Whether it’s about speculating as to a presidential run for Hillary Clinton, analyzing the work of women who already hold elective office, thinking through how abortions should be handled under new health care regulations or even simply watching the progress of a female little leaguer playing baseball on an otherwise all male team, issues relevant to gender arise in more contexts than we might think. Many are controversial, and many raise important questions about the status of women in politics.

What factors enhance the chances for women’s political participation? Do women bring different perspectives to politics and leadership? Do they behave differently while in office? Are their “interests” being adequately represented?

It will be one purpose of this class to consider and disentangle the multiple and sometimes conflicting perspectives on these often difficult questions. In order to do so, we will overview the ways women have been involved in a number of aspects of American political life, examining women’s participation as voters, candidates, officeholders and increasingly, political leaders. In addition, to more fully appreciate the role of women in the contemporary American political system, we must begin at the beginning, getting a sense for the roles women have traditionally played in American society and understanding the historical foundations of their evolving political roles. Thus, the first part of this class examines women’s roles in a variety of areas of society (economic, educational and social spheres) and sets the framework for the current status of women and politics. We then move to a consideration of women in a variety of political roles, examining such topics as elections, legislative activity and leadership in the executive and judicial branches. Most of our study will have a U.S. focus, but we will end the course with an examination of women’s place in some aspects of international politics.

Since this is a writing intensive course, an additional (and perhaps fairly intimidating) purpose of this class is to focus on your writing. You will be asked to produce four short (approximately 3 page) and one longer (approximately 12 page) papers. In recognition of the fact that many students find writing difficult, we will engage in a variety of activities designed to facilitate learning and make everyone more comfortable with the job at hand, e.g. affording opportunities for practice and engaging in discussions about specific strategies to make writing easier.
Learning Objectives:

- To identify key theories, controversies, and perspectives on the role of women in society and politics.
- To increase awareness about gender.
- To overview the history of women’s status in American society and to evaluate the current status of women; have women made progress?
- To locate yourself on a continuum: where do you stand on some of these debates and controversies? Why?
- To produce high quality research and writing in the area of women and politics.
- To take a broader perspective of women’s roles across institutions and societies.

Required Readings
Tarshis, Barry, How to Be your Own Best Editor: The Toolkit for Everyone that Writes (1998): Three Rivers Press. Xx we need to order this
* Additional readings available on Blackboard

Requirements:
1. Short take-home essay exams 30%, approx. 3 pages each. Every 2 to 3 weeks, your assignment will be to answer an essay question requiring you to integrate the reading for that part of the course. The last of these exams will be based on a question integrating material across the semester. These essays will substitute for in-class tests. The due dates are included at the end of this syllabus and they are also listed on the appropriate days of the course schedule.
2. Research Paper, 30%. Approximately 15 pages long, this final research paper will be on a topic of your choice. In order to complete this assignment you will also be required to submit writing along the way: statement of topic, set of sources, preliminary draft (introduction section), and a more complete draft.
3. Attendance and class participation, 20%. As this is a seminar as much as it is a lecture class, you are required to attend (see below) and to participate in discussion as well as several in-class short written exercises. We will be examining in depth quite a bit of controversial material so it is suggested you bring hard copies of the reading to class. As well, it goes without saying that respectful disagreement, particularly on issues sometimes uncomfortable to discuss, needs to be respectful; at the same time, the “fun” of raising these kinds of issues is that so many perspectives and opinions are at hand. You will learn from your colleagues.
4. Pop quizzes, 20%. Expect pop quizzes throughout the semester, especially if it’s clear you’re not doing the reading!

Class Policies
Attendance: This course has a great deal of in class and collaborative work. You have to come to class. Each person is allowed two unexcused absences. Any other absence must
be excused by the instructor before the absence or excused afterwards based on a medical note. Failure to do so will be noted and will impact your grade.

**Plagiarism:** The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Plagiarism is the use of someone else's works, words, or ideas as if they were your own without giving the original author credit by citing him or her. Plagiarism violations will result in disciplinary action. Any questions regarding this policy or plagiarism should be brought to my attention well before any assignment is submitted for grading.

**Students with Disabilities:** If you need any class accommodations due to a disability, please utilize University resources as needed, and please let the professor know well in advance of any assignments requiring accommodation(s). It is a function of the University to provide such accommodations as needed.

**Course Schedule and Readings**

*All readings except the text are on Blackboard.
*Depending on course progress and student needs, minor changes in readings, dates, and/or due-dates, may occur.

**Part I: Social Foundations and Controversies**

**1: Introduction (8/25-9/3)**
8/25 Introduction
  Michelle Bachman, *Core of My Conviction: Sentinel.* (2011). Ch. 1
8/29 Carol Gilligan, 1993. *In a Different Voice*, Ch 1, 2.
9/3 Leora Tanenbaum, 2002. *Cat Fight: Women and Competition*, Ch. 1

**2: Perspectives on Gender (9/5-9/12)**
9/5 John Stuart Mill, The Subjection of Women, (Excerpt)
9/8 Krock & Childs’, *Women, Gender, and Politics*: Ch 24, 27
9/10 Shulamith Firestone, The Dialectic of Sex Sojourner Truth, Ain’t I A Woman

**3: Background: Women’s Place in Society**
9/15 Education:
  M & O, Ch. 3 pg. 169-189. Please bring in a short article of our choosing on some aspect of women and education s
9/17 CQ Researcher: Women and Sports
  **First Essay Due**
9/19-9/22 Economic Rights:
  M&O Ch. 3 (pg. 128-162)
  CQ Researcher: Women & Work
9/24 Women’s Place in Society:
  M&O, Everyone reads chapter 5 up to pg 265 and skims chapter 6.
9/26 No Class
Part II. Women in Politics

4: Political Participation
9/29 Women’s Right to Vote: M&O, Intro, Ch. 1
       Tarshis, Ch. 1-4
10/1 Current Day Participation: M&O Ch. 2. (pgs 71-106)
       10/3 Carol Hardy-Fanta, “Discovering Latina Women in Politics”
       **Second Essay Due**
10/6 Mona Lena Krock and Sarah Childs. 2010. “Women, Gender, and Politics: A
       Reader” Ch. 5 & 8.
       Sue Thomas & Clyde Wilcox, Women And Elective Office, ch. 7.
10/8 Katherine M. Blee, Inside Organized Racism, Intro & ch. 4
10/10 No Class

5: Campaigns and Elections
10/13-17 Beth Reingold, Legislative Women, Getting elected, Getting Ahead. Part I

6: Women in American Institutions: Do Women Make a Difference?
A. Congress
       Politics: Perspectives from the Literature." Ch. 8.
10/22 Susan J. Carroll, “Representing Women: Congresswomen’s Perceptions of Their
       Representational Roles”
       Tarshis, ch. 5-8
10/24 CQ Researcher: Prostitution Debate
       **Third Essay Due**

B. Courts (10/27-10/31)
       TBD
       Politics: Perspectives from the Literature." (Ch 9: Gruhl, Songer, Coontz,
       O’Connor and Segal, Palmer.)
       M&O- Ch 5. (pgs 265-289)
       TBD
10/31 No reading, pre class assignment, be prepared to discuss paper topics.

C. Governing/Executive/National Leaders
11/3 O’Connor, Brewer, and Fisher. “Gendring American Politics” reading 42
       Michael Genovese, ed. Women as National Leaders Ch. 1, and one chapter of
       your choice on a specific leader.
11/5 TBD: a reading on contemporary female leadership.
11/7 CQ Researcher on Women and the Military
**7: Women and Public Policy**
Tarshis, ch. 9-12
11/14  CQ Researcher on Sharia Law
**Fourth Essay Due**

**8: Women in the International System**
11/17  Cynthia Enloe, Bananas, Bases and Beaches. Ch. 1 and 4.
**Research Paper Topic Due**
11/19  CQ Researcher: Rape as a War Crime
11/21  Wrap it up w/ in class assignment  
Tarshis ch. 13- 16
11/24  No class; I’m around to discuss papers.  
**Final Essay Due**

**9: Writing Your Paper**
12/1  Paper Sources Due
12/3  Draft of Intro Due
12/5  Individual meetings with students; Contact office.
12/8  Draft of First Half of Paper Due
12/15  Final Paper Due

**Discussion Questions**
These are controversial issues so disagreement and different opinions are not only okay but encouraged. You don’t need to discuss all but do have an extended discussion of some of these.
- What’s the state/status of women in society/politics? The same as men? Not as good as men? Examples? Explanations?
- Has anything been changed by the 2008 elections?
- If we desire “equality” between men and women, what does that mean- really think about your answer here?
- Do women leaders (Supreme court judges, heads of state etc.) Bring a different perspective to their jobs than men, and if so, how?“
- Relative to other characteristics, how important in your life is your gender?
- Does it make sense to think about “women” or “men” as a group?