

POLS 485—Gender and Politics in America and Beyond.

Luther College

Instructor: Pedro dos Santos

Office: 303 Koren

Class Location and Time: MWF 2:45 to 3:45 pm, Valders 242

Office Hours: MWF from 1:30 to 2:30 pm and from 4:00 to 5:00 pm; TTH from 1:00 to 2:15 pm and from 4:00 to 5:00 pm; and by appointment.

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Course Description

In this course students will learn about the role gender plays in the political processes, focusing especially on how gender influences the role of women in the political process. Focusing on the different types of representation (descriptive, substantive, and symbolic), students will especially read and discuss the role of women's movements (local, national, and international) and female politicians on changing policy. Debates about what is gender, what is gender-related policy, women's rights, and women as an interest group will drive most readings and discussions.

Course Objectives/Learning Outcomes

At the end of the semester I expect students to:

- Be able to articulate a definition for gender and be able to understand and explain the role gender plays in the political process.
- Form their own opinion on key gender-related issues, basing their opinion on the theories and practical applications discussed in class.
- Better understand how gender and politics differ in different areas of the world.
- Improve their understanding of how Congress works.
- Improve their writing and public speaking skills.
- Participate in a group project and successfully work within this group to divide tasks and complete assignment.

Class Expectations

I expect full participation in all classes. Students are not only expected, but are **required** to read the assigned readings BEFORE class. Student participation is crucial to the development of a healthy class environment and I have high expectations for the discussion environment in this class. I expect all students to be active participants in the class. Classes are like communities—they work better when individual members care about, and are actively engaged in their functioning. This does not necessarily mean that you always have to speak during class discussions (although you should at some point), but it does mean that I expect a commitment to the class that is demonstrated by making the effort to read the assignments and actively listen while in class.

Academic Misconduct

When a student turns in an assignment, paper or exam, s/he is bound to the Luther Honor Code. If I suspect a student of plagiarism, whether it comes from another student or the Internet, I will immediately turn that paper in to Luther's Honor Council. The student will have to defend the paper's integrity to that council. If the Honor Council finds a plagiarism violation, the typical recommendation is to give a 0 on that assignment and a letter grade drop for the entire course. Typically, this results in an overall failing grade for the student. Given the severity of plagiarism, if you have any questions on correct citations, please do not hesitate to contact me.

Disrupting class and/or threatening fellow students are forms of misconduct (academic or non-academic). Depending on the circumstances, cases of misconduct may also be prosecuted at the college-level and could result in a failing grade for the course or suspension for a second occurrence. If you have any questions regarding what constitutes academic misconduct, please talk with me.

Services for Students with Disabilities and/or Medical Conditions

Any student needing classroom or exam accommodations due to the impact of a disability or medical condition must register for services with the Disability Services office in the Student Academic Support Center (SASC). The office will verify the need for accommodations and develop a plan to be distributed to appropriate instructors.

Students who use accommodations should also contact the instructor privately and in a timely manner to discuss the most effective methods to implement the approved accommodations. The SASC office is located in Room 108, Preus Library, and can be reached at (563) 387-1270.

READING LIST

These are the four books required for class:

- Women, Gender, and Politics: A Reader. Krook, Mona Lena and Sarah Childs. 2010, Oxford University Press. ISBN: 978-0195368819
- Unbowed: A Memoir. Maathai, Wangari. 2007, Anchor. ISBN: 978-0307275202
- Women, Politics, and American Society (5th Edition). McGlen, Nancy E., Karen J. O'Connor, Laura Van Assendelft, and Wendy Gunther-Canada. 2010, Pearson Longman. ISBN: 978-0205745418
- Righting Feminism: Conservative Women and American Politics. Schreiber, Ronnee. 2008, Oxford University Press. ISBN: 978-0195331813

I will also have some readings posted on the KATIE site.

GRADING CRITERIA

Group Research	25%
Short Paper and Presentation	15%
Exams/Essays	45% (2 @ 22.5% each)
Participation, Discussion Questions, Quizzes, Assignments	15%

Group Research

This research project focuses on gendered patterns of legislators once they have entered congress. As research teams, students will explore various questions. Are there gendered patterns in legislative work, political behavior, and ideology? Each group should purposefully (not randomly) choose a sample of legislators to compare.

Teams will choose from these research questions:

- (1) Are there gendered patterns in committee assignments? Party affiliation?
- (2) Gendered patterns in Congressional behavior/activities? For example, are there gendered differences on key issues? Bills sponsored?
- (3) Looking at party affiliation, what are the gendered patterns in interest group ratings? (Keeping in mind that each interest group is guided by its own ideology, and your group should discuss how that rating is affected.)
- (4) Are there gendered patterns to the occupational background of legislators?
- (5) Are there gendered patterns in the alignment of members to their party (i.e. party unity)?

Each group will need to prepare a paper summarizing findings. This paper should be 7-8 pages in length. The paper should cover:

(A) Research Design: Which legislators did you pick and why? This should be 1-2 pages.

(B) An evaluation of the role of gender on the political participation of Congressional members.

This section should be 6-7 pages. You can approach the analysis of Section B in two ways. You can either write them collectively or assign team members individual topics.

(C) References and Web-links. No page limit.

(D) PowerPoint Slides - each group should design TWO PowerPoint slides to present one or two key findings to the class.

During our in-class discussions, you will need to pick one or two group representatives to explain your project, your key findings, and to show the PowerPoint slides to discuss your findings. **Your grade will be an average of the group grade and your individual grade for this assignment.** You will also be evaluating the contributions of your project team members as a factor of the individual grades.

Short Paper and Presentation

Each student should pick a topic related to gender and politics (including masculinity!) and write a 5-7 paper about such topic. The paper should introduce the topic, provide background information (historical, legal, theoretical), and elaborate on issues related to the topic you picked. On the last week of classes students will provide an 8-12 minutes presentation on the topic. You must meet with me to discuss which topic you will choose. Paper must include in-text citation and a bibliography (not part of the 5-7 page portion of the paper)

Exams/Essays

We will have two exams in this class. The exams are more like a directed essay than a typical exam where you are being tested on very specific knowledge. Students will have the option of picking one of the questions posted online or write their own essays focusing on the class readings. In each exam students must answer two questions (or prepare two essays) writing somewhere between 4 and 6 pages for each answer (8 and 12 pages total for each exam). Students will have a whole week to prepare this essay. Answers/essays must include in-text citation and a works cited section (or bibliography). I will expect thoroughness and thoughtfulness in the answers, and I also will expect each answer to have at least four sources (two of those have to be from our assigned readings)

Participation, Discussion Questions, Quizzes, Assignments

Basic Grade Breakdown: 7.5% Participation and assignments, 7.5% Discussion Questions

Class participation is essential for the class to work. The class participation grade is subjective, but in general an A (100 %) means a student came prepared to discuss in class and provided good observations or participated in healthy discussions at least twice a week in class. You are more than welcome to ask me as the semester goes on where you are regarding participation grade.

A key aspect of participation is coming prepared to class, which means read the assignments **before** class. Students should read all articles, but will be assigned specific articles as their assigned “discussion question” article for the day. The names of students and their assigned readings are available on the schedule posted on KATIE. On the day you are assigned to post questions, please provide two well-thought out questions about the assigned reading. Questions should ideally include a quotation from the text and then either a question asking for clarification on an issue or term (elaborate well on your question what needs to be clarified) or a discussion question expanding on an issue from the reading. Questions can also compare the assigned reading with previous readings (either as clarification or discussion) and could also include outside material (news segment, magazine article, your own experience). You must **email** me your questions (dosspe01@luther.edu) the day of the reading you have been assigned by **11:00 am**. Late questions (between 11:00 am and 2:30: pm) will received half credit and questions sent after the class will not receive any credit. We will not cover all discussion questions in class, but I hope these questions will direct discussion in certain directions, and hopefully it also helps create questions for the exams. Discussion questions will be

evaluated based on content, so I expect sophisticated questions or well thought out clarification questions that can help create a healthy discussion environment in class.

While class participation and discussion questions are somewhat separate grades, my previous experience teaching using this format indicates that both grades go hand in hand, meaning that if you come up with a good discussion question you are much more likely to participate actively in class.

* A note on late assignments

All written assignments, unless specified differently, will use the following late policy:

- One day late (0 to 24 hours past deadline): 50 percent grade deduction
- More than one day late: ZERO

Be sure to keep the dates of such assignments in your mind.

READING SCHEDULE (subject to modifications at instructor's discretion)

Assigned readings marked with an asterisk (*) are available on KATIE.

Schedule

Wednesday, September 4

No reading assignment. Go over syllabus and discuss the role of gender in politics and society.

Introduction to “Gender” and “Politics”

Friday, September 6

*Weber, Lynn. 2004. “A Conceptual Framework for Understanding Race, Class, Gender, and Sexuality.” In *Feminist Perspectives on Social Research*.

*Hawkesworth, Mary. 2005. “Engendering Political Science: An Immodest Proposal.” *Politics & Gender* 1 (1): 141-156.

*Fahey, Anna Cornelia. 2007. “French and Feminine: Hegemonic Masculinity and the Emasculation of John Kerry in the 2004 Presidential Race.” *Critical Studies in Media Communication* 24 (2): 132-150.

Women and Politics in America

Monday, September 9

Women Politics and American Society. Introduction (pages 1-16)

Women Politics and American Society. Chapter 1 (pages 20-44)

Women and Politics in America
Wednesday, September 11

Women Politics and American Society. Chapter 1 (pages 44-70)

* Stacey, Judith. 1983. "The New Conservative Feminism." *Feminist Studies* 9 (3): 559-583.

Women's Political Participation in America
Friday, September 13

Women Politics and Society. Chapter 2 (pages 71-132)

Women's Employment in America
Monday, September 16

Women Politics and Society. Chapter 3 (pages 134-188)

Women's Economic and Educational Status
Wednesday, September 18

Women, Politics and Society. Chapter 4 (pages 189-242)

The Struggle for Familial and Reproductive Rights
Friday, September 20

Women Politics and Society. Chapter 5 (pages 244-288)

Women's Place in the Family
Monday, September 23

Women Politics and Society. Chapter 6 (pages 289-335)

The Future and Conservative Women
Wednesday, September 25

Women Politics and Society. Chapter 7 (pages 336-344)

Righting Feminism. Introduction (pages 3-16)

Carlin, Diana B. and Kelly L. Winfrey. 2009. "Have You Come a Long Way Baby? Hillary Clinton, Sarah Palin, and Sexism in 2008 Campaign Coverage." *Communication Studies* 60 (4): 326-343

The Conservative Movement in America
Friday, September 27

Righting Feminism. Chapters Two and Three (pages 17-55)

The Conservative Movement in America
Monday, September 30

Righting Feminism. Chapters Four and Five (pages 56-95)

The Conservative Movement in America
Wednesday, October 2

Righting Feminism. Chapters Six and Seven (pages 96-127)

*Cary, Mary Kate. 2010. "The New Conservative Feminist Movement." *US New and World Report*

Wangari Maathai
Friday, October 4

Unbowed. Chapters 1, 2, and 3 (pages 3-72).

Wangari Maathai
Monday, October 7

Unbowed. Chapters 4, 5, and 6 (pages 73-138)

Wangari Maathai
Wednesday, October 9

Unbowed. Chapters 7, 8, and 9 (pages 139-205)

Wangari Maathai
Friday, October 11

Unbowed. Chapters 10, 11 and 12 (pages 206-276)

***Midterm Questions Given to Students**

Wangari Maathai
Monday, October 14

Unbowed. Chapter 13, Epilogue, and Afterword (277-308)

Kenya and the Green Belt Movement
Wednesday, October 16

* Michaelson, Marc. 1994. "Wangari Maathai and Kenya's Green Belt Movement: Exploring the Evolution and Potentialities of Consensus Movement Mobilization." *Social Problems* 41 (4):540-561

* House-Midamba, Bessie. 1996. "Gender, Democratization, and Associational Life in Kenya." *Africa Today* 43 (3): 289-305.

Friday, October 18
NO CLASS
***Midterm Due**

Monday, October 21
NO CLASS- Fall Break

Wednesday, October 23
NO CLASS- Fall Break

Women, Gender, and Politics: Social Movements
Friday, October 25

Women Gender and Politics. Chapters 1, 2, 3, and 4 (pages 3-46)

Women, Gender, and Politics: Social Movements
Monday, October 28

Women Gender and Politics. Chapters 5, 6, 7, and 8 (pages 47-78)

Women, Gender, and Politics: Political Parties
Wednesday, October 30

Women Gender and Politics. Chapters 9, 10, 11, 12, 13, and 14 (pages 81-123)

Women, Gender, and Politics: Elections
Friday, November 1

Women Gender and Politics. Chapters 15, 16, 17, 18, 19, 20, and 21 (pages 127-182)

Women, Gender, and Politics: Political Representation
Monday, November 4

Women Gender and Politics. Chapters 22, 23, 24, 25, 26, and 27 (pages 185-239)

Women Gender and Politics: Social Policies
Wednesday, November 6

Women Gender and Politics. Chapters 28, 29, 30, 31, 32, and 33 (pages 243-290)

Women, Gender, and Politics: The State
Friday, November 8

Women Gender and Politics. Chapters 34, 35, 36, 37, 38, 39, and 40 (pages 293-345)

Abortion Politics in a Comparative Perspective
Monday, November 11

*Stetson, Dorothy. 2001. "Introduction: Abortion, Women's Movements, and Democratic Politics." *Abortion Politics, Women's Movements, and the Democratic State*. Oxford University Press. Pages 1-16.

* Haussmann, Melissa. 2001. "Of Rights and Power: Canada's Federal Abortion Policy 1969-1991." *Abortion Politics, Women's Movements, and the Democratic State*. Oxford University Press. Pages 63-86.

*Stetson, Dorothy. 2001. "Women's Movements' Defense of Legal Abortion in Great Britain." *Abortion Politics, Women's Movements, and the Democratic State*. Oxford University Press. Pages 135-156.

*****I am supposed to be at a Conference November 13-17. As of the time I created the syllabus we are planning on having no classes these two days. If anything changes I will let you all know. We will, however, have reading assignments for these days and a writing assignment due when I come back*****

Wednesday, November 13 and Friday, November 15

NO CLASS

* Stetson, Dorothy. 2001. "US Abortion Debates 1959-1998: The Women's Movement Holds On." *Abortion Politics, Women's Movements, and the Democratic State*. Oxford University Press. Pages 247-266

*Calloni, Marina. 2001. "Debates and Controversies on Abortion in Italy." *Abortion Politics, Women's Movements, and the Democratic State*. Oxford University Press. Pages 135-156.

* Guedes, Alessandra. 2000. "Abortion in Brazil: Legislation, Reality, and Options." *Reproductive Health Matters* 8 (16): 66-76.

*****Group Research Paper Due (via email) November 17 at 8:00 pm*****

Gender Equity and Discourses
Monday, November 18

* Goetz, Anne. 1998. "Women in Politics & Gender Equity in Policy: South Africa and Uganda." *Review of African Political Economy* 25 (76): 241-262.

* Wyrod, Robert. 2008. "Between Women's Rights and Men's Authority: Masculinity and Shifting Discourses of Gender Difference in Urban Uganda." *Gender and Society* 22 (6): 799-823.

Gender Violence in a Comparative Perspective
Wednesday, November 20

* Weldon, S. Laurel. 2006. "Inclusion, Solidarity, and Social Movements: The Global Movement Against Gender Violence." *Perspectives on Politics* 4 (1): 55-74.

* Citrelli, Filomena. 2010. "Women's Rights=Human Rights: Pakistani Women against Gender Violence." *Journal of Sociology and Social Welfare* 37 (2): 135-160.

Gender Violence in a Comparative Perspective
Friday, November 22

* Britton, Hannah. 2006. "Organising against Gender Violence in South Africa." *Journal of Southern African Studies* 32 (1): 145-163.

* Grossman, Susan, and Marta Lundy. 2007. "Domestic Violence Across Race and Ethnicity: Implications for Social Work Practice and Policy." *Violence Against Women* 13: 1029-1052.

Ambition and Politics
Monday, November 25

* Fox, Richard, and Jennifer Lawrence. 2010. "If Only They'd Ask: Gender, Recruitment, and Political Ambition." *Journal of Politics* 72(2): 310-326.

* Karp, Jeffrey, and Susan Banducci. 2008. "When Politics is not Just a Man's Game: Women's Representation and Political Engagement." *Electoral Studies* 27: 105-115.

* Jensen, Jennifer, and Wendy Martinek. 2009. "The Effects of Race and Gender on the Judicial Ambitions of State Trial Court Judges." *Political Research Quarterly* 62(2): 379-392.

Wednesday, November 27 and Friday, November 29
NO CLASS- Thanksgiving

Gender and Conflict
Monday, December 2

* Hume, Mo. 2008. "The Myths of Violence: Gender, Conflict, and Community in El Salvador." *Latin American Perspectives* 35(5): 59-76

* Berko, Anat, and Edna Erez. 2007. "Gender, Palestinian Women, and Terrorism: Women's Liberation or Oppression?" *Studies in Conflict & Terrorism* 30(6):493-519

Concepts of Representation
Wednesday, December 4

*Schwindt-Bayer, Leslie, and William Misher. 2005. "An Integrated Model of Women's Representation." *The Journal of Politics* 67(2): 407-428.

* Celis, Karen et al. 2008. "Rethinking Women's Substantive Representation." *Representation* 44(2): 99-110.

Gender Quotas
Friday, December 6

* Gender Quotas Debate from *Politics & Gender* 2006.

* Women in the Boardroom: A Global Perspective

Monday, December 9

Presentations

Wednesday, December 11

Presentations

Friday, December 13

Presentations

***Final Essay/Exam due December 18 (via email) by 8:00 pm.**