

PSC 217: Women and Politics

Fall 2019

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Office Hours: M, T, W 10:00-11:00

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Class Time: Mon/Wed 11:20-12:50

Location: Arts and Letters room 409

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 would require 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.

American Women's History: A Very Short Introduction. Ware, Susan. Oxford University Press, 2015. ISBN 978-0199328338

Women and Politics: Paths to Power and Political Influence. Dolan, Julie Anne, Melissa M. Deckman, and Michele L. Swers. **4th edition**. Rowman and Littlefield, 2019. ISBN 978-1538122303

Gender and Elections: Shaping the Future of American Politics. Carroll, Susan J. and Richard L. Fox, eds. **4th edition**. Cambridge University Press, 2018. ISBN 978-1108405416

Grading and Assignments:

Quizzes:	10% (5% each)	A:	94-100
Research Proposal	5%	A-:	90-93
Research Paper:	25%	B+:	87-89
Midterm Exam:	20%	B:	84-86
Final Exam:	25%	B-:	80-83
Participation/Attendance:	15%	C+:	77-79

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 Monday, October 23, and the final paper will be due on the final day of class (Monday, November 13). 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 or other devices (i.e., looking at social media 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, Suffrage, and the “Separate Spheres”

Wed Sept 11: Class Introduction

Mon Sept 16: Ware, pp. 46-83

Seneca Falls Declaration (in Dolan et al., pp. 313-316)

Abigail Adams: letter to John Adams (D2L)

Lyman Abbott: “Why Women Do Not Wish the Suffrage” (D2L)

Jane Addams: “Women and Public Housekeeping” (D2L)

Recommended: Green: “The Epic Political Battle over the Legacy of the Suffragettes” (D2L)

LeFrance: “The ‘Undesirable Militants’ behind the Nineteenth Amendment” (D2L)

II. Women and Democracy: Voting and Political Participation

Wed Sept 18: Ware, Ch. 4, pp. 84-118

Dolan et. al., pp. 27-41

Film: She’s Beautiful When She’s Angry

Recommended: Ginsburg: “Sexual Equality under the Fourteenth and Equal Rights Amendments” (D2L)

Mon Sept 23: Dolan et al., pp. 59-93

Carroll: "Voting Choices: The Significance of Women Voters and the Gender Gap." In Carroll and Fox, pp. 119-143

O'Gieblyn: "The Wisconsin Senate Race and the Anger of Conservative Women" (D2L)

Mason: "Women of Color Pose a Question for Democratic Candidates: Why Should We Vote for You?" (D2L)

Recommended: Jenkins: "Kellyanne Conway: Magnifying or Mitigating Trump's Problem with Women" (D2L)

Wed Sept 25: MacManus: "Voter Participation and Turnout: The Political Generational Divide among Women Deepens." In Carroll and Fox, pp. 78-115 (*can skip section on suffrage movement, pp. 79-84*)

Wattenberg: "From the Obama Youthquake of '08 to the Trumpquake of '16" (D2L)

QUIZ 1

III. Women and Democracy: Women as Candidates

Mon Sept 30: Dolan et al., pp. 94-117

Burrell: "Political Parties and Women's Organizations: Bringing Women into the Electoral Arena." in Carroll and Fox, pp. 220-249

Burton: "How the Democratic Party is Sidelining Women Like Me" (D2L)

Astor: "It Can't Be Worse': How Republican Women are Hoping to Rebuild..." (D2L)

Recommended: Becker: "Five Self-Described 'Badass' Women Were Elected to Congress..." (D2L)

Fox and Lawless: "Girls Just Wanna Not Run" (D2L)

- Wed Oct 2: Dolan et al., pp. 118-129
- Smooth: “African American Women and Electoral Politics: The Core of the New American Electorate” in Carroll and Fox, pp. 171-197
- Anonymous: “What It’s Like Being a Latina Running for Congress in 2018” (D2L)
- Recommended:* Reflective Democracy Campaign: “The Electability Myth” (D2L)
- CAWP: “The Chisolm Effect: Black Women in American Politics” (D2L)
- Mon Oct 7: Dolan et al., pp. 129-134
- Bystrom: “Gender and Communication on the Campaign Trail: Media Coverage, Advertising, and Online Outreach” in Carroll and Fox, pp. 250-279
- Margolin: “How a New Wave of Female Candidates is Training to Fight the Trolls” (D2L)
- Wed Oct 9: Dolan et al., pp. 134-150
- Dittmar: “Disrupting Masculine Dominance? Women as Presidential and Vice-Presidential Candidates” in Carroll and Fox, pp. 48-77
- Felsenthal: “The Strange Tale of the First Woman to Run for President” (D2L)
- Recommended:* Lerer and Chira: “‘There’s a Real Tension.’ Democrats Puzzle Over Whether a Woman Will Beat Trump” (D2L)
- Steinhauer: “2019 Belongs to Shirley Chisolm” (D2L)
- King: “Carly Fiorina and the Face of Post-Feminism” (D2L)

REVIEW FOR MIDTERM

Monday Oct 14: MIDTERM EXAM

IV. Women and Democracy: Women in Office

Wed Oct 16: Dolan et al., pp. 151-185

Recommended: Holman: “Women in Local Government: What We Know and Where We Go from Here” (D2L)

Mon Oct 21: Dolan et al., pp. 186-225

Mundy: “The Secret History of Women in the Senate” (D2L)

Smooth: “Standing for Women? Which Women?” (D2L)

Recommended: Kellman: “The Other Squad” (D2L)

Wed Oct 23: 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)

Williams: “Women of Color in Congress are Challenging Perceptions of Political Leadership” (D2L)

RESEARCH PROPOSALS DUE IN CLASS

UNIT 2: The Politics of Everyday Life

I. Education

Mon Oct 28: Madigan: “The Education of Girls and Women in the United States: A Historical Perspective.” (D2L)

Shapiro: “How a Thirteen-Year-Old Girl Smashed the Gender Divide in America’s High Schools” (D2L)

Malkiel: “‘Keep the Damned Women Out’: Fifty Years of Coeducation at American Colleges” (D2L)

Wed Oct 30: American Association of University Women: “Solving the Equation,” Ch. 2 (D2L)

Miller: “How Elementary School Teachers’ Biases Can Discourage Girls from Math and Science” (D2L)

Tiku: “For Young Female Coders, Internship Interviews Can Be Toxic” (D2L)

Recommended: Thompson: “The Secret History of Women in Coding” (D2L)

Jahren: “She Wanted to Do Her Research. He Wanted to Talk ‘Feelings.’” (D2L)

QUIZ #2

I. Economy, Class, and Work

Mon Nov 4: Rose and Hartman: “Still a Man’s Labor Market: The Slowly Narrowing Gender Wage Gap” (D2L)

Miller: “The 10-Year Baby Window That Is the Key to the Women’s Pay Gap” (D2L)

Thomas: *Because of Sex*, Ch. 10, pp. 206-228 (D2L)

Recommended: Kitroeff and Greenberg: “Pregnancy Discrimination is Rampant Inside America’s Biggest Companies” (D2L)

Wed Nov 6: Rosin: *The End of Men*, pp. 79-112 (D2L)

Miller: “Job Listings That are Too ‘Feminine’ for Men” (D2L)

Kolhatkar: “The Tech Industry’s Gender-Discrimination Problem” (D2L)

Rueb: “This is the First Woman to Lead a U.S. Army Infantry Division” (D2L)

Recommended: Philipps: “For Army Infantry’s 1st Women, Heavy Packs and the Weight of History” (D2L)

II. Health, Family and Fertility

Mon Nov 11: Wolf, *The XX Factor*, pp. 24-42 (D2L)

Stone: “American Women are Having Fewer Children Than They’d Like” (D2L)

Miller: “A ‘Generationally Perpetuated’ Pattern: Girls Do More Chores” (D2L)

Mundy: “The Gay Guide to Wedded Bliss” (D2L)

Recommended: Matos: “Same- and Different-Sex Couples Negotiating at Home” (D2L)

Wed Nov 13: Villarosa: “Why America’s Black Mothers and Babies Are in a Life-or-Death Crisis (D2L)

Xu: “Why Gendered Medicine Can be Good Medicine” (D2L)

Recommended: Posner: “As Black Women Face Maternal Health Crisis...” (D2L)

Mon Nov 18: Lepore: “Birthright” (D2L)

Belluck: “Planned Parenthood Refuses Federal Funds...” (D2L)

Eligon: “When Black Lives Matter is Invoked in the Abortion Debate” (D2L)

Recommended: Astor: “What is the Hyde Amendment? A Look at Its Impact and History” (D2L)

RESEARCH PAPERS DUE IN CLASS

FINAL EXAM MONDAY, NOVEMBER 25, 11:30-1:45

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 individual 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., a specific court case involving Title VII or Title IX
 - 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, which 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. Do not simply write up a list of many possible ideas; focus on a topic with clear boundaries that you can reasonably do in a paper of this length. The proposal 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. Your grade on this assignment will depend on whether the chosen topic is one that you can reasonably cover in within the limits of this paper, as well as on how clearly you present your topic and the approach to it.
- 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.