

PSC 217: Women and Politics

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Office Hours: Mon. 2:45-4:00

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Tues. 11:00-12:00

Class Time: Mon/Wed 9:40-11:10

Location: 990 W. Fullerton Room 1404

Course Description

In the 1970s, feminists in the United States embraced the slogan, “the personal is political.” The thinking behind that slogan was that relations between men and women in the private sphere and the workplace—issues like the division of household labor, childcare, and opportunities for employment and advancement—had to do with the relations of power in society, and so problems in these areas potentially had political solutions. How much of what happens in the home and the workplace should be a part of politics is still debated, but it is clear by now that many political issues have something to do with questions of gender. Whether women need specific political representation (and whether this is genuinely possible), the differential effects of policy decisions on women and men, and the relationship of gender to political and civil rights are all vital problems for political science.

This course will introduce some of the central problems for political science with regard to women and gender: voting, candidacy, and political representation (and the question of whether “women” as a group can be represented). We will also look briefly at how these institutional matters affect everyday life, for both women and men.

This course will focus on the United States, but the problems we will be examining appear in every country and every part of the world, so you are welcome to pursue a comparative direction in your research paper.

Texts

The following books are required, and should be available at the bookstore. There will also be several articles and chapters, which will be available on the class D2L site.

Women and Politics: Paths to Power and Political Influence. Dolan, Julie Anne, Melissa M. Deckman, and Michele L. Swers. 2nd edition. Pearson, 2011. ISBN 978-0205827152

Gender and Elections: Shaping the Future of American Politics. Carroll, Susan J. and Richard L. Fox, eds. 3rd edition. Cambridge University Press, 2013. ISBN 978-1107611610

Grading and Assignments:

Breakdown:

| | |
|---------------------------|-----|
| Quizzes: | 10% |
| Research Proposal | 5% |
| Research Paper: | 25% |
| Midterm Exam: | 20% |
| Final Exam: | 25% |
| Participation/Attendance: | 15% |

Exams

There will be two exams in this class: a midterm and a final. The midterm is worth 20% of your final grade, and the final is worth 25%. Each exam will include a mix of multiple choice, short answer, and essay questions. The dates of the exams are provided in the Course Schedule, below; make-up exams will only be given in case of an excused absence with sufficient documentation.

Quizzes

There will be two short, in-class quizzes, consisting of multiple choice and short-answer questions. Each quiz is worth 5% of your final grade. Dates for the quizzes are listed in the schedule below; make-up quizzes will only be given in case of an excused absence with sufficient documentation.

Research Paper

Each student will choose a question having to do with women and politics— in the United States or another country— and write a 10-12 page paper that addresses this question. A research proposal, consisting of a brief statement of your topic/question and an annotated bibliography, will be due in class on Wednesday, February 17, and the final paper will be due on the final day of class (Wednesday, March 10). The proposal is worth 5% of your final grade, and the paper is worth 25%. More information on the paper follows the schedule of readings below.

Participation and Attendance

You are required to attend all classes, to be prepared to discuss all the readings on the day they are

assigned, and to participate in class discussions. Attendance will make up the majority of your participation grade— you can't participate if you aren't there. Any more than two unexcused absences will directly affect your grade. Participation and attendance are 15% of your final grade.

Plagiarism:

The submission of work that is not entirely your own— be it from another student or from published sources, in print or online— without proper attribution is plagiarism. The smallest possible consequence for plagiarism is that you will receive a zero on the assignment in question. It is also possible for you to receive a failing grade in the course, or to be subjected to further disciplinary action at the University level. Do not do it. If you have any questions about how to properly cite your sources, *ask*. As a rule of thumb, it is better to cite your sources too much rather than not enough, so when in doubt, include a citation.

Classroom Behavior:

Behavior that is distracting or disruptive is unacceptable. That includes the use of cell phones or other mobile devices (talking, texting, ringing, etc.). It also includes the inappropriate use of a computer (i.e., looking at Facebook instead of paying attention). Most fundamentally, it includes creating noise or other disturbances that undermine the ability of your fellow students to participate fully in the class. You will also be respectful at all times of the opinions and perspectives of others students, or you will be asked to leave the class.

Class Schedule and Readings

UNIT 1: Institutions, Voting, and Elections

I. Introduction: Politics and the “Separate Spheres”

Mon Jan 4: Class Introduction
Film: *Iron Jawed Angels*

Wed Jan 6: *Iron Jawed Angels*, cont.
Clift, *Founding Sisters*, pp. 7-24 & 85-111 (D2L)
Seneca Falls Declaration (in Dolan et al., pp. 346-348)
Abigail Adams: letter to John Adams (D2L)

II. Women and Democracy: Voting and Political Participation

Mon Jan 11: Dolan et. al., pp. 17-54

- Wed Jan 13: Dolan et al., pp. 55-73
Carroll: "Voting Choices: How and Why The Gender Gap Matters." In Carroll and Fox, pp. 119-145
- Mon Jan 18: **Dr. Martin Luther King, Jr., Day— No Class**
Read: MacManus: "Voter Participation and Turnout: The Political Generational Divide among Women Voters." In Carroll and Fox, pp. 80-118
- Wed Jan 20: Dolan et al., pp. 73-80
Lynch and Dolan: "Voter Attitudes, Behaviors, and Women Candidates" (D2L)
QUIZ #1

III. Women and Democracy: Women as Candidates

- Mon Jan 25: Dolan et al., pp. 128-141
Burrell: "Political Parties and Women's Organizations: Bringing Women into the Electoral Arena." in Carroll and Fox, pp. 211-240
Lawless, Fox, and Baitinger: Women's Underrepresentation in U.S. Politics: The Enduring Gender Gap in Political Ambition"
- Wed Jan 27: Dolan et al., pp. 141-155
Fox: "Congressional Elections: Women's Candidacies and the Road to Gender Parity." In Carroll and Fox, pp. 190-210
- Mon Feb 1: Carroll and Dittmar: "Cracking the 'Highest, Hardest Glass Ceiling': Women as Presidential and Vice-Presidential Candidates" Carroll and Fox, pp. 49-79
Felsenthal: "The Strange Tale of the First Woman to Run for President" (D2L)
Schrieber: "Conservative Women Run for Office" (D2L)
- Wed Feb 3: Dolan et al., pp. 155-171
Bystrom: "Advertising, Web Sites, and Media Coverage: Gender and Communication on the Campaign Trail." in Carroll and Fox, pp. 241-264
Review for Midterm
- Mon Feb 8: **MIDTERM EXAM IN CLASS**

IV. Women and Democracy: Women in Office

- Wed Feb 10: Dolan et al., pp. 181-211
- Mon Feb 15: Dolan et al., pp. 238-256, 288-303
Mundy: "The Secret History of Women in the Senate" (D2L)
Warner: "104 Women in Congress. Does it Matter?" (D2L)

- Wed Feb 17: Bedolla, Tate, and Wong: "Indelible Effects: The Impact of Women of Color in the U.S. Congress" (D2L)
Haider-Markel and Bright: "Lesbian Candidates and Office-Holders" (D2L)
- RESEARCH PROPOSALS DUE IN CLASS**

UNIT 2: The Politics of Everyday Life

I. Education

- Mon Feb 22: Madigan: "The Education of Girls and Women in the United States: A Historical Perspective." (D2L)
Miller: "How Elementary School Teachers' Biases Can Discourage Girls From Math and Science" (D2L)
American Association of University Women, "Why So Few? Women in Science, Technology, Engineering, and Mathematics" (D2L)
- Wed Feb 24: Rosin: *The End of Men*, pp. 145-167 (D2L)

QUIZ #2

II. Economy, Class, and Work

- Mon Mar 1: American Association of University Women, "Behind the Pay Gap" pp. 1-37 (D2L)
Zillman: "UPS Loses Supreme Court Pregnancy Discrimination Case" (D2L)
Greenhouse: "Recession Drives Women Back to the Work Force" (D2L)
Cohen: "Over 50, Female and Jobless Even as Others Return to Work" (D2L)
- Wed Mar 3: Wolf, *The XX Factor*, pp. 43-63 (D2L)
Rosin: *The End of Men*, pp. 79-112 (D2L)

III. Family and Fertility

- Mon Mar 8: Wolf, *The XX Factor*, pp. 24-42 (D2L)
Miller: "Men Do More at Home, but Not As Much As They Think" (D2L)
Mundy: "The Gay Guide to Wedded Bliss" (D2L)
- Wed Mar 10: Lepore: "Birthright" (D2L)
Lepore: "Komen's Choice" (D2L)
- RESEARCH PAPERS DUE IN CLASS**

FINAL EXAM WEDNESDAY, MARCH 16, 8:30-10:45

Research Paper Guidelines

You have a lot of freedom in choosing your research topic for this class— anything that has to do with sex/gender and politics is probably acceptable. Also remember that your research does not have to focus on the United States (or discuss it at all), and it doesn't have to be contemporary— international and historical subjects are both welcome.

The following guidelines will help you to choose and refine your topics.

Suggested Topics

- An individual elected official or holder of political office
 - E.g., Hillary Clinton, Angela Merkel, Margaret Thatcher, Condoleezza Rice, Shirley Chisolm, Madeleine Albright, Sonia Sotomayor
 - You could also choose two or (at most) three individuals and compare and contrast them
 - If you focus on an individual or individuals, make sure that
 - 1) They are clearly involved in *politics* in some way. Many people have done things that could be seen as having political aspects or consequences of some kind, but for this paper you should use a relatively narrow definition of “politics” in choosing your subject.
 - 2) You focus on the ways in which sex/gender have affected their political career.
- A particular political *office* or position, and the relationship of women to that office.
 - E.g., the U.S. Congress— how many women are in it, how and why has the number changed over time, what kinds of impacts have women made on the institution, etc.
 - E.g., the position of First Lady
 - E.g., women as governors of states
- A narrower aspect of one of the topics from Unit 2 of the class (education, work, or family)
 - E.g., women in corporate executive positions
 - E.g., family leave laws and policies (perhaps comparing these in the United States to another country)

Research Proposals

Before writing your final paper, you will submit a research proposal to me (Due in class on February 17). The proposal will be graded separately from the final paper; to receive the best grade possible, your proposal should show that you have a clearly defined topic and have located some good sources of information on that topic. It does *not* need to be the final, definitive statement of the topic, however; one of the purposes of this assignment is to give me a chance to help you to refine and specify your subject *before* writing the final paper, so it is okay if you still have questions about how to proceed at this point.

The proposal will consist of two elements: a brief statement of your proposed topic, and an annotated bibliography.

- The topic statement should be 2-3 paragraphs in length, and should clearly summarize the topic you have chosen as you understand it at that point. Most importantly, it should make clear how the topic is connected to both *women* and *politics*. It should also explain *why* you have chosen this particular topic— what about it interests you? This is important, because it will help you to decide how you will approach your chosen subject. In general, try to choose a topic that is fairly *narrow* or specific.
- An *annotated* bibliography contains complete citations for the sources you have found so far, *and* a brief (3-4 sentence) explanation of why you have chosen it and how it is relevant/useful for your paper. To write an annotated bibliography, you need to have at least skimmed through all of the sources you will include; do not simply do a Google search for articles and include whatever it turns up. The purpose of this part of the assignment is to show that you have located and evaluated some sources for the paper, and you will be graded in part on the choices you have made.

You can also run your ideas for topics by me *before* submitting your research proposal. In general, the more work you have done when you submit the proposal, the easier it will be to write the final paper.

Formatting and technical requirements:

- Your paper should be 10-12 pages, double-spaced, with a normal 12-point font and one-inch margins. (*Note:* ten full pages is the *minimum* length— *not* nine and a half). Pages should be numbered.
- You need to have at least *five* sources for your paper; at least one of these should be a book, and at least three should be *scholarly* sources (academic books or articles from peer-reviewed journals). If you aren't sure what counts as a scholarly source, *ask* for clarification, or check this guide from the DePaul Library: <http://tutorials.library.depaul.edu/e-learning/working-with-journals-web/>
- Include in-text citations (either parenthetical or footnotes) for all references to your sources. It does not matter to me which citation format you use, as long as you use one. If you are not familiar with any standard citation format (MLA, APA, Chicago, etc.), then please look up how to properly cite sources using one of these formats. The DePaul library website has links to guides for all of the major citation formats. (<http://libguides.depaul.edu/research101/research101-cite-sources>).
 - You need a citation any time you quote someone, *as well as* any time you reference another person's ideas or arguments. If there is an idea or point in a sentence that is not your own, original idea, or contains a factual statement that is not common knowledge, then that sentence should end in a citation. As a general rule of thumb, it is always better to have too many citations than too few, so if you are at all in doubt, cite.

- Long quotations (anything over four *lines* of text) should be formatted as *block quotes*—smaller margins, smaller font, single-spaced. In general, avoid using very many long quotations; the majority of the paper should be your own words, thoughts, and ideas.