Women in Political Leadership
Internship
-WGSST-
Spring 2013

Credit Hours: 3
Prerequisites: None

CONTACT INFORMATION

Instructor: Julie Graber, B.S., M.A. Phone: 614-859-9469
Email: graber.17@osu.edu 614-859-9115 (cell)
jgraber@instituteonwomen.org Office hours by appt.

MEETING DATES, TIMES, LOCATION

This course meets as follows:

Wednesdays, 3:55 pm to 5:15 pm, Dulles Hall, Room 0016

COURSE DESCRIPTION

Women in Political Leadership is a unique undergraduate internship that offers students the opportunity to explore the world of politics from the vantage point of diverse women political leaders. In this course, students will have the opportunity to work closely with Ohio women legislators to learn about leadership and policymaking. In addition to working with women policymakers, students will engage in classroom discussions based on scholarly readings.

In this course, you will

• complete 10-12 weeks of a 10-15 hour per week internship experience in the office of a woman working in politics/public policy;
• become acquainted with literature on the subject of political leadership and women in politics;
• meet your colleagues for class discussions;
• complete weekly internship work logs;
• write four discussion posts on assigned topics related to readings and discussions;
• conduct an interview with a woman with experience in the political arena;
• write a final synthesizing paper.

STUDENT LEARNING GOALS AND OBJECTIVES

Through internship experience, course readings, assignments, in-class discussions and small group activities, students will have the opportunity to achieve the following learning goals and objectives.

• Understand the skills and strategies required of diverse women lawmakers as well as the obstacles that women leaders face;
• Understand the scope of work of women in positions of political leadership;
• Be able to place their specific internship experience in a larger theoretical and empirical context through reading about women, politics, and leadership.
• Describe and discuss women’s participation in the public policy arena, historically and currently.
• Discuss women’s experiences in running for elected office – barriers, public attitudes, successes and challenges, U.S. in comparison to other countries and policies related to electing more women leaders. Place current elections within historical and global contexts.
• Assess and describe evidence-based differences in women’s leadership style and approach to public policy, and the impact of women in elected office on public policy.
• Discuss the use of public policy to define, limit and expand roles/opportunities for women. Able to analyze current legislative initiatives through a lens focused on gender and race/ethnicity.

**TEXTS AND MATERIALS**


Note: please be sure to use the 2nd edition; it has updates that will be critical for assignments & discussions.

Additional reading materials required for this course will be available online.

**INFORMATION ON GRADED ASSIGNMENTS AND ACTIVITIES**

**Internship Evaluation**

At the end of the quarter your onsite internship supervisor will review your work performance. In addition, you will be asked to offer a self-assessment of your own work performance. Your overall internship evaluation grade will be determined by the instructor based on these assessments.

**Weekly Internship Work Log**

Every week of your internship you will complete an Internship Work Log that asks a series of questions meant to elicit information about the work you are performing and the internship experience. You should complete the Work Log by answering all questions fully and thoughtfully; follow instructions to submit the Work Log each week. A SurveyMonkey link will be provided on Carmen each week. These work logs are due at 11:59 pm on the Sunday following each work week.

These two items together – your internship evaluations (supervisor & self) and the weekly work logs - will account for 40% of your grade.

**Class Attendance and Participation:**

This includes attendance (see detailed description at below “Grading Scale”) as well as active participation. Active participation means being prepared for each session in order to contribute your thoughts, opinions, and questions in an appropriate and relevant manner. During the first class we will explore and further define what this means through discussion and specific examples. **If you have any questions regarding either of these two components, you are encouraged to voice your questions/concerns at any time either verbally or in written format, during class or with the instructor one-on-one. The key to successful understanding and accomplishment in this area is to communicate early and often with your instructor.**

Additionally: first 10 minutes of every class will be dedicated to discussing current events relevant to this course. I’ve created a daily update from selected resources that may be helpful; it can be accessed at: http://paper.li/Inst_on_Women/1346165054# (link online as well).
Informational Interview:

Each of the offices knows that you are charged with conducting an informational interview with either the policymaker you are working for or a senior (female) member of her staff. To prepare for the interview, read this tutorial on conducting informational interviews: http://www.quintcareers.com/informational_interviewing.html

The final class discussion will provide an opportunity for sharing information from your informational interview, and the information will be relevant for your final paper.

In the interview, gather information on the policymaker’s path into public office, her outlook on women as policymakers, and what she regards to be the leadership qualities women need to succeed in politics. Finally, explore how she sees the future for women in politics. Interviews should be conducted in person. You must complete your interview no later than April 5 to be on track present in class on April 17 and to write your final paper.

These two components – Attendance & Participation and your Info Interview presentation - will account for 30% of your grade.

Discussion Postings: Due on Sunday of the Assigned Week, 11:59 pm

These postings will be based on discussion from the previous week of classes. They should be approximately 300 words in length (2 paragraphs). Discussion boards will be created for each assignment. The topics are included below.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Post 1 – Due Feb 3</td>
<td>Review: Miss Representation &amp; Iron-Jawed Angels</td>
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<tr>
<td>Post 2 – Due Mar 3</td>
<td>Bio of Woman working in International Politics</td>
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<tr>
<td>Post 3 – Due Mar 24</td>
<td>Brief: Court Decision Impacting Women's Rights</td>
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<tr>
<td>Post 4 – Due Apr 14</td>
<td>Op-Ed on public policy impacting women</td>
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</tbody>
</table>

Final Paper, Due April 25, 11:59 pm

At the end of the quarter you will submit a final paper of six to eight full pages in length (before references) in which you will use readings, the results of an informational interview (see instructions below), and other course resources—including class discussions—to analyze your internship experience. As you develop your paper, consider the following questions:

- What specific challenges do diverse women face in getting elected to public office?
- Once elected, how does women’s leadership influence the policymaking process?
- How are women policymakers strategizing to move their issues onto the legislative agenda?
- In what ways are women moving forward in their work as policymakers and what obstacles still remain in their path?

Criteria for the written final report:

- Student should demonstrate competencies related to the learning objectives listed for the course.

Paper should also demonstrate student’s ability to:

- apply critical and analytical thinking skills.
- think divergently, creatively, and flexibly about complex ideas and issues.
- locate, analyze, synthesize, and critically evaluate information from a variety of sources, including print and electronic media, film and video, and internet technologies.
**Additional criteria for grading written work:**

- Outside sources are appropriate cited (using MLA or APA format).
- Writing shows evidence of student’s own response to the topic.
- Writing is organized so that readers can follow its argument.
- Accurate grammar, punctuation and spelling

**Submission and Formatting**

- An online drop box will be provided for submitting the final paper.
- Papers should be double-spaced with 1” margins all around
- Your name should appear in the right side header on every page
- All pages should be numbered in the header next to your name

Note: The OSU Writing Center, which offers free tutoring to students, is located at 475 Mendenhall Lab. You can obtain more information about the Center at [http://cstw.ohio-state.edu/writing_center/index.htm](http://cstw.ohio-state.edu/writing_center/index.htm), and you may contact them at 688-4291.

These two components – the discussion posts and your final paper - will account for 30% of your grade

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**Grade Components & Weighting**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Internship Evaluation – Supervisor &amp; Self – plus weekly Work Logs</td>
<td>40%</td>
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<tr>
<td>Class attendance, participation and info interview presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion posts and final paper</td>
<td>30%</td>
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</tbody>
</table>

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**Grade Scale**

The grading system for this course follows OSU’s standard grading scheme. Grades for all assignments and the final grade will follow the Grade Scale. This Grade Scale will be used to determine the final Letter Grade.

<table>
<thead>
<tr>
<th>% of Total Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
<th>Description</th>
<th>% of Total Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 – 100 %</td>
<td>A</td>
<td>4.0</td>
<td>Exceptional</td>
<td>77 – 79 %</td>
<td>C+</td>
<td>2.3</td>
<td>Average</td>
</tr>
<tr>
<td>90 – 92 %</td>
<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
<td>73 – 76 %</td>
<td>C</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>87 – 89 %</td>
<td>B+</td>
<td>3.3</td>
<td>Above Average</td>
<td>70 – 72 %</td>
<td>C-</td>
<td>1.7</td>
<td>Below Average</td>
</tr>
<tr>
<td>83 – 86 %</td>
<td>B</td>
<td>3.0</td>
<td>Above Average</td>
<td>67 – 69 %</td>
<td>D+</td>
<td>1.3</td>
<td>Below Average</td>
</tr>
<tr>
<td>80 – 82 %</td>
<td>B-</td>
<td>2.7</td>
<td>Above Average</td>
<td>60 – 66 %</td>
<td>D</td>
<td>1.0</td>
<td>Below Average</td>
</tr>
<tr>
<td>Below 80%</td>
<td>E</td>
<td>0.0</td>
<td>Below 60%</td>
<td>Below 60%</td>
<td>E</td>
<td>0.0</td>
<td>Failure</td>
</tr>
</tbody>
</table>
CLASS ATTENDANCE POLICY

You are expected to attend all class meetings throughout the quarter. Please email me in advance if you know you will miss a class.

There are four situations, which constitute an "excused absence." They are:
1. Students who participate in a documented University sanctioned event
2. Students who have a documented death in the family
3. Students who are observing a religious holiday
4. Students who are too ill or injured to participate in class

- Students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes that will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor with a minimum two-week notice.
- Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the quarter.
- Students who are too ill or injured to participate in class must provide written documentation from a physician stating that the student was too ill or injured to participate in class for the missed dates.

CARMEN

Course materials will be available on Carmen. It is your responsibility to familiarize yourself with Carmen and to login regularly for course updates.

 ELECTRONIC DEVICES

Recording Lectures: In accordance with federal regulations, students may not make audio recordings of class lectures without the prior written consent of the instructor. Students who have registered and documented disabilities may make audio recordings with the consent of the instructor.

Cell Phones & iPods: Please turn off cell phone ringers during class, no texting, and no iPod listening in class.

ACADEMIC INTEGRITY

As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. Always cite your sources. Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism.

DISABILITY SERVICES

The Office of Disability Services, located in 150 Pomerene Hall, 1760 Neil Avenue, offers services for students with disabilities and can be reached at 292-3307; http://www.ods.ohiostate.edu. Students who have been certified by the Office of Disability Services will be appropriately accommodated in this class and should inform the instructors as soon as possible of their needs.
### WEEKLY TOPICAL OUTLINE WITH ASSIGNMENT DUE DATES

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assigned readings are to be done <strong>IN ADVANCE</strong> of the class meeting date.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Jan 09</td>
<td><strong>Introduction</strong>&lt;br&gt;Syllabus &amp; Assignment Review&lt;br&gt;Overview of Course and Key Concepts&lt;br&gt;Internship Orientation and Information</td>
</tr>
<tr>
<td>Week 2</td>
<td>Jan 16</td>
<td><strong>Wednesday: Women’s Leadership in the Political Arena</strong>&lt;br&gt;Reading: Feminist Leadership for Social Transformation (Carmen)&lt;br&gt;Class: Miss Representation, Part I</td>
</tr>
<tr>
<td>Week 3</td>
<td>Jan 23</td>
<td><strong>Wednesday: Women’s Leadership in the Political Arena</strong>&lt;br&gt;Reading: Han, Preface, Chapters 1-2&lt;br&gt;Class: Miss Representation, Part II</td>
</tr>
<tr>
<td>Week 4</td>
<td>Jan 30</td>
<td><strong>Wednesday: Women as Voters</strong>&lt;br&gt;Reading: Han, Chapter 3&lt;br&gt;Class: Iron-Jawed Angels&lt;br&gt;Assignment: Discussion Post Due on Sunday Feb, 3</td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb 06</td>
<td><strong>Wednesday: Women Running for Elected Office</strong>&lt;br&gt;Reading: Han, Chapter 4&lt;br&gt;Reading: Paxton: Year of the Woman (online)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Feb 13</td>
<td><strong>Tuesday: Women in Legislative Office</strong>&lt;br&gt;Reading: Han, Chapter 5&lt;br&gt;Reading: Reingold: Women as Office Holders</td>
</tr>
<tr>
<td>Week 7</td>
<td>Feb 20</td>
<td><strong>Tuesday: Women in Executive Office</strong>&lt;br&gt;Reading: Han, Chapter 6&lt;br&gt;2008 Election Discussion – Clinton’s run for the presidency&lt;br&gt;Reading:&lt;br&gt;• Lawless, Jennifer, Sexism &amp; Gender Bias (online)&lt;br&gt;• Reuters editorial: Women leaders combat stereotypes in US</td>
</tr>
<tr>
<td>Week 8</td>
<td>Feb 27</td>
<td><strong>Wednesday: Women in Politics Internationally</strong>&lt;br&gt;Class: Pray the Devil Back to Hell&lt;br&gt;Assignment: Discussion Post, Due Mar 3 – Women Leaders Internationally</td>
</tr>
<tr>
<td>Week 9</td>
<td>Mar 06</td>
<td><strong>Wednesday: Women of Color in Politics</strong>&lt;br&gt;Reading:&lt;br&gt;• Smooth, Wendy: Intersectionalities of Gender and Leadership&lt;br&gt;Class: Chisholm – Unbought and Unbossed</td>
</tr>
</tbody>
</table>
## Week 10
- **Mar 13**: Spring Break – No Class

## Week 11
- **Mar 20**: **Wednesday: Women in the Judiciary**  
  **Reading**: Han, Chapter 7  
  **Assignment**: Discussion Post – Due Sun, Mar 24 - Court Cases

## Week 12
- **Mar 27**: **Wednesday: How Public Policy Shapes Women’s Lives**  
  **Reading**: TBA  
  **Class**: Policy Discussion

## Week 13
- **Apr 03**: **Wednesday: How Public Policy Shapes Women’s Lives**  
  **Class**: The Invisible War, Part I

## Week 14
- **Apr 10**: **Wednesday**:  
  **Class**: The Invisible War, Part II  
  **Assignment**: Discussion Post – Due April 14 - Op Ed

## Week 15
- **Apr 17**: **Wednesday**:  
  **Reading**: Han, Chapter 8  
  **Class**: Informational Interviews – summary and discussion  
  **Class**: Course Recap & Final Questions

## Week 16
- **April 25**: Final Paper Due

### Triggers for Critical Thinking

You can encourage your own critical thinking with some of the following questions or activities:

- Clarify the question you’re trying or have been asked to answer - think about the basic who-what-when-where-how-why - what kind of question is this?
- Identify the information you have and don’t have - what else do you need to know or should you consider? If answering the question reflects your personal experience, do you need to seek info regaring the experiences of others?
- Evaluate your information sources - are they diverse? are they likely to reflect a specific viewpoint?
- Make inferences - if this, then this; if not this, then this; etc.
- Challenge your assumptions - what are you assuming is true/not true? - what if you consider the opposing viewpoint?

Communicate your conclusions/thinking: Claim, Explanation, Evidence

Additional resources on critical thinking are available on the Carmen website.