

## **POSC/WGST346 WOMEN, POWER, AND POLITICS**

**Karen Beckwith, Professor**

Thwing 302

Spring Semester 2022

TTh 10:00-11:15am

Office: 223 Mather House

E-mail: karen.beckwith@case.edu

Office Hours (on zoom): Monday and Wednesday 2:30-3:30pm, or by appointment

Webpage: <https://politicalscience.case.edu/faculty/karen-beckwith/>

### **COURSE OUTLINE AND REQUIREMENTS**

POSC346 Women and Politics involves a critical examination of the impact of gender on the forms and distributions of power and politics, and on women's access to political representation, with a focus on the United States. The course is particularly interested how politics is gendered, the consequences of gendered political inequalities, and the role of the state in confirming and/or transforming the gendered nature of politics. The course will ask how constitutions, political system structures, and election law shape gendered opportunities for men and women – of special interest in the context of the US elections. Major concerns of the course include what we mean by “sex,” “gender,” and “politics;” the identification and diversity of women; 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 syllabus is organized around these several issues central to the study of women and politics. The first section of the course concerns what we mean by the concepts of sex, gender, politics, femininity, and masculinity. This section of the course will provide a critical intersectional examination of these concepts, developing tools for assessing women's and men's relationship to politics and to the state.

The second section of the course focuses on gender and political institutions, asking how the state and state structures are gendered. In this section, we will consider how political institutions, in their construction, may facilitate (or constrain) women's access to political representation and power, with specific attention to constitutional arrangements and the gendered impact of facially neutral institutions, to deepen our understanding of the workings of governments and political systems, and of women's political empowerment.

The third section of the course concerns political representation: what constitutes gendered interests, where organized women dispute shared issue positions (on, e.g., reproductive rights, social welfare policies, employment), and which women are being represented. This section also considers women's access to elective office, asking how women and men gain access to positions of political power.

The final section of the course focuses on abortion law and its relationship to women's rights in the United States.

**Evaluation of student performance** is based on the following criteria. First, 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. Students are expected, and obliged, to comport themselves, in class, in a professional manner. Professionalism refers to adherence to standards of behavior and performance expected from political scientists. This includes, but is not limited to, courteous attention to other speakers; engagement with the work at hand; being visible to your classmates and professor; and, of course, adherence to university standards of academic integrity. Informed class participation and professionalism are requirements of the course, and account for 10 percent of the final course grade.

Second, each student will facilitate an in-class discussion of course readings. The specific dates and readings will be assigned by the professor. In addition to facilitating discussion of readings, each facilitator will submit a short paper, analyzing the readings and identifying questions and problems posed in and by the readings. Discussion facilitation and the summary paper are worth 10 percent of the final grade. See *Guidelines for Discussion Facilitation and Summary Papers*, posted on Canvas.

Third, students will complete three short research papers, each of which accounts for 25 percent of the final grade. Details of these assignments are available on Canvas; see *Guidelines for Research Papers and Presentations*.

Finally, each student will make an in-class presentation of their final research papers' preliminary findings, which accounts for remaining 5 percent of the course grade. Details of all assignments are available on Canvas; see again *Guidelines for Research Papers and Presentations*. Due dates for assignments are indicated in the reading schedule, below.

Note that students are required to attend all classes and to complete all course assignments to receive a grade in the course.

**Books required for this course** are listed below and are available online at Kelvin Smith Library as e-books.

Diana Green Foster. 2021. *The Turnaway Study*. New York: Scribner.

Helen Irving. 2008. *Gender and the Constitution*. Cambridge: Cambridge University Press. KSL offers a full book download at

<http://eds.b.ebscohost.com/eds/ebookviewer/ebook/ZTAwMHhuYV9fMjIwMzg5X19BTg2?sid=cdf43c5c-40ae-4045-9947-5c445e53efbe@pdc-v-sessmgr02&vid=0&format=EB&rid=5>.

Additional readings are available as e-journal articles through the Kelvin Smith Library or through the Canvas course site, as noted in the syllabus.

Students are encouraged to read the *New York Times* or the *Washington Post* daily.

There are several excellent **political science blogs** that include a focus on women gender, and politics, including *Presidential Gender Watch* (<http://presidentialgenderwatch.org/>), *The Monkey Cage* (<https://themonkeycage.org/category/gender/>); *Mischiefs of Faction* (<https://www.mischiefsoffaction.com>), and *Gender Policy Report* (<https://genderpolicyreport.umn.edu/>). Students may wish to peruse some of these blogs from time to time, for current political science analysis and news related to US women and politics. Additional political information and data can be found at the Center for American Women and Politics (<http://cawp.rutgers.edu/>); the *Inter-Parliamentary Union* (<http://archive.ipu.org/iss-e/women.htm>); International IDEA Democracy and Gender (<https://www.idea.int/data-tools/data/gender-quotas>); *Political Parity* (<https://www.politicalparity.org/>); *RepresentWomen* (<https://www.representwomen.org/>); *UN Women* (<http://www.unwomen.org/en>); and *WomanStats* (<http://www.womanstats.org/mobile/index.html?fbclid=IwAR3sNtQIR2TcAEDw5GyLfYNg9nHdVJ1LsB2ObcYbXRN3IEgVRYK-ORDJ0v0>). In addition to these, please refer to the *Research Resources* list, provided on the Canvas course site.

Students are not to record or to photograph class sessions, or to share recordings of class sessions with others; this course requirement honors and protects the privacy of rigorous in-class discussion. Students are reminded that they are obliged by the University to understand and to comply with the [CWRU Community Commitment](#).

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 <https://bulletin.case.edu/undergraduatestudies/academicintegrity/>. Students who do not understand this Policy after having read it should make an appointment with me to discuss it; indeed, I welcome this discussion and encourage students to consult with 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

### January 11      **Introduction to the Course: The Political Construction of Sex and Power**

READ: *The Declaration of Rights and Sentiments*,  
<https://www.nps.gov/wori/learn/historyculture/declaration-of-sentiments.htm>;  
<https://www.nytimes.com/2020/07/23/us/alexandria-ocasio-cortez-sexism-congress.html>; and  
<https://www.nytimes.com/2020/07/25/sunday-review/aoc-daughters-ted-yoho.html>; and the *US Constitution*.

VIEW: "AOC Responds to Rep. Yoho's 'Apology'" (<https://www.youtube.com/watch?v=Q3Xjv03Qrtc>)

### January 13      **Sex, Gender, and Intersectionality**

READ: Karen Beckwith, "A Common Language of Gender?" *Politics & Gender*, 1 (1), March 2005: 128-137; and Myra Marx Ferree, "The Crisis of Masculinity for Gendered Democracies," *Sociological Forum*, 35 (1), 2020: 818-917.

\*\*\*\*\*

January 18      READ: Sumi Cho, Kimberlé Williams Crenshaw, and Leslie McCall, "Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis," *Signs*, 38 (4), 2013: 785-810; and Kimberle Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum*, 1989: 1, Article 8 (<http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>).

RECOMMENDED: Kimberle Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color," *Stanford Law Review*, 42 (1990-91): 1241-1299.

January 20      Nikol G. Alexander-Floyd, "Disappearing Acts: Reclaiming Intersectionality in the Social Sciences in a Post—Black Feminist Era," *Feminist Formations*, 24 (1): 1-25.

RECOMMENDED: Cynthia Levine-Rasky, "Intersectionality theory applied to whiteness and middle-classness," *Social Identities*, 17 (2), 2011: 239-253.

\*\*\*\*\*

### January 25      **Gender and Political Institutions: The Gendered State**

READ: Barbara J. Nelson and Kathryn A. Carver, "Many Voices but Few Vehicles: The Consequences for Women of Weak Political Infrastructure in the United States," in *Women and*

*Politics Worldwide*, eds. Barbara J. Nelson and Najma Chowdhury. New Haven: Yale University Press, 1994, pp. 737-757; and Eileen McDonagh, “Women’s Political Leadership: What’s Wrong with the American State and How to Fix It.” In *Gender and Women’s Leadership: A Reference Handbook*, ed. Karen O’Connor. SAGE Publishing, 2010 [both available on Canvas]

January 27 READ: Eileen McDonagh, “Political Citizenship and Democratization: The Gender Paradox,” *American Political Science Review*, 96 (3), September 2002: 535-552.

REVIEW: *The US Constitution*.

\*\*\*\*\*

February 1 READ: Mala Htun and S. Laurel Weldon, “When Do Governments Promote Women’s Rights?” *Perspectives on Politics* 8 (1), March 2010: 207-216.

February 7 READ: Priscilla A. Lambert and Druscilla L. Scribner, “Constitutions and women’s rights advocacy: strategic uses of gender provisions in Argentina, Chile, Botswana, and South Africa,” *Politics, Groups, and Identities* 8 (2) 2020: 228-247.

\*\*\*\*\*

February 8 READ: Jill Vickers, “Gender and State Architectures: The Impact of Governance Structures on Women’s Politics,” *Politics & Gender*, 7 (2), 2011: 254-262; and Mala Htun and Laurel Weldon, “Religious Power, the State, Women’s Rights, and Family Law,” *Politics & Gender*, 11, 2015: 451-477.

February 10 DISCUSSION

\*\*\*\*\*

February 15 **Gender and Political Institutions: Making a Constitution**

READ: Irving, *Gender and the Constitution*, Introduction and Chapters 1 and 2

February 17 READ: Irving, *Gender and the Constitution*, Chapters 3 and 4

\*\*\*\*\*

February 22 READ: Irving, *Gender and the Constitution*, Chapters 5 and 7

February 24 READ: Irving, *Gender and the Constitution*, Chapters 8 and 10

\*\*\*\*\*

March 1 READ: Mona Lena Krook and Leslie Schwindt-Bayer, “Electoral Institutions,” in *The Oxford Handbook of Gender and Politics*, eds. Georgina Waylen, Karen Celis, Johanna Kantola, and S. Laurel Weldon. Oxford: Oxford University Press. Pp. 554-578 [available on Canvas]; and Michael Hansen and Agustín Goenaga, “Gender and Democratic Attitudes: Do Women and Men Prioritize Different Democratic Institutions?,” *Politics & Gender*, 17 (1), 2021: 21-52.

March 3           DISCUSSION

FIRST PAPER DUE IN CLASS

\*\*\*\*\*

March 7-11       SPRING BREAK

\*\*\*\*\*

March 15           **Women, Gender and Elective Office**

READ: Jennifer L. Lawless, “Female Candidates and Legislators,” *Annual Review of Political Science*, 18 (2015): 349-366; and Jennifer Wolak, “Descriptive Representation and the Political Engagement of Women,” *Politics & Gender*, 16 (2020): 339-362.

March 17       READ: Karen Beckwith, “Plotting the Path from One to the Other: Women’s Interests and Political Representation,” in *Representation: The Case of Women’s Interests*, eds. Michelle Taylor-Robinson and Maria Escobar-Lemmon. Oxford: Oxford University Press, 2014, pp. 19-40 [available on Canvas]

\*\*\*\*\*

March 22       READ: Orlanda Ward, “Seeing Double: Race, Gender, and Coverage of Minority Women’s Campaigns for the U.S. House of Representatives,” *Politics & Gender*, 12 (2016): 317-343; Barbara Palmer and Dennis M. Simon, “When Women Run against Women,” *Politics & Gender*, 1 (1), March 2005: 39-63; Richard L. Fox and Zoe M. Oxley, “Does Running with a Woman Help?,” *Politics & Gender*, 1 (4), December 2005: 525-546; and Stephen C. Craig and Paulina S. Rippere, “He Said, She Said: The Impact of Candidate Gender in Negative Campaigns,” *Politics & Gender*, 12 (2016): 391-414.

March 24       READ: Mary Hawkesworth, “Congressional Enactments of Race-Gender: Toward a Theory of Raced-Gendered Institutions,” *American Political Science Review*, 97 (4), 1997: 529-550, and Mona Lena Krook and Juliana Restrepo Sanín, “The Cost of Doing Politics? Analyzing Violence and Harassment against Female Politicians,” *Perspectives on Politics*, 18 (3): 740-755.

\*\*\*\*\*

March 28           SECOND PAPER DUE BY EMAIL

March 29           **Gender, Power, and Abortion Rights**

READ: *The Turnaway Study*, Introduction and Chapters 1, 2, and 3

March 31       READ: *The Turnaway Study*, Chapters 10, 11, and Afterword

\*\*\*\*\*

April 5           READ: “Syllabus,” *Roe v. Wade* (1973) [<https://supreme.justia.com/cases/federal/us/410/113/#tab-opinion-1950136>]; and “Opinions”

[<https://supreme.justia.com/cases/federal/us/410/113/#tab-opinion-1950136>]; and *Whole Women's Health et al. v. Jackson, Judge, District Court of Texas, 114th District, et al.* (2021), "Syllabus and Opinions" [available on Canvas]

RECOMMENDED: Kimberly Hamlin, "Fetal Rights or Women's Rights" (<https://msmagazine.com/2021/12/13/fetal-personhood-women-equality-abortion-roe-v-wade-dobbs-v-jackson/>)

April 7            CLASS CANCELED; PROFESSOR ATTENDING MIDWEST POLITICAL SCIENCE ASSOCIATION MEETINGS

\*\*\*\*\*

April 12          CLASS CANCELED; PROFESSOR ATTENDING POLITICAL STUDIES ASSOCIATION MEETINGS

April 14          IN-CLASS PRESENTATIONS

\*\*\*\*\*

April 19          IN-CLASS PRESENTATIONS

April 21          IN-CLASS PRESENTATIONS

\*\*\*\*\*

FINAL PAPERS DUE THURSDAY, MAY 5, BY 11:00AM