Women at the Helm: Gender, Leadership, and Global Politics, POL487 H1F

Location: Sid Smith 581

Dr. Madison Schramm
Madison.schramm@utoronto.ca

Office Hours: Wednesday, 3:15-5:00 PM
Sid Smith 6010
Sign up: https://forms.office.com/Pages/ResponsePage.aspx?id=JsKqeAMvTUuQN7RtVsVSEP67XbbLCsxIr96OKGWvdnNUN1hPNVBZSEVRWkU3MEpLRTVYMjVKSINRQi4u

Course Description
The growing number of women in executive office has raised questions about how our existing theories--theories often created by and to explain the experiences of men--can account for how women come to power and how they perform in office. This class surveys how gendered norms and political structures affect the election, behavior, and political fate of women heads of government. Students will engage with various approaches to the study of gender and leadership in International Relations and explore cases of stateswomen who led empires and states.

Learning Objectives
• Explore and revisit theories of decision-making and foreign policy
• Investigate how the identity and gender of leaders inflects foreign policy
• Synthesize feminist and decision-making theories and apply lessons to contemporary and historical cases
• Learn how to read arguments thoroughly and thoughtfully
• Discuss what theories appeal to them and which ones challenge their views

STATEMENT ON ACKNOWLEDGEMENT OF TRADITIONAL LAND
This course takes place on land that has been in relation with Indigenous people and societies since time immemorial. The Elders Circle of the University of Toronto has provided the following statement on acknowledgement of traditional land: We would like to acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit. The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many
Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

Revised by the Elders Circle (Council of Aboriginal Initiatives) on November 6, 2014. Available at: https://www.studentlife.utoronto.ca/fnh

Requirements

Readings
Students must complete all required readings before the seminar.

Attendance and Participation (25%)
This course will be discussion-based and attendance and active participation in all seminars is required. Each unexcused absence will decrease your participation mark.

If requesting an excused absence, students must do so through the form below and fill out all required sections. No more than 2 absences can be excused in the term, after which, participation and attendance grades will be affected.

https://forms.office.com/Pages/ResponsePage.aspx?id=JsKqeAMvTUuQN7RtVsVSEP67XbbLCsxIr96OKGWvdnNUN1hPNVBZSEVRWkU3MEpLRTVYMjVKSINRQi4u

Reading Midterm (20%)
Students must complete a midterm reading quiz posted Tuesday 9:00 am, on May 28 for a 24-hour period (Between Tuesday 9 AM and Wednesday 9 AM). The midterm quiz is open book and should take no more than one hour. Students must take quizzes independently and not allowed to work together.

Oral Presentation 1 (10%)
Students will do an oral presentation (4-5 minutes) on one of the book chapters/articles assigned in the course. The presentation should include a summary of the articles/book chapter, including the author’s research question, theory, empirics, findings, and offer three discussion questions of their own to the class. Students will also be required to turn in a response to the reading via Quercus the night before their presentation. A sign-up sheet will be circulated. Slides are optional.

Oral Presentation 2 (10%)
Students will do a second oral presentation (3-4 minutes) to help further contextualize one of the case studies we will be exploring in the last three weeks of class. Students will include 1-2 discussion questions for the class and turn in a short, annotated bibliography of sources via Quercus (this presentation will require a bit of outside research). A sign-up sheet will be circulated. Given the time limit, slides are discouraged, but handouts are optional.

Sign-up for oral presentations:
Final Paper (35%) Monday, June 17, 11:59 PM
Applying theories discussed in class, students will produce an analysis (2500 words max) of one of German Chancellor Angela Merkel’s foreign policy initiatives, policies, or crisis. More details to follow.

Late Assignments
Late work (without a granted extension) will be reduced by 5 percentage points for every day late. Students will only be granted extensions with documentation and under extenuating circumstances.

Students must fill out form below to request extensions.
https://forms.office.com/Pages/ResponsePage.aspx?id=JsKqeAMvTUuQN7RtVsVSEP67XbbLCsxIr96OKGWvdnNUN1hPNVBZSEVRWkU3MEpLRTVYMjVKSINRQi4u

Appeals and Re-Grading Policy
The first thing to do is to wait. I will not discuss your assignment for at least 48 hours after the assignment has been returned to you. Afterward, you can ask for a regrade. Be aware, however, that this does not guarantee your mark will be raised. It could go up, down, or remain the same.

To request a regrade, fill out the form below:
https://forms.office.com/Pages/ResponsePage.aspx?id=JsKqeAMvTUuQN7RtVsVSEP67XbbLCsxIr96OKGWvdnNUN1hPNVBZSEVRWkU3MEpLRTVYMjVKSINRQi4u

Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grade</th>
<th>Due Date</th>
<th>Submitted through</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial attendance and participation</td>
<td>25%</td>
<td>Throughout semester</td>
<td>In person</td>
</tr>
<tr>
<td>Oral Presentations (2)</td>
<td>20%</td>
<td>Sign-up sheet circulated</td>
<td>In-person and via Quercus</td>
</tr>
<tr>
<td>Reading Midterm</td>
<td>20%</td>
<td>Tuesday, May 28</td>
<td>Via Quercus</td>
</tr>
<tr>
<td>Analysis Paper</td>
<td>35%</td>
<td>Monday, 11:59 PM, June 17</td>
<td>Via Quercus</td>
</tr>
</tbody>
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Course Policies and Procedures: This course will use Quercus to disseminate all course-related information and assignments. It is your responsibility to log on to Quercus regularly and obtain relevant information. All written assignments must be submitted through Quercus

Communication Information
You are responsible for checking Quercus and your UofT e-mail regularly.

Students should plan to raise substantive questions at the beginning of class. Absences, extensions, makeups, and regrade requests must be made via the Form link below and will not be
considered via email, but only with the required documentation through the system. For other matters, students should sign up for office hours through the Form above. I will not respond to emails over the weekend or after 5PM during weekdays. Unless an emergency, responses will take 48-72 hours.

https://forms.office.com/Pages/ResponsePage.aspx?id=JsKqeAMvTUuQN7RtVsVSEP67XbbLCsxIr96OKGWvdnNUN1hPNVBZSEVRWkU3MEpLRTVYMjVKSiNRQi4u

**Accessibility**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please contact Accessibility Services at accessibility.services@utoronto.ca [http://www.studentlife.utoronto.ca/as/contact-us](http://www.studentlife.utoronto.ca/as/contact-us).

**Academic Integrity**

Please refer to the Seven Grandfathers of Academic Integrity:

https://studentlife.utoronto.ca/wpcontent/uploads/Seven_Grandfathers_in_Academic_Integrity.pdf

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto’s Code of Behaviour on Academic Matters (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code of Behaviour on Academic Matters. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources: Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq). You may opt out of this tool by contacting the instructor as early as possible in the semester to make alternative arrangements. Writing Centres: [http://writing.utoronto.ca/writing-centres/](http://writing.utoronto.ca/writing-centres/) Academic Success: [http://www.studentlife.utoronto.ca/asc](http://www.studentlife.utoronto.ca/asc) How not to Plagiarize: [http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/](http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/) RESOURCES Writing

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database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

Support
Students can visit www.writing.utoronto.ca for information and advice on all aspects of academic writing. Students are encouraged to make use of the college writing centers for individualized consultations on their written assignments. Interested students should book their appointments with the writing centers early, as they fill up fast. Information about the writing centers is available at http://www.writing.utoronto.ca/writing-centres/arts-andscience. Students can also take advantage of the Library’s free “Writing Plus” academic skills workshop series, described at http://www.writing.utoronto.ca/writing-plus. International students can find information about the English Language Learning program (ELL), which includes practice opportunities for improving oral communication and critical reading skills, at http://www.artsci.utoronto.ca/current/advising/ell. Registrar Support: Students are encouraged to contact their registrar promptly if they experience unexpected challenges during the course that may require accommodations.

Health and Wellness:
Students can access a wide range of programs and services to support their health and wellbeing. Many of these programs are listed at: https://studentlife.utoronto.ca/department/health-wellness/

Crisis Support:
Students in distress can access a range of free crisis lines available from the University of Toronto and the City of Toronto, as listed below:

- University of Toronto: https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/

Most of these crisis lines are available 24 hours a day and some address specific problems that students may be experiencing. Immediate assistance is available as follows:

- My SSP for University of Toronto Students: 1-844-451-9700.
- Good 2 Talk Student Helpline: 1-866-925-5454
- Gerstein Crisis Centre: 416-929-5200
- Distress Centres of Greater Toronto: 416-408-HELP (4357)
- The Centre for Addiction and Mental Health (CAMH): 250 College Street (walk-in)

You are not alone: please get help if you’re experiencing difficulties or are in distress.

I. Gender and Leadership

Class 1, May 6: Intro Revisiting Leaders and Foreign Policy


**Class 2, May 8: Domestic Politics and Descriptive Representation**


**Recommended**


**Class 3, May 13: Norms**


**Recommended**


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**Class 4, May 15: Norms Continued (Reading Presentations Start)**


**Recommended**

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**Monday, May 20: No Class**

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**II. Governing**

**Class 5, May 22: Women, Peace, and Security and Liberal Feminism**


**Class 6, May 27: War and Iron Ladies**


**Recommended**


**Reading Midterm, Tuesday, May 28**

**Class 7, May 29: Economic Policy and Intelligence**

Kantola, Johanna, and Emanuela Lombardo, eds. *Gender and the economic crisis in Europe: Politics, institutions and intersectionality*. Springer, 2017. Chapter 1


**Recommended**

**Class 8, June 3: Alliances and Existential Threats**


**Recommended**

**Class 9, June 5: Exit and Legacies**


**Recommended**

**V. Cases**

**Class 10, June 10: Brazilian President Dilma Rousseff**


Recommended

Class 11, June 12: Indian Prime Minister Indira Gandhi


Class 12, June 17: Chinese Empress Dowager Cixi

*Monday, July 17, 11:59 PM: Analysis Paper Due*

**Recommended Movies and TV shows**

The Great
Wakanda Forever
The Woman King
Borgen
Queen Elizabeth
The Serpent Queen
Iron Lady
Game of Thrones
House of the Dragon
VEEP
The Crown
Longshot
Eye in the Sky
For all Mankind