 points
Exam 2	40 points
Exam 3	40 points
Quizzes/Participation/Journaling	30 points
Paper project	60 points
Total	210 points

Letter Grade

<u>Range of Points</u>	<u>Final Letter Grade</u>
90%-100% (189-210 points)	A
80%- 89% (168-188 points)	B

70%-79% (167-147 points)	C
60%-69% (146-126 points)	D
Below 59% (125 points and below)	F

Course Components

Exams

The course includes three exams: Exam 1 (September 29), Exam 2 (November 3), and Exam 3 (final on December 14). Exams include 5 name IDs, 3 short answers, an opinion-based essay, and a reflection response. The final is not cumulative with the exception of the reflection response.

Class participation, quizzes, and journaling

Class participation includes comments made during the class and willingness to volunteer examples or reading passages/slides aloud. During some class periods (and for some homework assignments), students will be asked to respond to a question about the readings through an open-ended question. This constitutes a form of journaling. Reading quizzes will take place throughout the semester and will be graded on a check minus, check, check plus basis. *There will be no make-up class participation or quizzes, yet students may skip two quizzes during the semester (or can drop the lowest 2 scores).* A participation rubric will be handout out after the first third of the semester.

Research Project

Students, in a group of 2-3 people, will write an approximately 15-page, paper about women and politics. A detailed assignment guide will be available on Canvas by the end of the second week of school.

Policies and Important Information

Extra credit opportunities: There will be a couple of small extra opportunities to improve the *participation grade*. These small opportunities will be graded on a check-minus, check, check-plus basis.

Rules for discussing grades: I do not discuss grades in the classroom setting as these conversations include private information and should be regarded as private conversations. Questions about grading are welcome. *If a student wants to discuss grades, s/he must do so *after 24 hours* of receiving the graded exam/item and *before one week's time*. *Before* discussing the grade, the student should send a brief email indicating the nature of the grading inquiry. After writing the email, the student will be more prepared to discuss the grading results.

ADA Compliance Policy: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu call their office directly at 325-674-2667.

Academic Integrity Policy: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy: <https://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html>

Harassment policy: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy.

Intellectual Property: Course materials prepared by the professor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the professor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person. Electronic devices other than laptops (e.g., cell phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor.

Attendance/Participation: The quiz/participation grade hinge on class involvement and regular attendance. The participation grade will *drop* if the student does not participate in class. Exam and participation grades will be much *lower* if the student does not attend class and thus does not understand key concepts and lecture themes. Unless it is an extreme circumstance, I do not give email updates to absent students with detailed instructions about assignments that I have previously described in class. Please schedule weekend and holiday travel with the class requirements in mind. The professor will not change due dates or exam dates in order to accommodate personal travel. Make-up exams are *only* an option in the case of extreme illness or family tragedy, for which the professor requires communication *before* anticipated absence and proper documentation *after* the absence. If you are on the debate team or an athletic team, please inform the professor of anticipated absences at the beginning of the semester.

Communications/Announcements: Announcements will be given in class and also through email. Students are responsible for attending class and checking email in order to get announcements. Please feel free to email me during the week. Due to professional and personal travel, I answer email sporadically during the weekend. Please keep this in mind when completing assignments over the weekend. When asking for assistance on assignments and studying for exams, please email before 9pm on the night before the item is due. I will answer urgent emails the day of the assignment/exam but I cannot guarantee extensive help.

Grading/Late Assignments: If students are not present, they will not receive credit for any participation activity conducted during the given class period. Make-up quizzes and in-class activities will not be available, and no assignments will be accepted by email without prior approval. Late paper project assignments will receive only 75% credit for up to a week. No paper components will count for credit after one week's time.

Class Decorum: Students should conduct themselves in a professional manner at all times. Academic discourse is encouraged at all times, whether it is through in classroom speech, Zoom, or e-mail.

Technology use: Laptops and phones may be used in class but only for academic purposes (e.g., taking notes, looking up an example when prompted to do so, etc.). Unless used for class, your cell phone should be in the off or silent position during class time. It is inappropriate to answer phone calls or engage in text conversations during class time.

Class Schedule and Readings

****All readings to be completed by the class period for which it is assigned****

Schedule of Readings and Assignments

Week 1 (August 30; September 1): Introduction to Gender and Politics

Tuesday Readings:

Thompson, Kelli. 2022. "The Invisible Workload for Moms is Unfair — Here's How to Lesse." *Yahoo*, August 15, <https://www.yahoo.com/lifestyle/invisible-workload-moms-unfair-heres-110849859.html>

Norwood, Candice, Chloe Jones, and Lizz Bolaji. 2021 "More Black Women are being Elected to Office. Few Feel Safe Once They Get There." *PBS News Hour*, June 17, <https://www.pbs.org/newshour/politics/more-black-women-are-being-elected-to-office-few-feel-safe-once-they-get-there>

Criado-Perez, Caroline. 2019. "The Deadly Truth about a World Built for Men — from Stab Vests to Car Crashes." *The Guardian*, February 23, https://www.theguardian.com/lifeandstyle/2019/feb/23/truth-world-built-for-men-car-crashes?fbclid=IwAR05KvtGhdLk5StP1feE32nw2OmFgSVZeFuiJ6biJhu_GB_S6NuMJfoDSzU

Thursday Readings:

Watch: "Ruth Bader Ginsburg: Free to Be... You and Me... and a Feminist," 2 July 2012, <https://www.youtube.com/watch?v=lwkhV-q0V20>

Adu-Poku, Samuel. 2001. "Envisioning Black Male Feminism: A Cross-Cultural Perspective." *Journal of Gender Studies*. 10: 157-168. Available through Academic Search Complete.

Week 2 (September 6; September 8): Feminist Theory

Tuesday Readings: Liberal Feminism

SPJO, pp. 18-20; 24-34

Putnam Tong, Rosemarie. 2014. *Feminist Thought: A More Comprehensive Introduction*. Boulder: Westview Press. Fourth Edition. Read pp. 11-16; 23-27 on Canvas.

Ackerly, B.A. 2001. "Feminist Theory: Liberal." *International Encyclopedia of Social & Behavioral Sciences*. Available through Canvas.

Thursday Readings: Radical Feminism

Read/review SPJO, pp. bottom of 29-34

Putnam Tong, Rosemarie. 2014. *Feminist Thought: A More Comprehensive Introduction*. Boulder: Westview Press. Fourth Edition. Read pp. 50-53 on Canvas

Watch: "Feminism F.A.Q.s: Did Feminists Burn Bras?," https://www.youtube.com/watch?v=Z_TzZqlsoDM

MacKay, Finn. 2021. "Don't Write off Radical Feminism – It's Always Been Ahead of its Time." *The Guardian*, 17 October, <https://www.theguardian.com/commentisfree/2021/oct/17/radical-feminism-social-justice>

Week 3 (September 13 and 15): Researching Women, Gender, and Politics

Tuesday Readings:

Johnson, Janet Elise, Candice D. Ortals, and Lori Poloni-Staudinger. 2022. "Interviewing." In *Teaching Undergraduate Political Methodology*. 2022. Elgar Guides to Teaching. EDWARD ELGAR PUBLISHING. Available on Canvas.

Thursday Readings:

Reinharz, Shulamit and Susan Chase. 2001. "Interviewing Women." In J. F. Gubrium, & J. A. Holstein (Eds.). *Handbook of Interview Research*, pp. 220-238. SAGE Publications, Inc. Access through Sage Research Methods Online.

Van Gilder, Bobbi J. 2019. "Femininity as Perceived Threat to Military Effectiveness: How Military Service Members Reinforce Hegemonic Masculinity in Talk." *Western Journal of Communication* 83(2): 151-171. DOI: [10.1080/10570314.2018.1502892](https://doi.org/10.1080/10570314.2018.1502892)

Week 4 (September 20 and 22): Researching Gender; Feminist Theory, cont.

Tuesday Readings: Paper Prep Lecture (Women, Gender Violence, Political Violence, and Anti-Gender Attacks)

"Violence against Women in Politics a Growing Problem." *Rutgers Today*, October 5, <https://www.rutgers.edu/news/violence-against-women-politics-growing-problem>

Pandith, Farah. 2020 "Female extremists in QAnon and ISIS are on the rise. We need a new strategy to combat them." *NBC News*, December 10, <https://www.nbcnews.com/think/opinion/female-extremists-qanon-isis-are-rise-we-need-new-strategy-ncna1250619>

McCoy, BriGette . 2021. "Preventing Sexual Violence in the Military." *Rand Review*, November 2, <https://www.rand.org/blog/rand-review/2021/11/preventing-sexual-violence-in-the-military.html>

Day, Nicole, 2021. "Is It Time for Inclusion in the U.S. Constitution?" *Roger Williams School of Law*, <https://law.rwu.edu/student-life/stories/it-time-inclusion-us-constitution>

Thursday Readings: Intersectional Feminism

Read/review SPJO, pp. 25-top of 30; pp. 13-middle of 16

Read/watch: Truffaut-Wong, Olivia. 2017. "How Gloria Steinem and Dolores Huerta Championed Intersectionality In Activism." *Bustle*, 22 August 2017, <https://www.bustle.com/p/how-gloria-steinem-dolores-huerta-championed-intersectionality-in-activism-video-77951>

McCrafer, Jenika. 2015. "My Feminism Is Black, Intersectional, and Womanist – And I Refuse to Be Left Out of the Movement." *Everyday Feminism*, 06 May 2015, <https://everydayfeminism.com/2015/05/black-womanist-feminism/>

Listen to a podcast from "Collected," a "six-episode excavation of Black feminism." Specific podcast TBA.

Week 5 (September 27 and 29): Feminist Theory, cont.; Exam 1

Tuesday Readings: Conservative Feminism

Smith, Leslie Dorrough. 2018. "Is Feminism Still Another Dirty 'F' Word?: The Case of Code-Switching and Conservative Feminism." *Religion & Theology* 25 (3/4): 161–74. doi:10.1163/15743012-02503002.

Bachiochi, Erika. 2021. "Women Do Not 'Rely' on Abortion." *National Review*, November 11, <https://www.nationalreview.com/magazine/2021/11/29/women-do-not-rely-on-abortion/>

Thursday Readings:

*Exam 1 - No new readings

Week 6 (October 4 and 6): Women in U.S. Politics

Tuesday Readings: History

SPJO, Chapter 2, History of Women in Politics

Ault, Alicia. 2019. "How Women Got the Vote Is a Far More Complex Story Than the History Textbooks Reveal," *Smithsonian.com*, 9 April 2019, https://www.smithsonianmag.com/smithsonian-institution/how-women-got-vote-far-more-complex-story-history-textbooks-reveal-180971869/?fbclid=IwAR35-AwPvdOXM5BwOiH_UNmkOTKO-KzUeAilC5p6ropqLG8zi0IMQwCux78

Cogen, Alex and Wilfred Cordrington. 2020. "The Equal Rights Amendment Explained." Brennan Center, January 23, <https://www.brennancenter.org/our-work/research-reports/equal-rights-amendment-explained>

Stracqualursi, Veronica. 2022. "The Equal Rights Amendment and What it Would Do." *CNN*, February 13 <https://www.cnn.com/2022/02/13/politics/equal-rights-amendment-era-explained/index.html>

Thursday Readings: Political Ambition

SPJO, Chapter 4, Political Ambition

Week 7 (October 11 and 13): Women in U.S. Politics

Tuesday Readings: Women in Office

SPJO, Chapter 5, When Women Run: "Voter Perception of Women Candidates," "Media Coverage of Candidates," and "Campaign Finance"

Thursday Readings: Privacy and Abortion

Jolin, James R. 2022. "A Brief History of Abortion Jurisprudence in the United States." *Harvard Law Blog*, June 9, <https://www-tandfonline-com.acu.idm.oclc.org/doi/abs/10.1080/21565503.2016.1273120>

Price, Kimala. 2010. "What is Reproductive Justice?: How Women of Color Activists Are Redefining the Pro-Choice Paradigm." *Meridians: Feminism, Race, Transnationalism* 10(2): 42-65. muse.jhu.edu/article/410195. *Read only select pages

Knight, Amber. 2017. "Disability and The Meaning of Reproductive Liberty." *Politics, Groups, and Identities* 5(1): 67-83 DOI: [10.1080/21565503.2016.1273120](https://doi.org/10.1080/21565503.2016.1273120). *Read only select pages

Week 8 (October 18 and 20): Women in Legislatures

Tuesday Readings:

Lycklama à Nijeholt, Geertje, Virginia Vargas, and Saskia Wieringa 1998. *Women's Movements and Public Policy in Europe, Latin America, and the Caribbean*. New York: Garland Publishing. Read pp. 1-7. Available through Canvas.

SPJO, 407-top 409

SPJO, Chapter 6, pp. 245-middle of 267

Thursday Readings:

SPJO, Chapter 6, pp. 267-276

Nayar, Jaya. 2021. "Equal Representation? The Debate Over Gender Quotas (Part 1)." *Harvard International Review*, November 29,
<https://hir.harvard.edu/equal-representation-the-debate-over-gender-quotas-part-1/>

Mufti, Mariam and Farida Jalalzai. 2021. "The Importance of Gender Quotas in Patriarchal and Clientelistic Polities: The Case of Pakistan." *Journal of Women, Politics & Policy* 42(2):107-123. DOI: 10.1080/1554477X.2021.1882826

Week 9 (October 25 and 27): Women in Executives

Tuesday Readings:

SPJO, Chapter 7

Thursday Readings:

Holman, Mirya R., Jennifer L. Merolla, and Elizabeth J. Zechmeister. 2022. "The Curious Case of Theresa May and the Public That Did Not Rally: Gendered Reactions to Terrorist Attacks Can Cause Slumps Not Bumps." *American Political Science Review* 116 (1): 249–64. doi:10.1017/S0003055421000861.

Week 10 (November 1 and 3): Women in Judiciary; Exam 2

Tuesday Readings: Judiciary

SPJO, Chapter 8

Thursday Readings: Exam 2

*No new readings

Week 11 (November 8 and 11): Research Week

*No new readings this week

Week 12 (November 15 and 17): Women and Politics in Norway

Tuesday Readings: Norway

Parramore, Lynn. 2013. "Why Scandinavian Women Make the Rest of the World Jealous," *Reuters*, 31 October 2013,
<https://www.reuters.com/article/us-why-scandinavian-women/column-why-scandinavian-women-make-the-rest-of-the-world-jealous-idUSBRE99U18W20131031>

"Women in politics in the Nordic countries," Statista Report. Review graphics about Norway. Available on library database Statistia.

Ummelas, Ott. 2021. "Women Outnumber Men in Norway Cabinet for First Time Since 2012." *Bloomberg*, October 14, <https://www.bloomberg.com/news/articles/2021-10-14/women-take-most-jobs-in-norway-cabinet-for-first-time-since-2012>

Watch: "Gender equality: Norway encourages men to work in female-dominated sectors." 2019. *France 24*, April 25, <https://www.france24.com/en/20190425-focus-norway-gender-equality-workplace-positive-discrimination-men-nursing-childcare>

Thursday Readings: Norway, cont.; Women in the Military

SecurityWomen. 2021. "A Look at Norway's Approach to Gender-Neutral Conscription." October 22, <https://www.cnn.com/2022/08/05/politics/us-army-tactical-bra/index.html>

Review: Van Gilder, Bobbi J. 2019. "Femininity as Perceived Threat to Military Effectiveness: How Military Service Members Reinforce Hegemonic Masculinity in Talk." *Western Journal of Communication* 83(2): 151-171, DOI: [10.1080/10570314.2018.1502892](https://doi.org/10.1080/10570314.2018.1502892)

Week 13 (November 22: no class on November 24): Women and Politics in Rwanda

Tuesday Readings: Rwanda

Watch:

1. "The Harrowing Story of Rwandan Women's Rise To Power," <https://www.bloomberg.com/news/videos/2021-05-05/the-harrowing-story-of-rwandan-women-s-rise-to-power-video>
2. "How Women are Revolutionizing Rwanda," https://www.ted.com/talks/agnes_binagwaho_how_women_are_revolutionizing_rwanda?language=en

Russell, Susan Garnett, Sanaya Lim, Paul Kim, and Sophie Morse. 2016. "The Legacy of Gender-Based Violence and HIV/AIDS in the Postgenocide Era: Stories from Women in Rwanda." *Health Care for Women International* 37 (7): 721-43. doi:10.1080/07399332.2015.1083026.

Week 14 (November 29; December 1): Rwanda, cont.; Women in Politics in Japan

Tuesday Readings: Rwanda

Berry, Marie E. 2018. *War, Women, and Power: From Violence to Mobilization in Rwanda and Bosnia-Herzegovina*. Cambridge: Cambridge University Press. doi:10.1017/9781108236003. *Read chapter from this book

SPJO, Box 6:4: "The Effects of Descriptive Representation on Substantive Representation in Cuba and Rwanda"

Gallimore, Rangira Béa and Gerise Herndon. 2019. *Art From Trauma : Genocide and Healing Beyond Rwanda*. Lincoln: University of Nebraska Press. *Read selection from this book

Thursday Readings: Japan

Nakano, Lynne Y. 2018. "Women in Politics in Japan: Beyond Housewife Activism." *Asian Anthropology* 17(2): 71-84. DOI: 10.1080/1683478X.2018.1458405

Kambayashi, Takehiko. 2022. "How Women are Banding Together to Change Japanese Politics." *Christian Science Monitor*, August 23, <https://www.csmonitor.com/World/Asia-Pacific/2022/0823/How-women-are-banding-together-to-change-Japanese-politics>

"The AP Interview: Japan Minister Says Women 'Underestimated'". 2022. *The Independent*, July 22, <https://www.independent.co.uk/news/ap-japan-tokyo-people-cabinet-b2131980.html>

SPJO, Box 4.2: "Access to Medical School Scandal in Japan"

Week 15 (December 6 and 8): Anti-Gender Resistance

Tuesday Readings:

SPJO, Box 10.4: Equilibrium and the Resurgence of Authoritarian Regimes

Corrêa, Sonia, David Paternotte, and Roman Kuhar. 2018. "The Globalisation of Anti-Gender Campaigns. Transnational Anti-Gender Movements in Europe and Latin America Create Unlikely Alliances." *IPS*, May 31, <https://www.ips-journal.eu/topics/democracy-and-society/the-globalisation-of-anti-gender-campaigns-2761/>

Chenoweth, Erica and Zoe Marks. 2022. "Revenge of the Patriarchs. Why Autocrats Fear Women." *Foreign Affairs*, March/April 2022. Available through Courses.

Thursday Readings:

SPJO, Chapter 10

--FINAL (Exam 3) Wednesday, December 14: 2-3:45 p.m.--



February 9, 2024

Candice Ortvals, Ph.D.
Professor of Political Science
Department of Political Science and Criminal Justice
Abilene Christian University
Phone: (325) 674-4823

Re: Review of Women and Politics (POLS 371)

Dear Dr. Ortvals,

Thank you for submitting Women and Politics (POLS 371) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and members of the council, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Please also let me know if we can be of any help in the design and facilitation of this course.
Sincerely,

A handwritten signature in black ink, appearing to read 'Scott E. Hamm', written in a cursive style.

Dr. Scott E. Hamm,
Assistant Director, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: February 9, 2024
To: Dr. Candice Ortvals-Wiser
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for POLS 371 – Women and Politics

The library is able to provide adequate support for the course. Please contact Laura Baker, Librarian Liaison, if additional resources are needed in support of the course. Thank you for letting us review the course proposal and syllabus.