Recent electoral events including the path-breaking candidacies of Hillary Clinton and Sarah Palin along with contemporary policy debates – about both domestic and international issues – raise important considerations as to the role 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, a second (and perhaps fairly intimidating) purpose of this course 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 the factors contributing to change.

To evaluate the current status of women in society and politics; 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.

**Required Books**


*All additional readings will be available on Blackboard*


**Requirements:**

1. **Short Papers, 30% :**
   There will be 4 short (approx. 3-page) papers on various topics due throughout the semester (see table at end of syllabus for dates) .These papers will ask you either to reflect and react to material we have discussed in class or ask for original research building on and deepening your understanding of class material.

2. **Research Paper, 25%:**
   Approximately 12 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, class participation, quizzes, 45%**
   There will be two kinds of quizzes: every other Friday there will be a 15-20 minute quiz on the readings from the last two weeks. Toward the end of the semester these quizzes may additionally cover prior material. There will also be approximately five pop quizzes throughout the semester. (Grading: reading quizzes, 30%; consistent participation, attendance, and pop quizzes 15%). (Expect more quizzes if you don’t read!)
**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.

**A Note on 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 work, words, or ideas as if they were your own without giving the original author credit by citing him or her. If you have any questions about plagiarism, please contact me before submitting assignments for grading. Plagiarism violations will result in disciplinary action.

**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**
*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. **Some Central Controversies and Distinctions**

   1/18-1/20    Introduction

   1/23    Voting Rights and Current Impact:
            McGlen and O’Connor, Intro, Ch. 1 (History of women obtaining the vote)

   1/25    Perspectives on Gender
            Carol Gilligan, 1993. *In a Different Voice*, Ch. 1, 2

   1/27-1/30    Perspectives on Gender (con’t)
              John Stuart Mill, *The Subjection of Women*, Ch. 1
              Shulamith Firestone. *The Dialectic of Sex*
              Sojourner Truth, *Ain’t I A Woman*
              * First possible paper due

2. **Background: Women’s Place in Society and the role of Socialization**

   2/1    Education (read relevant parts of chapter only)
          M&O Ch. 3
          CQ Researcher – *Gender and Learning*
2/3 Paper Preparation
Tarshis, How to be Your Own Best Editor, ch 1-5

2/6-2/8 Economic Rights
M&O Ch. 3 (pg. 128-162)
CQ Researcher- Mothers Movement

2/10 Additional Social situations
M&O, choose one of chs 4-6.

2/13 CQ Researcher-Women in Sports

Part II: Women in the Political Process

2/15 Women's Participation
M&O Ch 2. (pgs 71-106)
What are women’s interests? Sapiro, “When Are Interests Interesting?” vs. Diamond & Hartsock, “Beyond Interests in Politics”

2/17 Women's Participation
Mona Lena Krook and Sarah Childs. 2010. “Women, Gender, and Politics: A Reader” Part 3. (on blackboard.)
Carol Hardy-Fanta, “Discovering Latina Women in Politics”

2/20 No Class

Women in Elections


3/2-3/5 Women and Interest Groups,
Jane Mansbridge, “Why We Lost the ERA”
Ronnee Schreiber, “Injecting a Woman’s Voice”
Katherine M. Blee, Inside Organized Racism, Intro & ch 4

3/7 Bring in article of your choice on a relevant gender issue

3/9 Readings to be announced

3/12-3/16 No Class

Part III: Women in American Institutions: Do Women Make a Difference?

Congress
3/19 -Representation
Susan J. Carroll, “Representing Women: Congresswomen’s Perceptions of Their Representational Roles”

3/21 -Working in the Institution
M&O Chapt 2 (pgs 109-112)

3/23 CQ Researcher- Prostitution Debate

3/26 Courts
Karen O’Connor, Sarah Brewer, Michael Fisher. 2006. "Gendering American Politics: Perspectives from the Literature." (Ch 9: Gruhl, Songer, Coontz, O’Connor and Segal, Palmer.)

3/28 Courts (con’t)
M&O- Ch 5. (pgs 265-289)

3/30 Discussion of paper, Tarshis chpt 6-10

Governing/Executive/National Leaders
4/2 Introduction
M&O Ch 2 (pgs 112-118)
Michael Genovese, ed. Women as National Leaders Ch. 1, and one chapter of your choice on a specific leader.

4/4 Cont.
Carol Cohn, “Sex and Death in the Rational World of Defense Intellectuals”
4/6 Reading tbd
4/9 No Class
4/11 Discussion of paper topics
4/13 Bring in article of your choice on gender issues

**Public Policy**
4/16 Mimi Abromowitz and Sandra Morgen. 2006. “Taxes are a Woman’s Issue: Reframing the Debate.” Ch. Intro, 3, 5.


**Part IV. Women In the International System**

4/20 CQ Researcher: Women’s Rights


4/27 CQ Researcher: Women in the Military


5/2 CQ Researcher: Confronting Rape as a War Crime

5/4 CQ Researcher: Gendercide

5/7 Wrap up

**Short Paper Topics and Deadlines***

<table>
<thead>
<tr>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>1: Central Controversies and Distinctions</td>
<td>1/30/12</td>
</tr>
<tr>
<td>2: Socialization</td>
<td>2/10/12</td>
</tr>
<tr>
<td>3: Women in Elections</td>
<td>3/2/12</td>
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<tr>
<td>4: Women in Interest groups</td>
<td>3/9/12</td>
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<tr>
<td>5: Women in Congress</td>
<td>3/30/12</td>
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<tr>
<td>6: Women in Courts and/or Governing</td>
<td>4/6/12</td>
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*Please note that although you have choice of topics you are required to hand in at least 2 of the three page papers BEFORE Spring break March 12-16.

*Paper topics can only be submitted on the due dates outlined, they will not be accepted past this date.

**Research Paper Deadlines:**

<table>
<thead>
<tr>
<th>Topic Choice</th>
<th>Due: April 13</th>
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<tbody>
<tr>
<td>Sources</td>
<td>Due: April 23</td>
</tr>
<tr>
<td>Preliminary Draft</td>
<td>Due: April 30</td>
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<tr>
<td>Full Draft</td>
<td>Due: May 9</td>
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<tr>
<td>Final Paper</td>
<td>Due: May 14</td>
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**Discussion Questions**  
These are controversial issues so disagreement and different opinions are not only ok but encouraged. You don’t need to discuss all but do have an extended discussion of some of these.

1. What’s the state/status of women in society/politics The same as men? Not as good as men? Examples? Explanations?

2. Has anything been changed by the 2008 elections?

3. If we desire “equality” between men and women, what does that mean Really think about your answer here?

4. Do women leaders (Supreme court judges, heads of state etc.) bring a different perspective to their jobs than men, and if so, how?“

5. Relative to other characteristics, how important in your life is your gender?

6. Does it make sense to think about “women” or “men” as a group?