

**Political Science 2255G – Women in Political Life  
Brescia University College, Western University  
Winter Term, January – April 2017**

Instructor: Anne Marie DeCicco-Best, MA

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Class: Wednesday 6:30 – 9:30 pm

Room: TBC

Office Hours: Wednesday 5:30-6:30 pm by appointment (please book through email)

### **Course Description**

This course explores various dimensions of women's participation in Canadian politics at all three levels – federal, provincial and local. Included is the historical nature of the women's movement and their under-representation in formal political positions. The course will look at the gender differences in opinion, political behaviour and decisions. It will discuss barriers women face on three fronts: what women face in mounting a successful campaign; barriers to overcome when running for office; and barriers when elected to government and possible remedies. The course will also deal with the role of the media and its influence on women in politics as well as the role of women in political life which exists outside the world of formal politics. While the primary focus is on Canada, the experiences of women in other countries may be delved into.

### **Learning Objectives**

By the end of the course, students will be able to do the following:

- ✓ Identify the major barriers for women assuming positions of leadership at an elected level and possible actions to increase participation.
- ✓ Assess the past actions of women to increase their future representation in government and how this relates to progress in modern day society.
- ✓ Apply leadership concepts to women and politics.
- ✓ Explore the role of gendered media treatment and examine how both women and men can collaborate toward greater equality in how the media affect women in politics.

### **Grading**

Two discussion forum postings (each 5%)	10%
Participation	10%
Short biography and group presentation, Feb 8, 2017 (half of mark towards essay, half for presentation)	25%
Written paper and group presentation, March 29, 2017 (half of mark towards essay, half for presentation)	25%
Final exam	30%

## Grading

### Discussion Forum Posting

Two forum discussions will take place within the course and a question will be posted by the Professor a week in advance. Each posting should be a minimum 300 words. Each student should also interact and respond to at least two other students' posts to attain full marks.

### Participation

The participation mark will be based on two considerations. One is attendance in class and the other is contribution to class discussions. Attendance will be determined by the taking of attendance. At the discretion of your Professor, any student who misses more than 25% of the scheduled classes will receive a participation grade of 0 out of 10 for the course. The Professor will be responsible for assessing the student's contribution to discussion in class. As such, this is an opportunity for students to actively engage with their colleagues, offering different perspectives and views. Asking questions, answering questions, sharing opinions, knowledge, ideas, stimulating discussion, respecting others; attendance: being here is not good enough, you must *contribute*. Each consideration will count equally towards the final participation mark.

### Short Biography and Group Presentation - February 8, 2017

Students will present (group assignment) a short biography of a Canadian political woman, the struggles the woman faced to influence and participate in politics, and her contribution to women's politics. Creativity is encouraged and all group members must participate in the presentation which should be a minimum 10 minutes long, but not longer than 12 minutes. At the end of the presentation, a short written version by each student will be submitted electronically. The paper must include a minimum of five citations and a bibliography presented in a manner that conforms to an accepted academic style. APA 5 or 6 is recommended. Sources must go beyond a simple Wikipedia re-working and must go beyond simply reporting and describing. It is not acceptable to cut-and-paste from the Internet or to search on Google and write up someone else's work without proper citation. The expected length is approximately three pages, double spaced and a minimum 1000 words but not longer than 1200 words. Please submit in a word document format, no pdf or jpeg. Names of the women will be provided on the first day of class and distributed at that time. Students who would like to explore a name not on the list must submit for prior approval by the Professor.

## Written Paper and Group Presentation – March 29, 2017

Making political change.

Students will present (group assignment) their thoughts, ideas and beliefs on where we go as a society to increase the participation of women in political life. The focus should be on the next steps. All students must participate in the presentation and are encouraged to challenge current status quo thinking of ideas that could have a positive impact on women becoming involved in any or all aspects of political life. The presentation should be a minimum of 12 minutes long, but not longer than 15 minutes. Be creative in the presentation. Don't limit yourself. At the end of the presentation, a short written version will be submitted electronically by each student. The expected length is approximately three pages long, double spaced, with a minimum of 1000 words, but not longer than 1200 words. Please submit in a word document format, no pdf or jpeg. The paper must include a minimum of five citations and a bibliography presented in a manner that conforms to an accepted academic style. APA 5 or 6 is recommended.

**NB: Late assignments will result in 0 marks, unless preapproved by the Professor. Penalties will be assigned accordingly in those circumstances.**

### Books

**Required Text:** Sylvia Bashevkin. 2009. Women, Power, Politics.

This course also relies on articles and materials made available through the class website.

### Weekly Outline

#### Week 1

January 11, 2017: Introduction, course outline, presentation details and assignment of groups.  
Group exercise: *Great Canadian Women Quiz*.

#### Week 2

January 18, 2017: History of women in Canadian politics, including comparisons to other parts of the world.

Reading 1: Sylvia Bashevkin. 2009. Women, Power, Politics. Chapter 2, Discomfort Zones, pgs. 21 – 52.

Women's participation in politics statistics (available through Owl)

National Post: Jan 2015

John Ivison: Everything else being equal, it pays to be a woman in politics, new research finds (available through Owl)

A forum question will be posted at the end of this first class to be completed by the next class within the smaller groups.

### **Week 3**

January 25, 2017: The under-representation of women in formal politics at all three levels: federal, provincial and municipal.

Reading 2: Inter-Parliamentary Union. 2008. Equality in Politics: A survey of women and men in parliaments. Chapter 2, Road to parliament: Less travelled by women, pgs. 13-26.

Reading 3: Jennifer L. Lawless and Richard L. Fox. 2012. Men Rule: The Continued Under-Representation of Women in U.S. Politics, pgs. 6 – 14.

Fundamental Facts: Elected Women in Canada by the Numbers, as *of June 2014* (available through Owl)

### **Week 4**

February 1, 2017: Gender differences in opinion and political behaviour and the decisions made by women in elected office.

Reading 4: Inter-Parliamentary Union. 2008. Equality in Politics: A survey of women and men in parliaments. Chapter 3, Women and men in parliament: Competing concerns or complementary agendas?, pgs. 29-40, 71 (table).

Reading 5: Julie Dolan, Melissa Deckman, Michele Swers. 2011. Women and Politics. Chapter 3, The gender gap in elections and public opinion, pgs. 55 – 80.

### **Week 5**

February 8, 2017: Group Presentations – short biography of a Canadian woman in politics.

Following the presentations, the class will discuss and prepare questions for the panel of government officials. Each student should come prepared with their ideas and within their smaller groups prepare two questions.

**Week 6**

February 15, 2017: Special guest speakers' panel: local women MPs, MPPs, city councillors

This is a rare opportunity to engage with local and regional representation of women in political office. Our guest panelists will share their experience and examples of how women are making a difference in changing lives through elected office. They will give advice on how to get involved and personal stories of barriers they have faced and how they have dealt with them.

**Week 7**

February 22, 2017: Reading week, no class, please use the time to continue working on group presentations.

**Week 8**

March 1, 2017: Barriers women face in mounting a successful campaign; barriers to overcome when running for office; and barriers when elected to government. Exploring remedies to barriers women face in politics.

Reading 6: Inter-Parliamentary Union. 2008. Equality in Politics: A survey of women and men in parliaments. Chapter 2, Road to parliament: Less travelled by women, pgs. 27-28.

Reading 7: Julie Dolan, Melissa Deckman, Michele Swers. 2011. Women and Politics. Chapter 5, Women as candidates for elected office, pgs. 128 – 171.

A forum question will be posted at the end of this class to be completed by the next class within the smaller groups.

**Week 9**

March 8, 2017: Women and the media

Readings 8 and 9: Sylvia Bashevkin. 2009. Women, Power, Politics. Chapter 3, Plus-perfect figure. pgs. 57-82 and Chapter 4, The impact of the media on political women, pgs. 86 – 122.

Readings 10 and 11: Manon Tremblay and Linda Trimble. 2003. Women and Electoral Politics in Canada. Chapter 12, Tough talk: How television news covers male and female leaders of Canadian political parties, and Chapter 13, Wham, bam, no thank you ma'am! Gender and the game frame in national newspaper coverage of election 2000. pgs. 194 – 226.

**Week 10**

March 15, 2017: Women's involvement outside of formal politics, known as 'small-p politics'.

Reading 12: Mark Charlton and Paul Barker. 2008. Contemporary Political Issues, Issue 10 - Should women focus on small-p politics, pgs. 251 -274.

Women and Non-institutional Politics – Case study (available through Owl)

**Week 11**

March 22, 2017: Applying leadership thinking to women and politics.

Reading 13: James Kouzes and Barry Posner. 2014. The Student Leadership Challenge, 2<sup>nd</sup> Ed, Chapter 1, Introduction: When people are at their best as leaders, pgs. 3-17; Practice 2: Inspire a shared vision, pgs. 65-87.

**Week 12**

March 29, 2017: Group presentations - Making political change and submission of essays.

**Week 13**

April 5, 2017: Where do we go from here and the next steps? How do we get women to count?

Reading 14: Inter-Parliamentary Union. 2008. Equality in Politics: A survey of women and men in parliaments. Chapter 6, Conclusions: Defining a future agenda. pgs. 81-84.

Reading 15: Sylvia Bashevkin. 2009. Women, Power, Politics. Chapter 6, What to do. pgs. 143-177

Reading 16: Jennifer L. Lawless and Richard L. Fox. 2012. Men Rule: The Continued Under-Representation of Women in U.S. Politics, pgs. 15-17.

**Week 14**

April 12, 2017: final thoughts and questions, preparation for exam.

**Final exam date and time to be confirmed.**

## 2016-17 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.html> The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://www.westerncalendar.uwo.ca/2016/pg130.html> )

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.westerncalendar.uwo.ca/2016/pg113.html>

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

#### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

### 5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS



All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html> )

## **6. PREREQUISITES AND ANTIREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

## **7. SUPPORT SERVICES**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) for information including a complete list of options about how to obtain help.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.