Course information:
Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department/School School of Civic and Economic Thought and Leadership
Prefix: CEL Number: 294 Title: Women in Political Thought and Leadership Units: 3

Course description: The role of women in the family and society is a persistent and foundational theme in the history of political thought from Sophocles' Antigone, Plato's presentation of the equal role of women in the Just City in his Republic, to the discussion of women by modern liberal political thinkers like John Locke in the Second Treatise of Government, John Stuart Mill's The Subjection of Women, and contemporary American feminist writers from across the political spectrum. This course combines the treatment of women in the history of political thought, and how it informs contemporary debates about American Feminism, with the discussion of women in leadership roles in social and political movements and history. In the final section of the class, we will address a selection of case studies of women leaders in political life. These might include Elizabeth I, Catherine the Great, Victoria, Indira Ghandi, Golda Meir, Benazir Bhutto, Margaret Thatcher, and Hillary Clinton.

Is this a cross-listed course? No
If yes, please identify course(s):

Is this a shared course? No
If so, list all academic units offering this course:

Is this a permanent-numbered course with topics? No
If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

Requested designation: Literacy and Critical Inquiry - L
Mandatory Review: No

Note: a separate proposal is required for each designation.

Eligibility: Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2018 Effective Date: October 1, 2017
For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (NSNG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name Carol McNamara E-mail carol.mcnamara@asu.edu Phone 480-965-0207

Rev. 3/2017
Department Chair/Director approval: (Required)

Chair/Director name (Typed): Paul Carrese
Chair/Director (Signature): [Signature]
Date: April 11, 2018
Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned. Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>❑</td>
<td>❑</td>
<td>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <em>In-class essay exams may not be used for [L] designation.</em></td>
</tr>
</tbody>
</table>

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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</thead>
<tbody>
<tr>
<td>❑</td>
<td>❑</td>
<td>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</td>
</tr>
</tbody>
</table>

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>❑</td>
<td>❑</td>
<td>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</td>
</tr>
</tbody>
</table>

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.
2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".

C-3

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ASU - [L] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>☑</td>
<td></td>
<td>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. Intervention at earlier stages in the writing process is especially welcomed.</td>
</tr>
</tbody>
</table>

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEL</td>
<td>294</td>
<td>Women in Political Thought and Leadership</td>
<td>L</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Every assignment in the course is either a written essay (4) assignment or an oral presentation (2).</td>
<td>Each student must write two essays on assigned topics drawn from the class readings, do one presentations on the class readings, do a presentation and submit a paper on a case study of a woman who is/has been a political leader. And there will be a final take- home written essay exam. Syllabus p. 3</td>
</tr>
<tr>
<td>C2</td>
<td>The essays and presentations required will be theoretical critical readings and explanations of the texts under consideration. The presentation and paper dedicated to the leadership of a woman will be based on reading and research and consideration of this person in the context of our study.</td>
<td>Writing in a political thought class requires a student to read, think, and write critically a carefully crafted set of ideas that build a well- ordered and thoughtful argument that anticipates and responds to potential objections. Syllabus p.6</td>
</tr>
<tr>
<td>C3</td>
<td>Each written assignment will be in response to a question posed by the professor, which will require a careful, thoughtful, critical reading of the text, which will provide the foundation for the essay.</td>
<td>The written submissions in this class will all require profound reflection by the students on the texts under consideration for the course. Syllabus pp.4,5,6</td>
</tr>
<tr>
<td>C4</td>
<td>Submission of drafts will be required a week prior to the final submission of the essays, which the professor will read and then on which she will provide ample comments.</td>
<td>Please see the syllabus pp. 3 and 4</td>
</tr>
</tbody>
</table>
What do women want? In 1963, Betty Friedan asked this question in *The Feminine Mystique*, a book that is credited with sparking the second wave of American feminism. The question continues to inform the contemporary discussion of feminism in the United States. This course examines the different accounts of women in political society as presented in the history of political philosophy from the ancient Greeks through to modern political thought, and how these discussions inform debates about the role of women in contemporary American political thought and feminism.

The role of women in the family and society is a persistent and foundational theme in the history of political thought. The thought of the classical poets and political philosophers acknowledges the power and influence of women in human affairs. We will begin the class with a discussion of Sophocles' *Antigone*. Antigone is one of the iconic female leaders portrayed in ancient literature. She is a very young woman who stands for principled leadership against the tyrannical imposition of the king's will on religious belief and practice and in the political world.

Sometimes the authority of women is acknowledged directly, as the comic playwright, Aristophanes does in his play, *Ecclesiazusae*, or as Aristotle does in his *Nicomachean Ethics* and the *Politics*. In *Ecclesiazusae*, the heroine of the play, Praxagora, leads the women of Athens in a takeover of the government. After establishing their rule, they abolish private property and the family, and communize the means of production and sexual relations. Aristophanes' play raises with particular acuteness the question of the possible differences between the nature of women and men, and the general question of the connection between human nature and the possibility of political reform.

Plato and Aristotle also discuss the important role of women in political society. In Book Five of the Republic, Plato argues that women will necessarily serve as equal to men in the guardian ruling class of the perfectly just city in speech. Plato insists on the equality of women and the community of children as a foundation for the perfectly just city but when women work side by side with men in Plato's military, it poses challenges familiar to 21st century readers. For Aristotle, the relationship between women and men and the family it creates are the foundation of society. He also argues that the importance of the friendship of marriage is a rival to that between friends who have lived together, eaten a grain of salt together, in the public realm.

The second section of the course will address women in modern political thought and the feminist movement in America. The liberal political thought of Thomas Hobbes and John Locke includes women as equal members of the social and marital contracts. In Book V of Jean Jacques Rousseau's *Emile*, he presents the education of Sophie, who represents his idea of
womanhood, and her courtship with Emile, whose education is the theme of the book as a whole. In *The Subjection of Women*, John Stuart Mill develops the argument that liberalism has in fact failed to incorporate women sufficiently into political society.

Then, we will turn to examine directly women in American thought, beginning with Alexis de Tocqueville’s discussion of women in 1830 America, and then, turning to the early American feminists like Elizabeth Cady Stanton and Susan B. Anthony, who fought for political, legal, and social equality. Contemporary Feminist Thought is not, however, monolithic. There are many strands of feminist thought in the United States and the Western world – liberal, conservative, radical, Marxist feminism, among others that present their vision of the direction they believe contemporary feminism should take. This part of the course will include selections from Simone de Beauvoir, Betty Friedan, Bell Hooks, Camille Paglia, Catherine McKinnon, Carol Pateman, S.M. Okin, and Christina Hoff Sommers.

The third section of the class will address a selection of case studies of women leaders in periods of overall male dominance of political life. These might include Elizabeth I, Catherine the Great, Victoria, Indira Ghandi, Golda Meir, Benazir Bhutto, Margaret Thatcher, Condoleezza Rice, Hillary Clinton and other women who have held positions of authority in the American Government.

**Learning Objectives**

Upon successful completion of the course:

1. Students should be able to synthesize and demonstrate advanced knowledge across the field of classical political thought and leadership.
2. Students should be able to demonstrate critical thinking skills or formulate & defend a thesis in a written or oral format.
3. Students should be able to use a proper methodology necessary for leading and participating in a discussion of the ideas central to the study women in classical, modern, and contemporary political thought.
4. Students should be able to use a proper methodology necessary for writing a well-constructed paper in the field of Political Thought.

**Required Materials**

*Texts*
A series of readings will be collected and made available for students on Blackboard. There will also be texts required for purchase.

**Attendance**
Attendance at all class meetings is required – between points for participation and in-class presentations, much of your grade is at stake. Late arrival and early departure are strongly discouraged. Please notify me in advance, should it be necessary to miss all or part of a class
meeting. Acceptable reasons for excused absences include: illness, religious observance, and ASU sanctioned activities. Appendix 2.

Technology
This classical political thought class does not allow the use of any technology. **ALL phones, ipods, ipads, tablets, computers must be turned off during class.** All you need for this class are the texts/hard copy books we are studying. Your technological devices are a distraction from the discussion of these texts. See Appendix 2

Academic Integrity
Students are responsible for knowing and adhering to the ASU Student Academic Integrity Policy (see http://provost.asu.edu/academicintegrity); violations - which include, but are not limited to plagiarism, cheating on examinations, etc. - will be sanctioned in accordance with ASU guidelines. See Appendix 2

Requirements
Students' performance in the course will be assessed according to a 100-point scale:
1. Attendance and participation in classroom discussions: 10 points;
2. Three 5-7 page essays on topics distributed in class (20 points each/60 points):
3. Two in class presentations on topic selected from the class schedule (5 points each, 10 points)
4. For the Second class presentation and third paper, the students will conduct a case study of a woman in a leadership role. The student must select a female leader and explain her leadership both in form and content, make a presentation to the class and write a paper based upon the presentation for submission
5. A final take-home writing assignment: 20 points;

Schedule and Reading Assignments

(Subject to change; dates for holidays and deadlines for class assignments will be marked in bold)

Assignments
You must do ALL of the following to complete the course successfully:
1. Do the assigned readings ahead of time.
2. Come to class prepared to discuss these readings.
3. Complete ALL written work and exams
4. Comply with all University rules regarding cheating, Falsification, and plagiarism. (See Appendix 2 for details.)

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>F</td>
<td>63 or less</td>
</tr>
</tbody>
</table>
B+  87-89  C-  70-72
B   83-86  D+  67-69
B-  80-82  D   64-66

See Appendix I for an explanation of the grading standards for this class.

Class Schedule:

Week 1
Introduction: What do women want? Understanding the debate about American Feminism through the lense of the history of political philosophy, American literature, debates in feminism, and practical leadership case studies.

Women in Ancient Political Thought

Week 2
Sophocles, Antigone

Week 3
Plato's Republic, Book V
Aristotle, Politics, Book I, Nicomachean Ethics, on marriage and friendship, pp. 35-38, 52-54, 55-63

Women in Ancient Political Thought: Draft for First paper due in class for comments

Week 4
Aristophanes' Ecclesiazusae

Modern Political Thought: the Equality of Women in the Social Contract
Week 5
John Locke, the Second Treatise of Government, Marriage and the Family
Rousseau, Emile, Book V; Declaration of the Rights of Man and Citizen

Final submission of first paper due in class

Week 6
Alexis de Tocqueville, Democracy in America, selections
Elizabeth Cady Stanton, Seneca Falls Declaration (1848, and Lucretia Mott), "The Destructive Male," 1868

Week 7
Mary Wollstonecraft, Vindication of the Rights of Women, 3-43
Mary Wollstonecraft, Vindication of the Rights of Women, 43-77

Week 8
John Stuart Mill, On the Subjection of Women, 409-454,

Week 8
Jane Addams, "Bread Givers"; "Women's Conscience and Social Amelioration"; "A Review of Bread Rations and Woman's Traditions"; "Women's Memories--Challenging War"

Week 9
Charlotte Perkins Gilman, *Herland*, Ch. 1, 2, 5, 6, 7 (long reading--novel!)
Charlotte Perkins Gilman, *Herland*, Ch. 9, 10, 11 and "The Yellow Wallpaper" (171-187) (long reading!)
**Second Paper Due in Class**

**Contemporary Feminist Debates**
Week 10
Betty Freidan, *The Feminist Critique*
Second Wave Feminism: What do women want?

Week 11
**paper draft due in hard copy**
Judith Butler, *Gender Trouble* (On Blackboard, pp. 6-34, 143-149)
Camille Paglia, Essays from *Free Women, Free Men, Gender and Feminism*

Week 12
Susi Okin Okin, *Justice, Gender, and the Family* (On Blackboard)
Christina Hoff Sommers, selections from *Who Stole Feminism? And from Freedom Feminism*

Week 13
Wendell Berry, "Sex, Economy, Freedom, and Community" (pp. 117-144) and "Men and Women in Search of Common Ground"
**revised papers due in hard copy in class**

Week 14-15
The Leadership of women in the world – Case Studies
Elizabeth I, Queen Victoria, Catherine the Great, Joan of Ark, Ghandi, Golda Meir, Margaret Thatcher, Angela Merkel, Hillary Clinton
**Third Paper based on Case Studies of Leaders due in class, Thursday, week 5**

Take home final exam on Women and Political thought and leadership
Appendix I: Grading Standards

Papers should show that you have read carefully and thought seriously. Stick to the assigned topics. You will be credited for clarity, conciseness, and the degree of reflection your papers display.

A (90-100): An excellent piece of work. A paper in the A range will not only demonstrate a competence and solidity in treating the topic at hand, but it will go beyond that to demonstrate hard, original, and critical thinking. An A paper will not rest content with unsupported assertions (even sharp ones), but will build an argument or a series of arguments. I will have no doubt about what the guiding idea of the paper is. It will be well grounded in the text under discussion, with pertinent citations and quotations. Obvious opposing views will be anticipated and responded to. The writing throughout will be simple, clear and unambiguous and presented in a thoughtful and organized way. It will be proofread, well polished, and contain very few grammatical and typographical errors.

B (80-89): Good, solid, above-average work. A B paper will demonstrate a basic competence in the topic at hand. The argument of a B paper will be typically either solid but unremarkable, or it may face some notable, but not grave, problems. If the paper has attempted something more ambitious, there may be some significant problem (such as a failure to address opposing possibilities or insufficient textual support). A paper that otherwise might get an A may drop to a B owing to poor writing. But in general, a B paper will be clearly written and argued and well organized. Your basic argument should be clear to me, whether or not your support for it is rock-solid. A B paper will be free of major problems. Receipt of a B on a paper conceived and executed the night before is cause for celebration (except for the fact that if you had begun earlier and devoted more serious thought to the paper, it might have been an A).

C (70-79): Average work that may suffer from a variety of major ills. The reader may be left unsure what your main thesis is. Your basic thesis may contradict itself in a crucial way or be insufficiently supported or contradicted by the text. Many C papers are poorly written and haphazardly organized, giving the appearance of having been written in haste and with little reflection or attention to the text. Some C papers may evidence significant work, but fail to demonstrate the basic competence in the topic required by a B paper.

D (60-69): A paper receiving a D will have many major problems. This should serve as a wake-up call.

F: Unacceptable work by any measure.

Appendix 2: University Guidelines

Absences
The conditions under which assigned work or tests can be made up, include:
• The instructor’s general policy on absences
• Information on excused absences related to religious observances/practices that are not in accordance with ACD 304-04 “Accommodations for Religious Practices.”
• Information on excused absences related to university sanctioned events and activities that are in accord with ACD 304-02 “Missed Classes Due to University-Sanctioned Activities.”

Academic Integrity
Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as grade of E), course failure due to academic honesty (indicated on the transcript as a grade of XE). Loss of registration privileges, disqualification and dismissal.

Accommodating students with disabilities
Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact the DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480)965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Expected classroom behavior
Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper will not be tolerated. The use of laptops, cell phones, mp3/iPod players, etc. are strictly prohibited during class.

Policy against threatening behavior
All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.