

POSC346/446 WOMEN AND POLITICS

Fall Semester 2006

TTh 2:45-4:00pm

Sears 372

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Office Hours: Wednesday 2-4:00pm, or by appointment

COURSE OUTLINE AND REQUIREMENTS

POSC346/446, Women and Politics, involves a critical examination of the impact of gender on the forms and distributions of power and politics, with primary reference to the experience of women in the United States. Major concerns of the course include what we mean by "sex," "gender," and "politics;" the relationship between women and the state; how women organize collectively to influence state policies; and how the state facilitates and constrains women's access to and exercise of political power.

The course is organized around four foci central to the study of women and politics. The first section of the course focuses on what we mean by "women," "gender," and "politics." In this section, we will consider how these concepts intersect and the ways in which each may be used to deepen our understanding of the workings of governments and political systems, and of women's relative political powerlessness.

The second section of the course employs these concepts to understand the (re)emergence of the US feminist movement, its meanings, practices, and goals, and its transformation across US political history. Because 2006 is a midterm election year in the United States, in the third section, we turn to conventional electoral politics, focusing on women's candidacies, their campaigns, and women's voting behavior. In the final section of the course, we consider those general factors that might provide for increased gender equality and improved life status for women, in global, comparative perspective.

Evaluation of undergraduate student performance in this course will be based on the following criteria. First, students will complete two short papers, each of which accounts for 25 percent of the final grade. Second, students will complete a final paper, which accounts for 35 percent of the final course grade. Details of these assignments are available in a separate course handout. Finally, each student is expected to attend class and to be prepared for each class meeting by having read, in advance, the materials assigned for that day. Students should be prepared to discuss the material in detail in class every day, and all students are expected to participate. Informed participation in class discussion accounts for the remaining 15 percent of the final grade. Due dates for examinations and assignments are indicated in the reading schedule, below.

Evaluation of graduate student performance in this course will be based on similar but additional criteria. First, students will complete two short papers, each of which account for 20 percent of the final grade. Second, students will complete a final paper, which accounts for 30 percent of the final course grade. Details of these assignments are available in a separate course handout. Each student is, of course, expected to attend class and to be prepared for each class meeting by having read, in advance, the materials assigned for that day. Students should be prepared to discuss the material in detail in class every day, and all students are expected to participate. Each student will be responsible

for facilitating one course meeting, leading the course discussion and presenting a brief introductory overview; this will account for 10 percent of the final grade. Finally, each student will construct an annotated bibliography on US women and elections; this will account for 20 percent of the final grade. Details of the bibliography are available in a separate course handout. Due dates for examinations and assignments are indicated in the reading schedule, below.

Books required for this course are listed below and are available for purchase in the University Bookstore:

- Susan J. Carroll and Richard L. Fox, eds., *Gender and Elections*
- Debra L. Dodson, *The Impact of Women in Congress*
- Kathleen A. Dolan, *Voting for Women*
- Ronald Inglehart and Pippa Norris, *Rising Tide: Gender Inequality and Cultural Change Around the World*
- Jennifer L. Lawless and Richard L. Fox, *It Takes a Candidate*
- Barbara Ryan, *Feminism and the Women's Movement*

Additional readings are available through electronic journals or JSTOR, through the Kelvin Smith Library website. Each student should print a hardcopy of every additional assigned reading for his or her own research purposes. Please note that this is a requirement of the course.

Students are encouraged to subscribe to and to read the *New York Times*; information concerning subscriptions is available in the University Bookstore.

Standards of academic integrity are an integral component of this course. Students are reminded that they are obliged to understand, to uphold, and to comply with the Academic Integrity Policy of the University. A copy of the Code may be found online at

www.case.edu/provost/ugstudies/handbook2005

Students who do not understand this Policy after having read it should make an appointment to see me to discuss it; indeed, I welcome this discussion and encourage students to see me in advance of any assignment about which they have doubts or questions. It is a course requirement that students read the University's Academic Integrity Policy.

SCHEDULE OF READINGS AND ASSIGNMENTS

August 29 **Introduction to the Course**

August 31 **Gender and Politics As Concepts**

READ: Beckwith, "A Common Language of Gender?", Burns, "Finding Gender," and Htun, "What It Means to Study Gender and the State," in *Politics & Gender*, I (1), March 2005 [available as electronic journal]

NOTE: NO CLASS MEETING TODAY; PROFESSOR BECKWITH WILL BE ATTENDING THE AMERICAN POLITICAL SCIENCE ASSOCIATION MEETINGS.

September 5 READ: Harris-Lacewell, "Contributions of Black Women in Political Science to a More Just World," and Peterson, "Power, Privilege and Feminist Theory/Practice," in *Politics & Gender*, I (2), June 2005 [available as electronic journal]

September 7 READ: Judith Squires, "Public and Private," in Richard Bellamy and Andrew Mason, eds., *Political Concepts* (Manchester: Manchester University Press, 2003): 131-144; R. W. Connell, "Gender and the State," in Kate Nash and Alan Scott, eds., *The Blackwell Companion to Political Sociology* (Oxford: Blackwell, 2001): 117-126; and Joni Lovenduski, "Gendering Research in Political Science," *Annual Review of Political Science*, I (1998): 333-356.

September 12 **Feminism and the Women's Movement**

READ: Beckwith, "The Comparative Politics of Women's Movements: Teaching Comparatively, Learning Democracy," *Perspectives on Politics*, 3 (3), September 2005: 583-596 [available as electronic journal]

Graduate students should also read: Myra Marx Ferree and Carol McClurg Mueller, "Feminism and the Women's Movement: A Global Perspective," in David Snow, Sarah Soule and Hanspeter Kriesi, eds., *The Blackwell Companion to Social Movements* (Oxford: Blackwell): 576-607.

September 14 READ: Ryan, *Feminism and the Women's Movement*, Chapters 1-3

September 19 READ: Ryan, *Feminism and the Women's Movement*, Chapters 1 through 3

September 21 READ: Ryan, *Feminism and the Women's Movement*, Chapters 4 through 6

September 26 READ: Ryan, *Feminism and the Women's Movement*, Chapters 7 and 8

September 28 READ: Ryan, *Feminism and the Women's Movement*, Chapters 9 and 10

October 3 DISCUSSION

NOTE: FIRST SHORT PAPER DUE IN CLASS

October 5 **Women, Gender and Elections**

READ: Carroll and Fox, "Introduction," Duerst-Lahti, "Presidential Elections," and Fox, "Congressional Elections," in Carroll and Fox, eds., *Gender and Elections*

Graduate students should also read: Lisa Garcia Bedolla and Becki Scola, "Finding Intersection: Race, Class and Gender in the 2003 California Recall Vote," *Politics & Gender*, II (1), March 2006: 1-27; and Kathleen A. Bratton, "Critical Mass Theory Revisited: The Behavior and Success of Token women in State Legislatures," *Politics & Gender*, I (1), March 2006: 97-125.

October 10 READ: Burrell, "Political Parties and Women's Organizations," Smooth, "African American Women and Electoral Politics," and Sanbonmatsu, "State Elections," in Carroll and Fox, eds., *Gender and Elections*

October 12 READ: MacManus, "Voter Participation and Turnout," Carroll, "Voting Choices," and Bystrom, "Advertising, Websites, and Media Coverage," in Carroll and Fox, eds., *Gender and Elections*

Graduate students should also read: Critical Perspectives Section on *The 2004 Elections and Looking Ahead to 2008* (all), *Politics & Gender*, II (3), September 2006:

Barbara Burrell, "The Faces of Gender: Women's Campaigns for National Office in 2004 and Beyond, Or Looking for Gender in Contemporary Campaigns for National Office"

Susan J. Carroll, "Moms Who Swing, or Why the Promise of the Gender Gap Remains Unfulfilled"

Susan A. MacManus, "Targeting [Specific Slices of] Women Voters: A Key Strategy of Democrats and Republicans Alike in 2004...and Most Assuredly So in 2008"

Kira Sanbonmatsu, "Gender Pools and Puzzles: Charting a 'Women's Path' to the Legislature"

Wendy Smooth, "Intersectionality in Electoral Politics: A Mess Worth Making"

October 17 **Women's Candidacies, Gendered Competition**

READ: Lawless and Fox, *It Takes a Candidate*, Chapters 1 through 3

October 19 READ: Lawless and Fox, *It Takes a Candidate*, Chapters 4 through 6

October 24 FALL BREAK

October 26 READ: Lawless and Fox, *It Takes a Candidate*, Chapters 7 and 8

October 31 READ: Dolan, *Voting for Women*, Chapters 1 through 3

November 2 READ: Dolan, *Voting for Women*, Chapters 4 through 6

November 7 READ: Dolan, *Voting for Women*, Chapter 7

November 9 DISCUSSION

NOTE: SECOND SHORT PAPER DUE IN CLASS

November 14 **Women in Congress: Gendered Governance?**

READ: Dodson, *The Impact of Women in Congress*, Part I (all)

November 16 READ: Dodson, *The Impact of Women in Congress*, Part II (all)

November 21 READ: Dodson, *The Impact of Women in Congress*, Part III, Chapters 5 and 6, and Conclusion

Graduate students should also read Mary Hawkesworth, "Congressional Enactments of Race-Gender: Toward a Theory of Raced-Gendered Institutions," *American Political Science Review*, 97 (4): November 2003: 529-550.

NOTE: GRADUATE STUDENT ANNOTATED BIBLIOGRAPHY DUE TODAY IN CLASS.

November 23 THANKSGIVING BREAK

November 28 **Women, Gender and Politics in Global Perspective**

READ: Inglehart and Norris, *Rising Tide: Gender Equality and Cultural Change Around the World*, Chapters 1 and 2

Graduate students should also read Julia Adams and Ann Shola Orloff, "Defending Modernity? High Politics, Feminist Anti-Modernism, and the Place of Gender," *Politics & Gender*, I (1), March 2005; and the responses and rejoinders to this essay by Inglehart and Norris, and by Young, *Politics & Gender*, I (3), September 2005 (all)

November 30 READ: Inglehart and Norris, *Rising Tide: Gender Equality and Cultural Change Around the World*, Chapters 3 and 4

December 5 READ: Inglehart and Norris, *Rising Tide: Gender Equality and Cultural Change Around the World*, Chapters 5 and 6

December 7 READ: Inglehart and Norris, *Rising Tide: Gender Equality and Cultural Change Around the World*, Chapter 7

FINAL PAPERS DUE IN MY OFFICE, TUESDAY, DECEMBER 12, BY 3:30PM