Politics & Gender, 9 (2013), 207–238.

CRITICAL PERSPECTIVES ON GENDER AND POLITICS

Teaching Gender and Politics: Views from the Field

Introduction

Amy L. Atchison, Valparaiso University

doi:10.1017/S1743923X13000044

> Recommendation 5: That the character and implications of *ethnic, gender, and cultural diversity and the international and transnational dimensions* of particular problems and policies be *addressed in all relevant courses* — "main-streamed," in the pedagogical vernacular — not treated as a separate and unique problem to be dealt with in a particular course or two or by a particular faculty member. (Wahlke 1991, 53; emphasis in original)

The idea for this Critical Perspectives section came from a short course at the 2011 American Political Science Association Annual Meeting, "Teaching Gender and Politics: Views from the Field." In one of the panel discussions, a senior feminist international relations scholar mentioned the above-quoted Wahlke Report, and most participants — almost all of whom identify as gender scholars, many of whom are senior in the field — were surprised not only that APSA recommended gender mainstreaming in the political science classroom, but also that it happened so long ago. Despite this now twenty-year-old recommendation, the available data on gender mainstreaming indicate that gender as a powerful theoretical and analytical construct remains outside the mainstream of political science education (Cassese, Bos, and Duncan 2012). It is illustrative to note that our workshop participants were not the only political scientists who seem to have missed Wahlke's recommendation on inclusion of gender and ethnicity; it was not highlighted in either the immediate aftermath of the publication of the report or in more recent evaluations of the

The authors would like to thank Sue Tolleson-Rinehart for suggesting that we pursue the topic after the short course. Her support and encouragement were invaluable.

Published by Cambridge University Press 1743-923X/13 $30.00 for The Women and Politics Research Section of the American Political Science Association.
© The Women and Politics Research Section of the American Political Science Association, 2013.

https://doi.org/10.1017/S1743923X13000044 Published online by Cambridge University Press

report's influence (Bennett 1991; Ishiyama 2005; Ishiyama, Breuning, and Lopez 2006; Kaufman-Osborn 1991). Given the many benefits of gender mainstreaming — from improving democratic citizenship to increasing the number of women in the profession — our goal for this Critical Perspectives section is to bring renewed focus to the subject of gender mainstreaming in political science education. We hope to start new conversations: What are the benefits of mainstreaming? How can faculty approach mainstreaming? What tools do faculty need in order to mainstream effectively? In the following essays, the authors approach these questions from a variety of viewpoints.

In the first essay, Marsha Lyle-Gonga takes as her starting point the underlying assumption that mainstreaming is an effective method for exposing students to gender in political science. She subjects this assumption to rigorous and thoughtful examination, looking at potential pitfalls in mainstreaming and alternatives to the approach. Erin Cassese and Angela Bos then provide a brief content analysis of prominent introductory textbooks and highlight the need for further attention to gender mainstreaming in political science texts. In the third essay, Leanne Doherty assesses the need for — and benefit of — gender mainstreaming in learning outside the classroom. She makes the case that all mainstreaming need not be done in a formal learning environment and that exposure to gender mainstreaming in working environments makes gender real to students in ways that classroom learning may not. I then argue that gender mainstreaming can serve as a means of transforming not just education, but also the discipline itself, and I suggest an institutionalized structure to sustain the transformation. Finally, Melissa Matthes provides concluding thoughts and rejoinders. Taken individually, each essay points to the benefits of gender mainstreaming in political science education; taken collectively, this Critical Perspectives section indicates that gender mainstreaming is not only beneficial to the political science curriculum, but also necessary if we are to become a more inclusive discipline.

Amy L. Atchison is Assistant Professor of Political Science and International Relations at Valparaiso University, Valparaiso, IN: Amy.Atchison@valpo.edu

https://doi.org/10.1017/S1743923X13000044 Published online by Cambridge University Press

REFERENCES

Bennett, Douglas C. 1991. "Political Science within the Liberal Arts: Towards Renewal of Our Commitment." *PS: Political Science & Politics* 24 (2): 201–4.
Cassese, Erin C., Angela L. Bos, and Lauren E. Duncan. 2012. "Integrating Gender into the Political Science Core Curriculum." *PS: Political Science & Politics* 45 (2): 238–43.
Ishiyama, John. 2005. "Examining the Impact of the Wahlke Report: Surveying the Structure of the Political Science Curricula at Liberal Arts and Sciences Colleges and Universities in the Midwest." *PS: Political Science & Politics* 38 (1): 71–75.
Ishiyama, John, Marijke Breuning, and Linda Lopez. 2006. "A Century of Continuity and (Little) Change in the Undergraduate Political Science Curriculum." *The American Political Science Review* 100 (4): 659–65.
Kaufman-Osborn, Timothy V. 1991. "From the Science to the Art of Politics." *PS: Political Science & Politics* 24 (2): 204–5.
Wahlke, John C. 1991. "Liberal Learning and the Political Science Major: A Report to the Profession." *PS: Political Science & Politics* 24 (1): 48–60.

A Critical Analysis of Gender Mainstreaming

Marsha Lyle-Gonga, Austin Peay State University

doi:10.1017/S1743923X13000056

By definition, gender mainstreaming is the process by which a gendered perspective (male and female) is integrated into the fabric of our communities, institutions, and lives (United Nations 1997). We live in a society defined by our values of equality, social justice, and opportunity. In order for these values to permeate into our everyday lives, we must address issues of "separateness" that still seem to prevail in our institutions, particularly in our political science curricula. Di Stefano (1997, 204) presented gender as "a socially constructed and politically enforced notion of what it means to be male or female" and argues that this gendered lens is "political because it has the power to impose meaning and value to our activities and social relationships." Mainstreaming is a transition from a male-defined curriculum to a more gender-balanced curriculum that better reflects the improved status of women in society.

Almost 20 years ago, Githens (1994, 722) suggested that "the purpose of mainstreaming is to move away from stereotypic thinking and broaden the student's term of reference." Gender mainstreaming in political science allows students to see themselves not just in the present, but also how they are, in many ways, the product of the history of past political events and how they can contribute to future endeavors. The use of gender as

https://doi.org/10.1017/S1743923X13000044 Published online by Cambridge University Press