

# **PSCI 3120: Women and Politics**

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Spring 2019  
MWF  
BLB 073  
9:00-9:50 AM

## **COURSE DESCRIPTION**

This course examines the ways in which implicit and explicit assumptions about women and gender influence American voters, policymakers, and public policies. This course proceeds in five parts. The first part of the class provides a theoretical foundation for our consideration of gender and American politics, drawing particular attention to how we define women's political interests and women's representation. These early questions about whether or not women have shared political interests, given women's intersecting identities in terms of their gender, race, ethnicity, class, sexuality, ideological, and partisan identifications will shape our discussions throughout the semester. The second and third sections of the course focuses on public opinion and electoral politics, highlighting the roles of gender stereotypes, party gatekeepers, media coverage, and women's decisions to run for office play in women's persistent underrepresentation. The fourth section of the course turns to the role of women within American political institutions. It highlights the impact of elected and unelected women in state legislatures, the United States Congress, the bureaucracy, and the judicial branch. The final section of the course examines the role of women's movements and advocacy organizations over time.

## **COURSE GOALS AND OBJECTIVES**

This course is designed to encourage you to think critically about how Americans' assumptions about women and gender may be embedded in policies in ways that continue to shape whether and how women participate in American politics.

Specifically, at the end of this course, you will be able to:

- Explain the theoretical basis of women's political interests and consider how the intersections of gender, race, ethnicity, class, sexuality, and ideological and partisan identifications shape and create multiple perspectives on those interests;
- Analyze why women have been persistently underrepresented in American government and develop theoretical arguments for increasing women's representation;
- Describe how the women's movement in the United States developed and changed over time; and
- Complete a written, critical analyses of how one female member of Congress effectively represented women and campaigned for re-election.

## COURSE MATERIALS AND READINGS

### Required Books

Dolan, Julie, Melissa Deckman, and Michele Swers. 2017. *Women and Politics: Paths to Power and Political Influence*, Third Edition. New York: Pearson. ISBN# 9781538100752.

### Canvas

This course has a Canvas site, which is available at <https://canvas.unt.edu>. The Canvas site contains administrative information about the course, course assignments, student grades, and lecture slides. I encourage you to check the Canvas site regularly to make sure you have up-to-date information on this course.

## COURSE REQUIREMENTS

### Grades and Assignments

Final course grades will be based on 2 non-cumulative exams, reading quizzes and in-class activities, and 1 final paper that is broken down into smaller assignments to be turned in throughout the semester. Each of these components will factor into your final grade as follows:

<b>Exams (2)</b> Midterm Final	<b>30% of final grade</b>
<b>Reading Quizzes and In-Class Activities</b>	<b>20% of final grade</b>
<b>Final Candidate Strategy Paper</b> Preliminary Proposal Rough Draft and Feedback Cover Sheet Final Paper and Revision Memo Brief Paper Presentation	<b>50% of total grade</b> 5% of final grade 15% of final grade 25% of final grade 5% of final grade
<b>TOTAL</b>	<b>100%</b>

### Assigned Readings

*All* of the readings in the syllabus are required. Because many of our class activities and discussions depend on the readings, it is extremely important that *all* students complete *all* readings.

### Exams (30% of Final Grade)

The two exams will be non-cumulative and each one will cover roughly one-half of the course material. Each exam will be given in class and will test your comprehension of the course readings and your understanding of the concepts in them. You are expected to be familiar with the major themes and ideas that have been covered in *all* class readings, lectures, activities, and

discussions for the exams. The best way to prepare for the exams is to attend class, take good notes, and complete all of the readings.

Make up exams will not be given unless you have a **documented** university-excused absence. If you will miss an exam for a university-excused absence, you should arrange for a make-up exam **BEFORE** your excused absence. In other words, if you will miss an exam due to participation in UNT activities, religious holidays, or any of the other reasons listed below, you should arrange to take the exam prior to your excused absence. If you do not have written documentation of your excused absence, you must take the exam as scheduled. **If you do have an excused absence and you need to take a make-up exam, you must do within one-week of the original test date.**

### **Reading Quizzes and In-Class Activities (20% of Final Grade)**

You will also receive credit for participating in brief, in-class quizzes and/or group activities throughout the semester. These quizzes and activities are designed to test your knowledge of the readings, ensure that you are keeping up with the reading assignments, and provide you with an opportunity to apply what you have learned in class to contemporary debates about gender and American politics. Some quizzes and activities will occur on scheduled review and activity days, while others will **NOT** be announced before class.

If you miss an in-class activity or quiz for a university-excused absence (see below for what counts as a university-excused absence), you may make up the activity or quiz you missed. Activities or quizzes missed due to excused absences must be made up within 7 days of the original activity. To make up an activity or quiz you missed for an excused absence, you need to provide Dr. English with documentation of your excused absence (e.g. a doctor's note, a note from your coach, etc. explaining why you missed class) and arrange for a make-up either during office hours or by appointment.

If you miss an in-class activity or quiz for a non-documented, non-excused absence (e.g., you skipped class, overslept, got stuck in traffic, etc.), you will not be able to make up the assignment. Please make sure you attend class and do your best to arrive on time!

### **Women in Congress Paper Project (50% of final grade)**

In 2018, a record number of women ran for elected office, leading to many argue that women, both as voters and candidates could play a transformative role in American politics in the years to come. Together, those arguments imply that women who hold elective office will bring a new a distinctive voice to American politics, and that they will represent American women more effectively than many of the men who are currently in office. For this assignment, you will examine those assumptions by conducting an in-depth analysis of how one woman in Congress represented her female constituents and effectively navigated a number of gender-based concerns during her re-election campaign. Thus, for this assignment, each student will **select one woman who served in the 115<sup>th</sup> Congress** (held from 2017-2018) and write a **final 10-page paper** that answer two questions:

- Did she substantively represent American women during her term in office?
- Did she effectively use her gender and her work on behalf of women during her re-election campaign or was her re-election campaign hampered by many of the gendered obstacles to office that we will discuss over the course of the semester?

In order to answer those two questions, students will be asked to use primary sources, such as government documents and media accounts, to describe the actions that their congresswoman took on behalf of women and the strategies they used to reach out to candidates during the 2018 midterm elections. To effectively answer the two questions listed above, students will also be asked to use citations and references to 10 of the articles or book chapters that we read throughout the semester to analyze the degree to which their congresswomen effectively represented women and campaigned for re-election.

Final papers should be double-spaced, use 12-point Times New Roman font, and 1-inch margins.

To make this project more manageable and to provide you with the opportunity to receive feedback throughout the writing process, I have divided it up into the following smaller assignments with deadlines spread throughout the semester:

- Preliminary Proposal – due February 22 in class
- Rough Draft and Feedback Cover Sheet – due April 10 in class and on Turnitin
- Brief Paper Presentation – due April 17, 22, 24, 26, or 29 in class
- Final Paper and Revision Memo – due May 1 at 5:00 PM on Turnitin

### **Preliminary Proposal (5% of final grade)**

The first portion of the research paper due is your proposed paper topic. For this assignment, each student will need to turn in a one paragraph description of their final paper topic. That one paragraph description should:

- Identify the female member of the 115<sup>th</sup> Congress that they will write about
- Explain why they picked that member of Congress
- Explain what they expect to find their candidate did to represent women and to run for re-election.

Students may pick any female member of Congress who served in the 115<sup>th</sup> Congress who they find interesting. I am asking students to focus on that Congress because it is the Congress that just ended, so it should be relatively easy to collect data on each Congresswoman's activities in office and on campaign trail. Students may choose candidates that served in either the House of Representatives or the Senate during this time period.

Please be aware that all work on this paper must be entirely your own, so students who are writing about the same Congresswomen (e.g. if 2 students are writing about Nancy Pelosi or Susan Collins), will **NOT** be allowed to work with each other to conduct research on their female members of Congress.

### **Rough Draft and Feedback Cover Sheet (15% of final grade)**

Next, students will be asked to submit a first draft of their final policy paper in early April. Students will be required to submit a cover sheet with their first draft that identifies one aspect of their paper that they would most like to receive assistance with and one aspect of their paper that they believe is its key strength.

The assignment is designed to provide students with useful feedback on their writing before their final papers are due. Thus, students will be graded on completion of this assignment.

**In order for this assignment to be considered complete, students must submit a first draft that is at least 5 pages long, double-spaced, in 12-point Times New Roman font, and that contains fully written sentences and paragraphs.** First drafts that fall far short of the required page limit or that consist of little more than an outline or a bullet-pointed list will not be considered complete because they will not allow me to provide you with effective feedback on your final paper. I am happy to meet with students to discuss shorter versions of their paper or outlines before the final draft is due.

### **Brief Paper Presentation (5% of final grade)**

Students will be asked to provide the class with a **5-minute presentation** of their final paper during the last two weeks of class (presentation times will be determined by lottery). These presentations should provide a brief overview of your selected Congresswoman, why and how she represented women, and how effectively she campaigned for re-election in 2018. PowerPoint is not expected. Presentations will be graded based on completion.

### **Final Paper and Revision Memo (25% of final grade)**

Students are required to submit a final, 10-page paper for this class. Along with the final paper, students are required to submit a one-page memo indicating how they choose to respond to the feedback they received on their first draft. This memo will indicate which changes they made and it may explain what recommendations they did not incorporate and why.

The final paper will be graded on the quality of the analysis, the degree to which you responded to feedback on your first draft, the inclusion and proper citation of **10 scholarly sources**, and effective use of spelling and grammar. The rubric detailing how your final paper will be graded will be handed out in class and posted on Canvas.

Students who do well on their final papers tend to integrate and synthesize the findings in the literature discussed in class with their research on their Congresswomen. They also tend to submit final papers that have seriously considered and responded to the feedback they received on their first drafts. While students are not required to make all recommended changes, students who do well will show that they have at least seriously considered all recommendations. Students who do well on the final papers also submit papers that are free from spelling and grammar mistakes.

## IMPORTANT DUE DATES AND EXAM DATES

Due Date	Assignment	Where
Friday, February 22	Final Paper Proposals	Hard Copy In Class
Wednesday, March 6	Midterm Exam	In Class
Wednesday, April 10	Rough Drafts and Feedback Cover Sheets	Hard Copy In Class and Electronic Copy to Turnitin on Canvas
Wednesday, May 1	Final Paper and Revision Memo	Turnitin on Canvas
Wednesday, May 8	Final Exam	8:00-10:00 AM

## COURSE POLICIES

### Grading Scale

Grades will follow the standard scale listed below and will be posted on Canvas throughout the semester.

A	100-90.0%
B	89.9-80.0%
C	79.0-70.0%
D	69.9-60.0%
F	Below 60%

### Communications

If you have substantive questions about the course or the material, American politics more broadly, or any concerns about the class or other situations that are bothering you, I strongly encourage you to come see me during office hours (listed above) or make an appointment if you have a conflict with my office hours. I am happy to help!

Email is also an excellent way to reach me, but please note that it is often more effective to discuss substantive questions and concerns in-person during office hours. If you contact me by email between Monday and Friday, I will do my best to respond within 24 hours. When you send emails, please include the course number (PSCI 3120) in the subject line of your email along with a brief description of the class-related subject you would like to discuss. I also encourage you to follow standard email etiquette by including a proper salutation and signature with your message.

If you need to get in touch with me about a grade, please be aware that **I will not discuss grades over email, so you will need to meet with me in person to discuss any issues with your grade.** If you wish to dispute a grade, please be aware that a significant amount of time and effort are dedicated to grading student assignments. That being said, if you would like to dispute a grade, you must set up a meeting with me and provide, in writing, a clear explanation as to why

a different grade is in order and what grade you believe is appropriate prior to our meeting. All grade dispute requests **must be submitted within one week** of the date that grades are made available to the class and grade disputes will not be considered past the one-week dispute period. Please be advised that I will not change grades simply because students believe they “want” or “need” a higher grade. Also, when I review work for grade disputes, I reserve the right to leave the grade unchanged, raise the grade, or lower the grade.

### **Extra Credit**

I do not provide individual opportunities for extra credit because I have never found a way to provide them that is fair to other members of the class. Therefore, to be successful in this class, students should focus on completing the required assignments to the best of their ability.

If you do not do well on your exams or assignments, I encourage you to see me for assistance as soon as possible. I will be happy to work with you to improve your grades, but it is your responsibility to seek out help if you need it.

### **Attendance Policy and UNT Excused Absences**

Attendance for this class is expected. One of the best ways to take responsibility for your success in this class is to attend class regularly.

Attendance will be checked throughout the semester through participation in in-class activities and quizzes, as described above. The activities will not be announced before class and students who are present and complete the in-class activities will receive full credit for their attendance and participation.

In accordance with UNT’s attendance policy, absences will be excused for religious holy days, active military service, participation in official university functions, illness or other extenuating circumstances, pregnancy and parenting under Title IX, and when the University is officially closed by the President. As the policy states, students are required to request and document their excused absences with me. If you have an excused absence, please provide me with notice and documentation for that absence as soon as possible. More information on UNT’s attendance policy is available at:

[http://policy.unt.edu/sites/default/files/untpolicy/15.2.5\\_StudentAttendance\\_May2016.pdf](http://policy.unt.edu/sites/default/files/untpolicy/15.2.5_StudentAttendance_May2016.pdf).

### **Incomplete and Late Work Policy**

Please make note of **all of the due dates** for the workbook assignments and the **dates of the exams** and **plan accordingly**.

Incomplete and late work will **not be accepted except under extraordinary, documented circumstances**.

### **Americans with Disabilities Act Statement**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu).

## **Emergency Notification and Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

## **ETHICS AND CONDUCT**

### **Academic Misconduct: Cheating and Plagiarism**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: <http://facultysuccess.unt.edu/academic-integrity>.

The Political Science Department adheres to and enforces UNT's policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). Students in this class should review the policy, which is located at: [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Academic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf).

Violations of academic integrity in this course will be addressed in compliance with the penalties and procedures laid out in this policy. Students may appeal any decision under this policy by following the procedures laid down in the UNT Policy Manual Section 18.1.16 "Student Standards of Academic Integrity."

Students should note that according to the UNT policy, "cheating" includes, but is not limited to: "1) the use of any unauthorized assistance to take exams, tests, quizzes, or other assessments; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; 3) the acquisition, without permission of tests, notes, or other academic materials belonging to a faculty or staff member of the University; 4) dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor; 5) any other act designed to give a student an unfair advantage on an academic assignment." According to UNT



policy, plagiarism is defined as the “use of another’s thoughts or words without proper attribution in any academic exercise *regardless of the student’s intent*” (emphasis mine). It includes, but is not limited to: “1) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation; 2) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.”

### **Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

### **Classroom Conduct/Civility**

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional form a UNT. Students engaging in unacceptable and disruptive behavior will be directed to leave the classroom and the instructor may refer to the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums including university and electronic classrooms, labs, and discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

As an instructor, I believe that students learn best when they are able to engage with each other (and the professor!) in a respectful and open-minded manner. So, please practice the Golden Rule and treat others as you would like to be treated. Specifically, I ask that you avoid disruptive behaviors by:

- Silencing all disruptive electronic devices;
- Refraining from texting, tweeting, checking email, surfing the internet, or reading irrelevant materials during class;
- Having side conversations with others during class;
- Falling asleep.

Since the topics in this course will encourage lively and energetic discussions and debates, it is also important for you to show respect for others’ opinions and points of view, even when you disagree.

In addition, please follow some simple, but important rules of classroom conduct.

- Please come to class on time and stay for the entire session. We have very little time for each class session and late arrivals and early departures are disruptive to the rest of the class. If you absolutely must arrive late or leave early, please inform me in advance and enter or leave as unobtrusively as possible. I reserve the right to institute penalties if persistent late arrivals or early departures become disruptive to our class.
- Please wait until the end of class to zip-up bags and organize your papers. I will try to ensure that class never goes over the allotted time to give students time to pack up and make to their next classes or activities on time.

### **Sexual Discrimination, Harassment, and Assault**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648.

### **Laptops and Other Technology**

Students may use laptops ONLY for notetaking, but they should be aware that recent research shows that students retain more information when they take notes by hand. Therefore, I advise against using laptops but it is up to you. Please make sure that all cell phones and other technological devices are turned off and stored away for the duration of class.

If you do decide to use your laptop in class, please sit in the back of the classroom to avoid creating distractions for other students. If I find that you are using your laptop for activities other than note taking (emailing, shopping, Facebooking, watching videos online, etc.) and those activities are distracting your classmates, I reserve the right to institute a ban on laptops in the classroom.

## COURSE SCHEDULE

### **Class 1: Monday, January 14: Course Introduction**

- Read the entire syllabus.
- Complete in-class questionnaire.

## **PART 1: FOUNDATIONS AND WOMEN'S INTERESTS**

### **Class 2: Wednesday, January 16: What are Women's Interests?**

- Dolan, Deckman, and Swers. Chapter 1.
- Sapiro, Virginia. 1981. "When Are Interests Interesting?" *American Political Science Review* 75: 701-21. \*\*

### **Class 3: Friday, January 18: Women's Interests and Intersectionality**

- Crenshaw, Kimberlé. 1989. "Demarginalizing the Intersection of Race and Sex." *University of Chicago Legal Forum* 39: 139-67. \*\*
- Women's March on Washington. 2017. "Guiding Vision and Definition of Principles." <https://static1.squarespace.com/static/584086c7be6594762f5ec56e/t/5877e24a29687f9613e546ff/1484251725855/WMW+Guiding+Vision+%26+Definition+of+Principles.pdf>\*\*

### **Class 4: Monday, January 21: NO CLASS (MLK DAY)**

## **PART 2: WOMEN AND PUBLIC OPINION**

### **Class 5: Wednesday, January 23: The Gender Gap**

- Dolan, Deckman, and Swers. Chapter 3.
- Kaufmann, Karen M. and John Petrocik. 1999. "The Changing Politics of American Men: Understanding Sources of the Gender Gap." *American Journal of Political Science* 43: 864-887. \*\*

### **Class 6: Friday, January 25: Divisions and Gaps Among Women**

- Junn, Jane. 2017. "The Trump Majority: White Womanhood and the Making of Female Voters in the US." *Politics, Groups, and Identities* 5(2): 343-352.\*\*
- Schreiber, Ronnee. 2018. "Is There a Conservative Feminism: An Empirical Account." *Politics & Gender* 14(1): 56-79.\*\*

### **Class 7: Monday, January 28: What Do We Do About Divisions Among Women?**

- No reading: Review and Activities

### **Class 8: Wednesday, January 30: Gender Stereotypes**

- Dolan, Deckman, and Swers, Chapter 5, pgs. 126-131.
- Huddy, Leonie and Nayda Terkildsen. 1993. "Gender Stereotypes and the Perception of Male and Female Candidates." *American Journal of Political Science* 37: 119-47.\*\*
- Sanbonmatsu, Kira and Kathleen Dolan. 2009. "Do Gender Stereotypes Transcend Party?" *Political Research Quarterly* 62(3): 485-94.\*\*

### **Class 9: Friday, February 1: Gender and the Media**

- Dolan, Deckman, and Swers, Chapter 5, pgs. 132-148.
- Kahn, Kim Fridkin. 1994. "The Distorted Mirror: Press Coverage of Women Candidates for Statewide Office." *The Journal of Politics* 56(1): 67-82.\*\*
- Carlin, Diana B. and Kelly Winfrey. 2009. "Have You Come a Long Way, Baby? Hillary Clinton, Sarah Palin, and Sexism in 2008 Campaign Coverage." *Communication Studies* 60(4): 326-43.\*\*

## **PART 3: GENDER AND ELECTORAL POLITICS**

### **Class 10: Monday, February 4: Gender and Political Ambition**

- Dolan, Deckman, and Swers. Chapter 4, pgs. 98-104; 114-119.
- Lawless, Jennifer and Richard Fox. 2010. *It Still Takes a Candidate: Why Women Don't Run for Office*. Cambridge University Press, Chapters 3 and 6. \*\*

### **Class 11: Wednesday, February 6: Gender and Party Gatekeepers**

- Dolan, Deckman, and Swers, Chapter 4, pgs. 104-114.
- Sanbonmatsu, Kira. 2006. *Where Women Run: Gender and Party in the American States*. Ann Arbor, MI: University of Michigan Press, Chapters 1, 2. \*\*

### **Class 12: Friday, February 8: How Do We Get Women to Run? Is This Still a Problem?**

- Review and Activities
- Dittmar, Kelly. 2018. "Putting the Record Number of Women's Candidacies into Context." <http://cawp.rutgers.edu/footnotes/putting-record-numbers-womens-candidacies-context>\*\*

### **Class 13: Monday, February 11: Gender and Presidential Elections (Historical)**

- Dolan, Deckman, and Swers, Chapter 5, pgs. 124-136.
- Lawrence, Regina and Melody Rose. 2010. "Women and Presidential Politics." In *Hillary Clinton's Race for the White House: Gender Politics and the Media on the Campaign Trail*. Boulder, CO: Lynne Rienner, 21-46.\*\*

### **Class 14: Wednesday, February 13: The 2016 Presidential Election**

- Dolan, Deckman, and Swers, Preface: Gender and the Pursuit of the Presidency: The 2106 Elections
- Clinton, Hillary. 2017. *What Happened?* New York, NY: Simon and Schuster, Chapter 6: On Being a Woman in Politics.

### **Class 15: Friday, February 15: How Should a Woman Run for President?**

- Review and Activities

## **PART 4: WOMEN IN ELECTED AND APPOINTED OFFICE**

### **Class 16: Monday, February 18: Congress as a Gendered Institution**

- Dolan, Deckman, and Swers, Chapter 7.

- Hawkesworth, Mary. 2003. Congressional Enactments of Race-Gender.” *American Political Science Review* 97: 529-550.\*\*
- Center for American Women in Politics. “Women in the 116<sup>th</sup> Congress.”

**Class 17: Wednesday, February 20: Descriptive Representation**

- Mansbridge, Jane. 1999. “Should Blacks Represent Blacks and Women Represent Women: A Contingent ‘Yes.’” *American Political Science Review* 61(3): 628-57. \*\*

**Class 18: Friday, February 22: Paper Workshop 1 on Finding Sources**

- \*\*\*Final Paper Proposals Due in Class\*\*\*
- Workshop on how to find scholarly sources for your final research papers!

**Class 19: Monday, February 25: Substantive Representation in Congress 1**

- Swers, Michele. 2002. *The Difference Women Make: The Policy Impact of Women in Congress*, Chapters 1, 3, and 7.\*\*

**Class 20: Wednesday, February 27: Substantive Representation in Congress 2**

- Dittmar, Kelly, Kira Sanbonmatsu, and Susan Carroll. 2018. A Seat at the Table: Congresswomen’s Perspectives on Why Their Presence Matters. New York, NY: Oxford. Chapter 2.

**Class 21: Friday, March 1: Women’s Representation in the Bureaucracy**

- Dolan, Deckman, and Swers, Chapter 8.
- Watkins-Hayes, Celeste. 2009. “Am I My Sister’s Keeper? Race, Class, Gender, and Community in Staunton.” In *The New Welfare Bureaucrats: Entanglements of Race, Class, and Policy Reform*. Chicago: University of Chicago Press, pgs. 123-155. \*\*

**Class 22: Monday, March 4: Women’s Representation in the Judiciary**

- Dolan, Deckman, and Swers, Chapter 9.
- Haire, Susan and Laura Moyer. 2015. *Diversity Matters: Judicial Policymaking in the U.S. Courts of Appeals*. Charlottesville, VA: University of Virginia Press, Introduction and Chapters 2 and 5. \*\*

**Class 23: Wednesday, March 6: Midterm Exam**

**Class 24: Friday, March 8: Are Women Substantively Represented?**

- Review and Activities

**Monday, March 11: Spring Break**

- No Class!

**Wednesday, March 13: Spring Break**

- No Class!

**Friday, March 15: Spring Break**

- No Class

## PART 5: WOMEN'S MOVEMENT AND WOMEN'S ORGANIZATIONS

### **Class 25: Monday, March 18: The Suffrage Movement**

- Watch *Iron Jawed Angels* in class and complete worksheet about the film.

### **Class 26: Wednesday, March 20: The Suffrage Movement**

- Watch *Iron Jawed Angels* in class and complete worksheet about the film.

### **Class 27: Friday, March 22: Historical Development of Women's Organizations**

- Finish *Iron Jawed Angels* in class and complete worksheet about the film.
- Goss, Kristin. 2013. *The Paradox of Gender Equality: How American Women's Groups Gained and Lost Their Public Voice*. Ann Arbor, MI: University of Michigan Press, Chapters 2 and 3. \*\*

### **Class 28: Monday, March 25: Historical Development of Women's Organizations**

- Goss, Kristin. 2013. *The Paradox of Gender Equality: How American Women's Groups Gained and Lost Their Public Voice*. Ann Arbor, MI: University of Michigan Press, Chapters 7 and 8. \*\*

### **Class 29: Wednesday, March 27: Contemporary Women's Organizations**

- Weldon, S. Laurel. 2011. *When Protest Makes Policy: How Social Movements Represent Disadvantaged Groups*, Chapters 1 and 4. \*\*

### **Class 30: Friday, March 29: Conservative Women's Organizations**

- Schreiber, Ronnee. 2008. *Righting Feminism: Conservative Women and American Politics*. New York, NY: Oxford University Press, Chapters 2 and 3. \*\*

### **Class 31: Monday, April 1: Challenges of Advocating for Women Today**

- Strolovitch, Dara. 2006. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender." *Journal of Politics* 68(4): 894-910.\*\*
- Staggenbourg, Suzanne. 1988. "The Consequences of Professionalization and Formalization in the Pro-Choice Movement." *American Sociological Review* 53: 585-605.\*\*

### **Class 32: Wednesday, April 3: How Would You Describe the Women's Movement Today?**

- Review and Activities

### **Class 33: Friday, April 5: Women's Anger**

- Traister, Rebecca. 2018. *Good and Mad: The Revolutionary Power of Women's Anger*. New York, NY: Simon and Schuster. Medusas Chapter 1 & Furies Chapter 1.
- Cooper, Brittney. 2018. *Eloquent Rage: A Black Feminist Discovers Her Superpower*. New York, NY: St. Martin's Press. Orchestrated Fury and Joy.

### **Class 34: Monday, April 8: How Should Women Channel Their Anger?**

- Review and Activities

**Class 35: Wednesday, April 10: Paper Workshop 2: Rough Drafts**

- \*\*\*Rough Drafts and Feedback Cover Sheets Due in Class. Bring a hard copy to class and turn an electronic copy into Turnitin on Canvas by 9:00 AM.\*\*\*

**Class 36: Friday, April 12: Gender and Public Policy – Agenda Setting**

- Kenney, Sally. 2002. “Where is Gender in Agenda Setting?” *Women & Politics* 25(1/2): 179-207.\*\*

**Class 37: Monday, April 15: Gender and Public Policy – Target Populations**

- Schneider, Anne and Helen Ingram. 1993. “Social Construction of Target Populations: Implications for Politics and Policy.” *American Political Science Review* 87(2): 334-347.\*\*
- Mettler, Suzanne and Joe Soss. 2004. “The Consequences of Public Policy for Democratic Citizenship: Bridging Policy Studies and Mass Politics.” *Perspectives on Politics* 1:55-73. \*\*

**Class 38: Wednesday, April 17: Paper Presentations**

**Class 39: Friday, April 19: No Class (Often a University Holiday)**

**Class 40: Monday, April 22: Paper Presentations**

**Class 41: Wednesday, April 24: Paper Presentations**

**Class 42: Friday, April 26: Paper Presentations**

**Class 43: Monday, April 29: Paper Presentations**

**Class 44: Wednesday, May 1: Final Exam Review Day**

\*\*\*Final Paper and Revision Memo Due Today at 5:00 on Turnitin on Canvas\*\*\*

**Wednesday, May 8: Final Exam from 8:00-10:00 AM**