



湖北工业大学  
HUBEI UNIVERSITY OF TECHNOLOGY

<b>Course Title</b>	Gender and Politics Across the World
<b>Course Code</b>	HUMS 2441
<b>Semester</b>	Summer 2025
<b>Course Length</b>	5 Weeks, 60 Contact Hours
<b>Credits</b>	4
<b>Instructor</b>	TBA
<b>Office</b>	TBA
<b>Email</b>	TBA
<b>Prerequisite</b>	N/A

### Course Description:

The course provides students with basic tools for analyzing theoretical as well as empirical questions of gender and politics from a historical and global comparative perspective. Students are offered an introduction to central theories and concepts in gender theory relating to citizenship, political representation, and political economy, focusing on power and influence on societal as well as individual levels. The empirical parts of the course provide students with concrete examples of how such concepts and theories can be used to analyze politics from a gender perspective.

This course covers issues such as women's participation in political parties and social movements, women as voters and candidates in political elections, and gender and international politics. It will draw on examples from various world regions and time periods to analyze similarities and differences across cases around the globe.

### Course Goals:

Students who successfully complete this course will demonstrate competency in the following general education core goals:

- **Critical thinking skills** – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.
- **Communication skills** – Students will demonstrate effective written, oral, and visual communication.
- **Teamwork** – Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- **Social responsibility** – Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national, and global communities.

### Student Learning Outcomes:

Upon completion of this course, students will be able to:

- critically evaluate and explain how, and why, gender is used as a category of analysis in social science research;
- account for and critically discuss the central concepts and theories on gender, representation, and power that are introduced in the course;
- describe and critically discuss empirical gender research on political actors, political processes and policy relating to gender equality in different parts of the world;
- identify a question that is relevant for the course content, and discuss it from a gender perspective in a shorter course paper.

### **Textbooks/Supplies/Materials Requirements:**

Required: *Women, Gender, and Politics: A Reader*, Edited by Mona Lena Krook and Sarah Childs. Oxford University Press.

Additional readings will be distributed in class.

### **Course Requirements:**

#### **Participation**

Students are expected to actively engage in class discussions, reflecting on assigned readings and connecting them to contemporary political events. Attendance is essential, and students should contribute thoughtful insights during discussions.

#### **Reading Reflections**

Five short reading responses (2–3 pages each) will be submitted throughout the semester. These assignments require critical engagement with course readings, connecting theoretical perspectives to current political developments.

#### **Midterm Exam**

The midterm exam will consist of multiple-choice, short-answer, and essay questions covering material from the first half of the course. It will assess students' understanding of key theories, concepts, and case studies.

#### **Research Paper**

Students will write a 10-12-page research paper on a topic related to gender and politics. Papers must engage with scholarly sources and demonstrate critical analysis of gendered political issues. A proposal with a preliminary bibliography is due mid-semester.

#### **Final Exam**

The final exam will be cumulative, incorporating key themes and debates discussed throughout the course. The format will include essay questions that require synthesis of theoretical frameworks and empirical examples.

<b>Assessments: Activity</b>	<b>Percent Contribution</b>
Participation	10%
Reading Reflections (5)	25%
Research Paper	20%

Midterm Exam	20%
Final Exam	25%

**Grading:**

Final grades will be based on the sum of all possible course points as noted above.

Percentage of available points	Grade
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
<60	F

**Course Schedule:**

*The schedule of activities is subject to change at the reasonable discretion of the instructor. Minor changes will be announced in class, and major ones provided in writing.*

HUMS 2441 Schedule		
Lecture	Topic & Readings	Activities
L1	<b>Part I: Conceptual Foundations</b> Introduction: Why Study Gender and Politics?	
L2	Key Theories: Feminism, Patriarchy, Intersectionality, and Power	
L3	The Historical Evolution of Gender and Political Organization	
L4	<b>Part II: Representation and Political Institutions</b> The Gender Gap in Political Representation <i>Reading:</i> Box-Steffensmeier, Janet M., Suzanna DeBoef, and Tse-Min Lin. 2004. "The Dynamics of the Partisan Gender Gap."	Reading Reflection 1
L5	Quotas, Electoral Systems, and Gendered Political Outcomes	
L6	Political Parties and Gendered Candidate Selection <i>Reading:</i> Niven, David. 1998. "Party Elites and Women Candidates: The Shape of Bias." <i>Women &amp; Politics</i> 19 (2): 57-80.	
L7	Masculinity, Leadership, and Power Structures <i>Reading:</i> Raewyn Connell. (2016). "Masculinities in global perspective: Hegemony, contestation, and changing structures of power," <i>Theory and Society</i> (45) 4: 303-318.	
L8	Equality and difference <i>Reading:</i> Pateman, Carole. (2005). "Equality, difference, <i>subordination: the politics of motherhood and women's citizenship.</i> " <i>In Beyond equality and difference</i> (eds. Gisela Bock and Susan James), pp. 22-35. Routledge, 2005.	Reading Reflection 2
L9	Intersectionality in Political Representation <i>Reading:</i> Yuval-Davis, N. (2006) "Intersectionality and feminist politics", <i>European Journal of Women's Studies</i> , 13(3): 193-209.	
L10	<b>Part III: Political Participation and Social Movements</b> Gendered Patterns of Political Participation	
L11	Women's Movements and Feminist Mobilization The Women's Suffrage Movement <i>Reading:</i> Kraditor, Aileen S. 1981. <i>The Ideas of the Woman Suffrage Movement: 1890-1920</i> . New York: W.W. Norton & Company.	
L12	Gender and Political Parties: Inclusion and Exclusion	
L13	The Modern Women's Movement and the Backlash Against Feminism	

Reading: Schreiber, Ronnee. 2008. *Righting Feminism*. Oxford University Press.

### Midterm Exam

- L14 **Part IV: The State, Policy, and Gendered Governance**  
Feminism and the State: Cooperation and Conflict
- L15 Public Policy and Gender: Labor, Family, and Reproductive Rights      Research Paper Due  
Reading: Ferguson, Lucy. (2013). "Gender, work, and the sexual division of labor." *In the Oxford Handbook of Gender and Politics*, pp. 337-62. Oxford: Oxford University Press.
- L16 Gender, the Welfare State, and Economic Justice      Reading Reflection 3  
Reading: Fraser, Nancy and Linda Gordon. (1994). "A Genealogy of Dependency: Tracing a Keyword of the U.S. Welfare State." *Signs: Journal of Women in Culture and Society* (19)2: 309-336
- L17 Gender and International Politics: Global Governance and Human Rights  
Reading: Willis, Katie. (2018). Gender, development and human rights: exploring global governance. *Geography*, 103, 70-77.
- L18 Gender and War: Women in Conflict and Peacebuilding
- L19 **Part V: Gender, Violence, and Law**      Reading Reflection 4  
Gender-Based Violence and Political Responses  
Reading: Htun, Mala, and Laurel Weldon. (2012). "The civic origins of progressive policy change: Combating violence against women in global perspective 1975–2005". *American Political Science Review*, 106(3), 548-569.
- L20 The Criminal Justice System and Gendered Policy
- L21 Human Rights and Gender-Based Discrimination
- L22 **Part VI: Contemporary Challenges and Future Directions**  
Gender and Technology in Politics
- L23 Media, Political Discourse, and Gender Stereotypes      Reading Reflection 5  
Reading: Sanbonmatsu, Kira and Kathleen Dolan. 2009. "Do Gender Stereotypes Transcend Party?" *Political Research Quarterly*
- L24 The Future of Gender and Political Representation
- L25 Gender, Climate Policy, and Environmental Justice
- Final Exam**

### Accommodation Statement

Academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

### Academic Integrity Statement

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in coursework may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

**Other Items:****Attendance and Expectations**

All students are required to attend every class, except in cases of illness, serious family concerns, or other major problems. We expect that students will arrive on time, be prepared to listen and participate as appropriate, and stay for the duration of a meeting rather than drift in or out casually. In short, we anticipate that students will show professors and fellow students maximum consideration by minimizing the disturbances that cause interruptions in the learning process. This means that punctuality is a must, that cellular phones be turned off, and that courtesy is the guiding principle in all exchanges among students and faculty. You will be responsible for the materials and ideas presented in the lecture.

**Assignment Due Dates**

All written assignments must be turned in at the time specified. Late assignments will not be accepted unless prior information has been obtained from the instructor. If you believe you have extenuating circumstances, please contact the instructor as soon as possible.

**Make-Up Work**

The instructor will not provide students with class information or make-up assignments/quizzes/exams missed due to an unexcused absence. Absences will be excused and assignments/quizzes/exams may be made up only with written documentation of an authorized absence. Every effort should be made to avoid scheduling appointments during class. An excused student is responsible for requesting any missed information from the instructor and setting up any necessary appointments outside of class.

**Access, Special Needs and Disabilities**

Please notify the instructor at the start of the semester if you have any documented disabilities, a medical issue, or any special circumstances that require attention, and the school will be happy to assist.