

PSC 335: Women and Politics
Spring 2007
Monday/Wednesday/Friday 1:00 – 1:50
Graham 204

Instructor: Professor Carisa R. Showden

Office: 226 Graham Building

Office Hours: Mondays & Wednesdays 2:00 – 3:30; and by appointment.

Email: carisa_showden@uncg.edu (This is the best method for reaching me.)

Phone: 336-256-0515

Course Overview:

This course examines women's political socialization, the relationship between daily life and political decision-making, cultural politics and grassroots organizing, and women's patterns of participation in mainstream electoral politics and representative institutions. The course considers how women resemble and differ from men and from each other as political actors and the reasons for these similarities and differences. While primarily focused on women and politics in the United States, this course will also examine women's political activity in a comparative perspective on certain issues.

Goals of the Course (Student Learning Objectives):

By the end of the semester, students should be able to

1. Explain how, why, and when "woman" is and is not a politically significant identity;
2. Explain how and why identity politics is different from interest group politics;
3. Explain what "women's issues" are;
4. Define and distinguish between traditional, grassroots, and cultural politics;
5. Explain when, how, and why women and men govern differently.

Required Texts:

1. Susan Moller Okin. *Is Multiculturalism Bad for Women?* Princeton, NJ: Princeton University Press, 1999.
2. M. Margaret Conway, David W. Ahern, and Gertrude A. Steuernagel. *Women and Public Policy: A Revolution in Progress*, 3rd Edition. Washington, D.C.: CQ Press, 2005. (Abbreviated as "**Conway**" in the schedule of readings.)
3. Sarah L. Henderson and Alana S. Jeydel. *Participation and Protest: Women and Politics in a Global World*. New York, NY: Oxford University Press, 2007. (Abbreviated as **Henderson** in the schedule of readings.)
4. Susan J. Carroll and Richard L. Fox, ed. *Gender and Elections: Shaping the Future of American Politics*. New York: Cambridge University Press, 2006. (Abbreviated as **Carroll** in the schedule of readings.)
5. E-reserve readings/Blackboard readings. Some required readings are posted on e-reserve or through web links on the course Blackboard site. E-reserve readings are marked "e-reserve" in the schedule of readings and are located under the "e-reserve" button on the course Blackboard page. Linked readings are marked "BB" and are located under the "BB" button on the course Blackboard page. **These readings are required.**

Assignments/Course Requirements:

Exam One: 15%

Exam Two: 20%

Final Exam: 25%

Paper (4-5 pages): 15%

Class-Leader Assignment: 15%

Participation: 10%

Schedule of Class Meetings and Readings:

Monday, January 8th: Course Introduction

Wednesday, January 10th: NO CLASS MEETING.

UNIT ONE: Women, Culture, Power, and Difference: Identity and Politics

Friday, January 12th:

The Social Construction of Gender and Power

“The ‘No Problem’ Problem.” By D. L. Rhode—e-reserve

Recommended Reading:

“Ideology and Biology.” By D. L. Rhode, especially pp. 36-42—e-reserve

Monday, January 15th:

MLK Day—NO CLASS MEETING

Wednesday, January 17th

The Social Construction of Gender and Power, continued

“Women, Culture, and Political Socialization.” By Conway, Steuernagel,
and Ahern—e-reserve

“Women and Sex Stereotypes: Cultural Reflections in the Mass Media.”
By L. D. Whitaker—e-reserve

Recommended Reading:

“Media Images.” By D. L. Rhode—e-reserve

Friday, January 19th:

The Social Construction of Gender and Power, continued

No additional readings.

Monday, January 22nd:

Identity and The Women’s Movement: The Challenge of “Difference”

“Differences Among Women: Does Group Identification Explain Political
Orientation?” By Conway, Steuernagel, and Ahern—e-reserve

“Beyond Racism and Misogyny” excerpt. By K. W. Crenshaw—hand-out

Recommended Reading:

“Organizational Mobilizations, Institutional Access, and Institutional
Change.” By D. C. Minkoff—e-reserve

Wednesday, January 24th:

Equality, Difference, and the Challenge of Multiculturalism

Okin (Part One: “Is Multiculturalism Bad for Women?”)

In Okin: K. Pollit, “Whose Culture?”

In Okin: B. Honig, “My Culture Made Me Do It”

In Okin: J. E. Halley, “Culture Constrains”

Recommended Reading:

In Okin: M. C. Nussbaum, “A Plea for Difficulty”

Friday, January 26th: Identity and Politics: Questions of Culture and Group Rights
 In Okin: A. Y. al-Hibri, “Is Western Patriarchal Feminism Good for Third World/Minority Women?”
 In Okin: Y. Tamir, “Siding with the Underdogs”
 In Okin: B. Parekh, “A Varied Moral World”
 In Okin: S. Sassen, “Culture Beyond Gender”
 In Okin: S. Gilman, “‘Barbaric’ Rituals?”
Recommended Reading:
 In Okin: H. K. Bhabba, “Liberalism’s Sacred Cow”
 Okin (Part Three: “Reply”)
 Henderson, Ch. 3

Monday, January 29th: Catch-Up Day.

Wednesday, January 31st: **Exam One.**

Unit Two: Consciousness-Raising, Cultural Politics, and Grassroots Organizing

Friday, February 2nd: Consciousness-Raising and Cultural Politics
 “Rah-Rah-Radical: The Radical Cheerleaders’ Challenge to the Public Sphere.” By M. E. Farrar and J. L. Warner—**BB**
 “Education, Cultural Rights, and Citizenship.” By R. Benmayor and R. M. Torruellas—e-reserve
 “Latina Women and Political Consciousness: *La Chispa Que Prende*” By C. Hardy-Fanta—e-reserve
 “No Cultural Icon: Marisela Norte.” By M. Habell-Pallán—e-reserve
Recommended Reading:
 “‘I’m Not a Politics Person’: Teenage Girls, Oppositional Consciousness, and the Meaning of Politics.” By Jessica K. Taft—**BB**

Monday, February 5th: Consciousness-Raising and Cultural Politics, continued
 Continue discussion of Friday’s reading assignment.

Wednesday, February 7th: Grassroots Organizing
 Henderson, Ch. 2
 “Winning Action for Gender Equity.” By R. Sen—e-reserve
 “The Marginalized Uses of Power and Identity” By A. Densham—e-reserve
Recommended Reading:
 “Transforming Democracy: Rural Women and Labor Resistance.” By E. S. Weinbaum—e-reserve
 “Smashing Icons: Disabled Women and the Disability and Women’s Movements.” By M. Blackwell-Stratton, et. al.—e-reserve

Friday, February 9th: Grassroots Organizing, continued
 Continue discussion of Wednesday’s readings

Monday, February 12th: Grassroots Organizing, continued
“Casa de Esperanza (A)” By J. Sandfort—**BB**
Recommended Reading:
Re-read “Organizational Mobilizations, Institutional Access, and
Institutional Change.” By D. C. Minkoff—e-reserve from Jan. 22nd

Wednesday, February 14th: Movie: *Guns and Mothers*
(NOTE: the movie is 53 minutes long. It will begin *promptly* at 1:00.)

Friday, February 16th: Movie Discussion; Catch-Up Day
→ **Paper Due**

Unit Three: Women and Public Policy

Monday, February 19th: Women and Public Policy: Introduction
Conway, Ch. 1
Henderson, Ch. 7

Wednesday, February 21st: Women and Education Policy (Student-Led Discussion)
Conway, Ch. 2
Henderson, Ch. 10
“Education and the Pursuit of Equality” By Lynne E. Ford—e-reserve

Friday, February 23rd: Equal Employment Policy—United States
Conway, Ch. 5

Monday, February 26th: Equal Employment Policy—Comparative (Student-Led Discussion)
Henderson, Ch. 4

Wednesday, February 28th: Women and Economic Equity
Conway, Ch. 6
Henderson, Ch. 8
“Gender and Economic Security in Retirement.” Report from the Institute for
Women’s Policy Research by S. Lee and L. Shaw—**BB**

Friday, March 2nd: Women and Economic Equity, continued
Continue discussion of Wednesday’s readings.

Monday, March 5th - Friday, March 9th: SPRING BREAK

Monday, March 12th: Women and Reconciliation Policies: Childcare and Family Leave
Conway, Ch. 8
Henderson, Ch. 5

Wednesday, March 14th: Women and Health Care Policy
Conway, Ch. 3
Henderson, Ch. 9

- Friday, March 16th: Women and Reproductive Policy
Conway, Ch. 4
Henderson, Ch. 6
- Monday, March 19th: Policies Regarding Physical Autonomy & Sexual Violence (Student-Led Discussion)
Henderson, Ch. 11
Henderson, Ch. 12
Conway, Ch. 9, pp. 210-215
- Wednesday, March 21st: Domestic Violence Policy
Conway, Ch. 9, pp. 215-217
“Feminists Negotiate the Legislative Branch: The Violence Against Women Act.” By R. Brooks—**BB**
Recommended Reading:
“A History of the State’s Response to Domestic Violence.” By E. Felter—**BB**
- Friday, March 23rd: Domestic Violence Policy, continued
“Casa de Esperanza (C)” By J. Sandfort—**BB**
Recommended Reading:
“Casa de Esperanza (B)” By J. Sandfort—**BB**
- Monday, March 26th: Women and Family Law: Marriage and Divorce (Student-Led Discussion)
Conway, Ch. 7
- Wednesday, March 28th: Women and Family Law, continued
Reading TBA
- Friday, March 30th: **Exam Two**

Unit Four: Women as Political Actors Inside Formal Political Institutions

- Monday, April 2nd: The Gender Gap
Carroll, Ch. 2
Carroll, Ch. 3
Recommended Reading
“The Gender Gap” K. Kaufmann—**BB**
- Wednesday, April 4th: Women’s Political Participation (Student-Led Discussion)
Henderson, Ch. 1, pp. 5-11 only
Carroll, Ch. 5
“Religion, Race, and Gender Differences in Political Ambition” By R. G. Moore—**BB**
Recommended Reading
“What Happened at Work Today?: A Multistage Model of Gender, Employment, and Political Participation.” By K. Lehman Schlozman, et. al.—**BB** (turn the page...)

“Women Campaign Consultants: A New Actor in the Campaign Process” by Sarah E. Brewer—e-reserve.

Friday, April 6th:

SPRING HOLIDAY; NO CLASS MEETING

Monday, April 9th:

Women as Candidates and Office Holders (History)

Henderson, Ch. 1, pp. 11-20 only

“Breaking Ground: The Evolution of Citizenship” By L. Witt, K. M. Paget, and G. Matthews—e-reserve

“Creating a New Tradition: From Altruism to Self-Interest” By L. Witt, K. M. Paget, and G. Matthews—e-reserve

Wednesday, April 11th:

Women as Candidates and Office Holders (Family and Image)

Carroll, Ch. 1

“Emerging From Jezebel’s Shadow: Sex, Gender, and Public Policy.” By L. Witt, K. M. Paget, and G. Matthews—e-reserve

“Squaring the Personal and the Political: The Liability of Being Ms., Mrs., or Mommy” By L. Witt, K. M. Paget, and G. Matthews—e-reserve

Recommended Reading:

“Do Women Candidates Play to Gender Stereotypes? Do Men Candidates Play to Women?: Candidate Sex and Issues Priorities on Campaign Websites” By K. Dolan—**BB**

Friday, April 13th:

Catch-Up Day.

Monday, April 16th:

Women as Candidates: Money, Party Politics, and the Media (Student-Led Discussion)

Carroll, Ch. 4

Carroll, Ch. 6

Carroll, Ch. 7

Wednesday, April 18th:

Women as Candidates and Office-Holders: A Case Study

“Jane Swift: Motherhood in the Massachusetts Governor’s Office” By Steffany Stern--**BB**

Friday, April 20th:

Women and Representation

“The Representation of Women” By Anne Phillips—e-reserve

Monday, April 23rd:

Women as Office-Holders: How Women Govern (Student-Led Discussion)

Henderson, Ch. 1, pp 21-34

“Women in the U. S. Congress: From Entry to Exit” By Jennifer L. Lawless and Sean M. Theriault—e-reserve

“Women State Legislators: Descriptive and Substantive Representation” By Sarah Poggione—e-reserve

Wednesday, April 25th:

Women and Representation, continued

Reading TBA

- Friday, April 27th: Movie: *Running in High Heels* (if we can get it)
- Monday, April 30th: Women and Politics: Looking Toward the Future
Conway, Ch. 10
- Tuesday, May 1st (University follows Friday Schedule): Final Exam Review.
- Friday, May 4th: **Final Exam: 3:30 P.M.–6:30 P.M.**

Assignments & Course Requirements in Detail:

1. Exams:

Exams One and Two will be in-class, short essay format, and they will ask you to explain and analyze the major themes of the works we have read and discussed. Exam One will cover the material in Unit One. Exam Two will cover the material in Unit Three.

The Final Exam will be held during our University-scheduled final exam period (Friday, May 4th from 3:30-6:30). I will provide you with a study guide for the exam on the last day of classes. This exam will be essay format, and it will be comprehensive.

You will need to bring blue books to all of your exams.

2. Analytical Paper:

You will be asked to write one 4-5 page paper this semester. I will provide you with potential topics, from which you will choose one. This analytical essay will ask you to synthesize the material from Units One and Two. The quality of your summary and arguments will be the most important factor in determining your paper grade; however, it is exceedingly difficult to convey your ideas clearly without using proper grammar, syntax, and punctuation. Thus, poorly written papers will be marked down.

3. Class Leader Assignment:

With a small group of your peers, each of you will be assigned one class period in which you will be expected to lead class discussion. This includes formulating questions about the assigned texts, being prepared to present a summary of the arguments contained therein, and connecting those ideas with, or comparing them to, others that have been discussed in previous classes. Class leaders will be expected to make use of technology in their presentation (the internet, movie clips, music, powerpoint, etc.) and to provide both me and the class an annotated bibliography of resources used in preparing the class meeting. Those students not leading discussion are also expected to read the assigned text, to be prepared with questions they have about it, and to be prepared to answer questions posed by the students leading the discussion.

You will receive a group grade on this assignment. In the unfortunate event that a member of your group fails to put forth any effort, or attempts to “go it alone,” you must let me know this *in advance* of your presentation. I will not allow anyone who hasn’t met or worked with her or his group to participate in leading the class (which will result in an automatic “F” for that person). But if you wait to tell me after your presentation that someone didn’t do his or her part, it’s too late, and his or her weak performance will factor into your group grade.

There will be a sign-up sheet for the class discussion leader assignment passed around in class after the first exam. Student-led discussion dates are on the syllabus and will not be changed. It is your

responsibility to check your schedule *before* you sign up for a presentation slot. **DO NOT SIGN UP TO LEAD A CLASS PERIOD FOR WHICH YOU HAVE A CONFLICT!**

Finally, **students leading class discussions are REQUIRED to meet with me AT LEAST one week prior to your discussion day. Failure to meet with me prior to your discussion day will result in a 50% penalty to your assignment grade.**

4. Participation:

You are responsible for your learning in this class; it is up to you to engage the material critically and develop analytic skills. In addition to your own learning, you will be responsible for your classmates' learning (i.e., making sure they get something interesting and useful from this course). Thus, you will be expected to have prepared the readings *in advance* of the class period for which they are assigned. As many of the readings are quite challenging, I strongly encourage you to take notes as you read and bring them to class for reference during discussions.

Additionally, you will be expected to participate in the class discussion through informed and active engagement with the ideas we are studying and your classmates' reactions to them. Note that my definition of participation is quite broad, and includes active listening, asking questions of others, explaining why you agree or disagree with someone, and engaging in and facilitating discussion. Some of the topics raised in this course may provoke strong opinions; at all times, however, discussion should be conducted *politely* and *with respect for other class members*. Here are some examples of things that will immediately lower your participation grade for the day:

- Talking, rolling your eyes, passing notes, etc. while one of your classmates is speaking. **BE COURTEOUS!**
- Being late.
- Not bringing books and/or notes to class.
- Text messaging.
- Doing crossword puzzles.
- Reading the newspaper.
- Doing homework for other classes.
- Sleeping in class. If you're that tired, it'll do you more good to stay home in bed.

Other Course Policies:

1. Attendance:

Half of life is showing up. To get something out of this class, you have to put something (like time and attention) into it. And to be a meaningful participant in this learning exercise, you have to be here. I know "life happens," but when you sign up for a class, you are making a commitment to show up. Any student who misses **more than seven** class meetings will get a **zero for participation. No exceptions.** I don't need to know *why* you have missed class; I don't differentiate between "valid" and "invalid" excuses. So use your freebies wisely.

2. Honor Code:

I expect all students in this course to abide by both the letter and spirit of the university's academic integrity policy. Violations of the university honor code will be prosecuted. The full text of the Academic Integrity Policy can be viewed at: <http://www.uncg.edu/reg/Policy/HonorPolicy.html>. Specifically pertinent to this course are the following rules:

1. "Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise."
2. "Plagiarism: Intentionally or knowingly representing the words of another, as one's own in any academic exercise." (**Note Well:** copying on-line materials *does count* as plagiarism.)

Do NOT engage in either cheating or plagiarism. The penalties for both offenses range from the need to re-do assignments to expulsion from the University, depending upon the severity of the cheating or plagiarism offense.

If you have any questions regarding what constitutes either cheating or plagiarism, please see me *immediately*.

Please pledge all work for this course.

3. Quizzes:

Just an “fyi”: I reserve the right to give “pop quizzes” should it become clear that people are not doing the reading in advance of the class for which it is assigned or are not taking notes such that you are prepared to have an informed discussion about the day’s reading material. This does not mean that you have to understand fully everything that you read before you come to class, but you should make a good-faith effort to read the material and be prepared with questions or comments about those sections of the readings that you do understand, don’t understand, or find fascinating and/or infuriating.