

WOMEN, POLITICS, & POWER
POLITICAL SCIENCE 433Z
FALL 2015
T/TH 10:15A-11:35
CLASS NUMBER 9075

Professor: Sally Friedman

E-mail: sfriedman2@albany.edu

Office: Milne 221

Phone: 442-5278

Office Hours: Contact Office (Humanities 016), T/Th 12:00-12:45 pm
& Tuesday 2:45 - 3:45pm; Milne 221, Wednesday 2:30-3:30 pm.

Class is graded on the A-E scale

Whether it's speculating about the factors impacting a woman's chance of becoming U.S. president, analyzing the work of women who already hold elective office, thinking through women's participation in the political and policy processes or 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 as 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 activities. 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 15 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 increase awareness about the role of gender.
- To identify key theories, controversies, and perspectives on the role of women in society and politics.
- To examine the factors shaping women's roles in different areas of political life.
- To take a broader perspective of women's roles across institutions and societies.
- To locate yourself on a continuum: where do you stand on some of these debates and controversies. Why?
- To produce quality research and writing in the area of women and politics.

Required Readings

Nancy McGlen, Karen O'Connor, Laura van Assendelf, and Wendy Gunther-Canada. (2011). *Women Politics and American Society* (5th Ed.). New York, New York: Pearson Longman

Tarshis, Barry. (1998). *How to Be your Own Best Editor: The Toolkit for Everyone that Writes*. New York, New York: Three Rivers Press.

* Additional readings available on Blackboard

Requirements:

1. **Short take-home essays. 30%.** Approx. 3 pages each. Approximately every 3 weeks, your assignment will be to answer an essay question requiring you to integrate the readings for the part of the course we have just completed. The last of these papers will be based on a question integrating material we have covered across the entire semester the due dates are listed on the appropriate days of the course schedule.
2. **Research Paper. 30%.** Approx. 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: a statement of your topic, a set of sources, a 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! You are expected to participate in discussion and in-class activities, and you might want to bring hard copies of the reading to class to make it easier to recall the material.
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. Any 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.

Late Assignments. Make-up opportunities for course due dates are possible but only with prior notice and only with appropriate documentation. Late papers will be downgraded half a grade per day.

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.

Academic Dishonesty: The strength of the university depends on academic and personal integrity. Any form of academic dishonesty In this course will be taken seriously. you must be honest and truthful. Academic dishonesty includes a number of actions. The most well known of these is Plagiarism, 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. Other forms of dishonesty include cheating, multi-submissions, forgery, unauthorized collaboration, falsification, etc.) Academic dishonesty will not be tolerated and will result in a failing grade on the first assignment in which a violation has occurred. If a student engages in a second violation he/she will receive a failing grade for the entire course. All cases of dishonesty, regardless of degree or number, will result in the filing of a *Violation of Academic Integrity Report*. For more information on what academic dishonesty is, how to avoid it, and what the violation report entails, reference:

http://www.albany.edu/undergraduate_bulletin/regulations.html

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

8/27 Introduction

9/1 Carol Gilligan, 1993. *In a Different Voice*, Harvard University Press. Ch. 1, 2
Leora Tanenbaum, 2002. *Cat Fight: Women and Competition*, Ch. 1

9/3 No formal Class but read:

Carolyn Maloney, *Rumors of Our Progress have Been Greatly Exaggerated* (2008) .

Michelle Bachman, *Core of Conviction: My Story*. Sentinal. (2011). Ch. 1

2: Perspectives on Gender

9/8 John Stuart Mill, *The Subjection of Women*, (Excerpt, Ch. 1)

Shulamith Firestone, *The Dialectic of Sex*

Sojourner Truth, *Ain't I A Woman*

9/10 Torben Iverson & Rrances Rosenbluth, "*Women, Work, and Politics: The Political Economy of Gender Inequality*" Ch. 1 & 2.

3: Background: Women's Place in Society

9/15 No class

- 9/17 **Education:**
 M & O, Ch. 3 pg. 169- 189.
 CQ Researcher: Women and Sports
****First Essay Due****
- 9/22 **Economic Rights:**
 M&O Ch. 3 (pg. 128-161)
- 9/24 No Class

Part II. Women in Politics

4: Political Participation

- 9/29 Women's Right to Vote: M&O, Ch. 1 (pgs 20-47)
 Bring in 2 interesting ideas/pieces of information from M&O Ch. 4-6
- 10/1 Current Day Participation: M&O Ch 2. (pgs 71-105)
 Carol Hardy-Fanta, "Discovering Latina Women in Politics"
- 10/6 **Interest Groups**
 Tarshis, Ch. 1-4
- 10/8 cont.
 Katherine M. Blee, *Inside Organized Racism*, Intro & Ch. 4

5: Campaigns and Elections

- 10/13-15
 Regina Lawrence and Melody Rose. 2010. Hillary Clinton's Race for the White House. 2010. Lynne Rienner Publishing. Ch. 1,2,3,5,6
- 10/15 ****Second Essay Due****

6: Women in American Institutions: Do Women Make a Difference?

- 10/20 **Congress**
 Karen O'Connor et al. 2006. "Gendering American Politics." Ch. 8.
 Susan J. Carroll, "Representing Women: Congresswomen's Perceptions of Their Representational Roles" in Women Transforming Congress. 2002. University of Oklahoma Press.
- 10/22 **Governing/Executives/national leaders.**
 Georgia Duerst-Lahti, "Reconceiving Theories of Power" in Karen O'Connor et al. "Gendering American Politics."
 Michael Genovese, ed. Women as National Leaders Ch. 1, and one chapter of your choice on a specific leader.
- 10/27 **Courts**
 Karen O'Connor. 2006. "Gendering American Politics." (Gruhl, Songer, Coontz, O'Connor and Segal, Davis, Haire). Ch. 9
 Sue Thomas and Clyde Wilcox, 2014. "Women and Elective Office." 3rd Edition. Oxford University. Ch. 13.
- 10/29 Tarshis, ch. 5-8
 Discussion of potential paper topics

7: Women and Public Policy

- 11/3 CQ Researcher: Prostitution Debate
****Third Essay Due****
- 11/5 CQ Researcher: Women and the Military
****Research Paper Topic Due****
- 11/10 Mimi Abromowitz and Sandra Morgen. 2006. "Taxes are a Woman's Issue: Reframing the Debate." Ch. Intro, 3, 5.
Tarshis, ch. 9-12
- 11/12 Joyce Gelb. 2003. Gender Policies in Japan and the United States: Comparing Women's Movements, Rights, and Politics. Palgrave Macmillan. Chpts. Introduction. Choose one of the following: ch 2-5

8: Women In the International System and Class Wrap-Up

- 11/17 Cynthia Enloe, Bananas, Bases and Beaches. 2014. University of California Press.
Ch. 1 and 4.
- 11/19 CQ Researcher: Rape as a War Crime
Tarshis ch. 13- 16
- 11/24 No class
****Paper Sources Due**** xx
****Final Essay Due****

9: Writing Your Paper

- 12/1 Draft of first 4 pages
- 12/3 Discussion
- 12/8 Draft of majority 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 current status of women in society/politics? The same as men? Not as good as men? Better? Examples? Explanations?
- If we desire "equality" between men and women, what does that mean? How do we bring it about?
- Do women leaders (Supreme court judges, heads of state etc.) Bring a different perspective to their jobs than men, and if so, how and how come??
- Relative to other characteristics, how important in your life is your gender?
- Does it make sense to think about women or for that matter men as a group?

2 Graduating Rangers, Aware of Their Burden

By **RICHARD A. OPPEL Jr.** and **HELENE COOPER** AUG. 20, 2015

FORT BENNING, Ga. — First Lt. Shaye Haver, an Apache attack helicopter pilot who on Friday will be one of the first women to graduate from the Army's elite Ranger School, wants to remain an aviator. But she takes away weighty lessons from her grueling Ranger training: "Your mind can take a whole lot more than your body," she said.

"I think I would be crazy to say" that the thought of quitting never occurred, she said on Thursday in her first public appearance since completing the exhausting nine-week course of little sleep and constant hiking with backpacks, water, weapons and other gear that weighed more than 100 pounds. But, Lieutenant Haver said, "the ability to look around to my peers and see that they were sucking just as bad as I was kept me going."

The other woman poised to make history by graduating Friday, Capt. Kristen Griest, said that if the Army ever allowed women to take the final step into combat, she may want to join the Special Forces. Captain Griest admitted she felt "internal pressure" over how her performance could affect future opportunities for women.

Yet she said their accomplishment showed "what they can expect from women in the military, that we can handle things physically and mentally on the same level as men, and that we can deal with the same stresses and training."

And Captain Griest was blunt about what should never happen: "No woman that I know wants to go to Ranger School if they change the standards, because then it degrades" the designation, she said.

The appearance of Captain Griest and Lieutenant Haver here on Thursday, showcased by the Army, was a signal moment in the history of integrating women in the military, one bound to have an effect on the looming decisions about what military roles should be open to women and which, if any, should remain closed.

Now, after two years of study, the heads of the Army, Navy, Air Force and Marines will make recommendations to Defense Secretary Ashton B. Carter in September, military officials said. At that time, the services can request exceptions to the overall directive to open positions to women and specify which positions and units they want to keep closed, and why.

At a news conference on Thursday, Mr. Carter reiterated the Pentagon's position that "all ground combat positions will be open to women unless rigorous analysis" from the services gives a compelling reason they should not be gender-neutral. Decisions are expected around the New Year.

He welcomed the graduation of the female Rangers. "Like every Ranger fighting today," Mr. Carter said, "they will help lead the finest fighting force in the world." But for many military women, the graduation ceremony is the ultimate confirmation that there should be no limits on what women can achieve.

"I have an idea our Ranger sisters have no idea that we're all coming down here to see them graduate," said Donna McAleer, a 1987 graduate of West Point, said Thursday morning, just after she had made a red-eye flight to Columbus, Ga., from Salt Lake City. Ms. McAleer, who wrote "Porcelain on Steel: Women of West Point's Long Gray Line," said about 50 women who had graduated from West Point were making the trip.

"We have been working on this for decades," she said, sounding ebullient. "There are thousands of servicewomen who are behind them."

The Army, because it is by far the biggest service, has the most jobs closed to women. But that is where the graduations of Captain Griest and Lieutenant Haver, who showed an officer's poise and command of the stage at her appearance on Thursday, will come into play: Their success will diminish most arguments against women holding other combat positions, defense officials say.

Even the Navy SEAL teams appear prepared to accept women who could pass their training program, though many in the military consider it more rigorous than even Ranger School.

Only six Air Force job classes are currently closed to women — positions like air controllers who call in airstrikes from the front lines.

An Air Force spokeswoman, Capt. Brooke L. Brzozowska, said the Air Force had not made a final decision on what, if any, exceptions it would seek.

That leaves the Marines, widely seen as the most reluctant to fully integrate women. The Marines have not said what they plan to recommend to the defense secretary, but officials at the Pentagon are bracing for a fight.

One defense official said “there's going to be a lot of pushback” from both sides — the Marines, many of whom argue that women cannot cut it physically; and Pentagon officials, who say that everything should be open and that exceptions should be granted only in extraordinary circumstances.

Some critics have questioned whether the two female Ranger students received any breaks. Army instructors emphatically deny that, and say they met every requirement the men did.

In fact, they say the two women scored very high on performance assessments made by their fellow students, one of the most important evaluations, in which negative assessments can mean a quick exit from the school.

Some other students even urged instructors to give the two women — and another female officer now retaking an intermediate segment of the course — another chance after they twice failed an early phase.

“All three of these soldiers scored very high” on peer assessments filed by other students, “and for us that spoke volumes,” said Command Sgt. Maj. Curtis Arnold, the top enlisted man in the training brigade that oversees Ranger School.

“You got fellow students writing in on peers: ‘Hey, they deserve another shot,’ ” he said. Some of the other students were even more emphatic, saying they began the course very skeptical the women could make it but quickly realized how wrong they had been.

Second Lt. Zachary Hagner said his mind “completely changed” one day as he was growing weary of carrying a heavy machine gun, and others in his group would not help. But Captain Griest stepped in.

“Nine guys were like, ‘I'm too broken, I'm too tired.’ She was just as broken and tired, and took it from me almost with excitement,” Lieutenant Hagner said. “I thought she was crazy for that.”

Another second lieutenant, Michael V. Janowski, said he did not think he would have made it to graduation had it not been for a similar intervention by Lieutenant Haver.

“No matter how bad she was hurting, she was always the first to volunteer to grab more weight,” Lieutenant Janowski said. “I wrote about how I would trust her with my life.”