

Women and Politics
Political Science 328-Section 1
Spring 2005

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Office Hours: MWF 10:00-11:00; MW 1:15-2:15 and by appointment

Required Textbooks: There are three required books for this course. The following books are on order at the LHU bookstore. Many of these are available used or at a discount rate at (half.com), (amazon.com), or (barnesandnoble.com).

- Brigid C. Harrison, *Women in American Politics: An Introduction* (Thomson/Wadsworth, 2003)
- Eleanor Clift and Tom Brazaitis, *Madam President: Women Blazing the Leadership Trail* (Routledge, 2003)
- Margaret Conway, David Ahern and Gertrude Steuernagel, *Women and Public Policy: A Revolution in Progress, 3rd. ed.* (CQ Press, 2005)

In addition to the main text, a course packet of additional articles written by various scholars of women and politics will be made available to you.

Course Description: This seminar examines the ongoing development of women's participation in government and explores the varied roles attained and denied women both in the U.S. and abroad. The course is an investigation of the female experience from exclusion, to protest, to participation, to policymaking.

The course is divided into five segments. The first segment of the course examines the ways in which feminists and the Women's Movement have addressed and continue to address cultural, economic, educational, and electoral exclusion of women from the political sphere. The second segment of the course explores the differences of both emphasis and approach to the public agenda by male and female participants. The third segment of the course focuses on past and current experiences of women leaders and office seekers, with inquiry into the different attitudes of demographic groups towards women in legislative, executive, and judicial roles. Segment four of the course brings examples of other national political systems to the discussion for purposes of comparison of patriarchal versus egalitarian civilizations, developing versus developed nations, and parliamentary versus republican systems. The final segment of the course looks towards the future and explores potential venues for greater female participation, the removal of remaining barriers, and full integration of women into the overall policymaking process.

Course Objectives: By the end of the semester, each student should be able to:

- Demonstrate an understanding of the past and present impediments to full participation and representation for women
- Recognize the differences in male and female priorities and approaches to public policy

- Discuss public attitudes toward women in various roles as public policy makers
- Demonstrate a basic appreciation of the variety, quality and intensity of female participation in politics in varied political systems
- Delineate prospective strategies to encourage the full participation and representation of women in politics

Class Format: Class sessions will involve some lectures, films and guest speakers but will primarily involve discussions of the readings by students. Everyone will act as a discussion leader at least once. The discussion leader prepares a critical summary of the main arguments in the book/readings that s/he will present in class, along with comments, questions, and other insights. The discussion leader will begin the class by summarizing the main arguments or the common theme of the readings, the types of evidence presented, and his or her critical analysis of the work. In addition, the leader provides us with discussion questions. These presentations should take approximately 10 minutes.

Course Requirements: There will be one exam in the course. The final grade for the class will be determined based on the student's performance on three critical review essays, class participation, one book review and the final exam.

Class Attendance & Participation	15%
Critical Review Essays (15% each)	45%
Book Review	15%
<u>Final Exam</u>	<u>25%</u>
Total Points	100%

Class Attendance and Participation: Students are expected to participate in seminar discussions of the readings, therefore, it is extremely important that you come to class having done assigned readings in advance. You will be expected to express ideas and analyze the assigned readings. Attendance is a must. You are allowed three unexcused absences before being penalized. After your third absence, two points will be subtracted from your final grade for each additional absence.

Critical Review Essays: You will write three (4 to 5 page) critical review essays. In each of these essays, students are to identify a common theme or central idea for the assigned readings. Students are expected to evaluate the readings in terms of their strengths and weaknesses. The bulk of your paper should focus on analyzing, evaluating, and critiquing the reading material. You may want to synthesize or compare and contrast author's arguments and perspectives from previous readings and/or class discussions. In large part, the discussion papers are an opportunity for you to react to the readings and issues raised by the material. Feel free to evaluate the material in terms of its theories and assumptions, logic of argument, methodology, research design, etc.

Students *should* incorporate outside (non-assigned) material in their critical review essays. For example, one could utilize other critical reviews and essays that address the same or similar research. Or, one could compare and contrast the assigned reading to another related work. At least one of your critical review essays should be used {by the class leader} to facilitate class

discussion. Your review should be at *least four but no more than five* double-spaced typewritten pages using a 12 point font and one inch margins.

Book Review: Students must write a review of *Women and Public Policy: A Revolution in Progress*, 3rd ed. The paper should be at least three complete pages, but no more than four. A cover page must precede the three pages. The review should not include a summary of the book, but rather answer the following questions: What was the author’s primary message? How does cultural change affect women and public policy? How did this book alter your perception of government policies affecting women and why? What are the strengths and weaknesses of the book? What was your opinion of the book and why?

Note: **All assignments are due at the beginning of class. Late work, if accepted, will be heavily penalized.**

Grading Scale:

<u>Grade</u>	<u>Grading Scale</u>	<u>Grade</u>	<u>Grading Scale</u>
A	96-100	C	73-76
A-	90-95	C-	70-72
B+	87-89	D+	65-69
B	83-86	D	60-64
B-	80-82	E	59 and below
C+	77-79		

Important Dates Critical Review Essays (CRE) are due on or before the dates listed below.

Feb. 1 (1st CRE)

March 1 (2nd CRE)

March 17—Book Review

April 12 (3rd CRE)

May 4 Final Exam

Course Outline and Reading Assignments:

Week One

January 11: Introduction to the Course
Handout: Abigail Adams letter to John Adams “Remember the Ladies”

January 13: **Exclusion: Historical Perspectives on Women in American Democracy**
Jo Freeman, “The Social Construction of the Second Sex,” at
<http://www.jofreeman.com/womensociety/socconstruct.htm>

Week Two

January 18: Harrison, Ch. 1—"Women in American Democracy"
Jo Freeman, "The Women's Liberation Front," at
<http://www.jofreeman.com/feminism/womfront.htm>
Jo Freeman, "Waves of Feminism" at <http://www.jofreeman.com/feminism/waves.htm>

January 20: Video

Week Three

January 25: **The Modern Women's Movement: How Far Have We Come?**
Jo Freeman, "The Women's Liberation Movement: It's Origins, Structures and Ideas," at
<http://www.jofreeman.com/feminism/liberationmov.htm>
Amy Schriever, "We've Only Just Begun: Translating Third Wave Theory Into Third Wave
Activism" at <http://www.gwu.edu/~medusa/thirdwave.html>.
"Women in Educational Policy" in M. Margaret Conway, David Ahern, and Gertrude A.
Steuernagel, *Women & Public Policy*, Ch. 1.

January 27: "Women and Employment Policy" in M. Margaret Conway, David Ahern, and Gertrude
Steuernagel, *Women & Public Policy*, Ch. 5.
"Economic Equality: Credit, Housing, Retirement Income and Insurance" in M. Margaret
Conway, David Ahern, and Gertrude Steuernagel, *Women & Public Policy*, Ch. 6

Week Four

February 1: **The Modern Women's Movement (Continued): How Far Have We Come? (1st CRE DUE)**
Harrison, Ch. 10—"Women and American Public Policy"
Jane Tanner, "Women in Sports" (Title IX) in *Issues in Race, Ethnicity and Gender* (CQ Press)

February 3: **Gender and Political Participation**
Harrison, Ch. 2—"Women and Public Opinion"
Harrison, Ch. 3—"Women in Interest Groups"

Week Five

February 8: **Gender and Political Participation (Continued)**
Harrison, Ch. 6—"Women, Voting, Elections, and Candidates"
"Suffrage Accomplished: Women as Political Participants" in Lynne E. Ford, *Women and
Politics: The Pursuit of Equality*, Ch. 3.

February 10: **Gender and Political Participation**
Harrison, Ch. 5—"Women and American Political Parties"
Adams. "Defining the Gender Gap" presented at a Luncheon at Univ. of Miss in 1999

Week Six:

February 15: **Women Seeking Office: Barriers**
Clift & Brazaitis, Introduction, "Why not a Woman" pp. vii-xxv
Clift & Brazaitis, Ch. 4—"Competing to Win Elective Office: The Obstacles Women Face"
Elizabeth Adell Cox, "Voter Reaction to Women Candidates," in Sue Thomas and Clyde
Wilcox (eds.), *Women in Elective Office: Past, Present, and Future*.

February 17: Guest Speaker

Week Seven

- February 22: **Women Seeking Office: Barriers (Continued)**
“Women Seeking Office: The Next Phase of Political Integration” in Lynne E. Ford, *Women and Politics: The Pursuit of Equality*, Ch. 4.
“The Eligibility Pool,” in R. Darcy, Susan Welch, and Janet Clark, *Women Election & Representation*, Ch 5.
- February 24: “Opening Up Political Life to Women,” in R. Darcy, Susan Welch, and Janet Clark, *Women Election & Representation*, Ch. 8.

Week Eight

- March 1: **Women Seeking Office: Structural Barriers (2nd CRE DUE)**
“Women Candidates and the Electoral System,” in R. Darcy, Susan Welch, and Janet Clark, *Women Election & Representation*, Ch 7.
“Influences Upon Parity: An Analysis of Factors Affecting Female Representation in 145 National Legislatures” by Kimberly S. Adams. Conference paper presented at the Oxford Round Table in Oxford, England (August, 2004).
- March 3: **The Gender of World Politics**
“Introduction: The Gender of World Politics” in Peterson and Runyan, *Global Gender Issues*, Ch. 1.
“Gendered Divisions of Power” in Peterson and Runyan, *Global Gender Issues*, Ch. 3.

Week Nine

- March 8: **No Class**--- Spring Break
- March 10: **No Class**—Spring Break

Week Ten

- March 15: **The Gender of World Politics (Continued)**
“Women in Global Politics: Progress or Stagnation?” by Amy S. Patterson in USA Today.
“Ungendering World Politics” in Peterson and Runyan, *Global Gender Issues*, Ch. 6.
- March 17: Video or Guest Speaker (**Book Review Due**)

Week Eleven

- March 22: **Women As Political Actors**
Ruth Mandel, “Women’s Leadership in American Politics: The Legacy and the Promise” in Cynthia Costello and Anne Stone, *The American Woman 2001-2002*. Ch. 1.
Victoria Schiller, *The Year of the Woman*, ” at
<http://www.gwu.edu/~medusa/womenyear.html>

- March 24: **No Class**--Spring Holiday

Week Twelve

- March 29: **No Class**---Follow Monday’s Schedule due to Spring Holiday
- March 31: **Women As Political Actors (Continued)**
Clift & Brazaitis, Ch. 3 – “Women Running and Winning: The Post-Ferraro Babies”
Susan J. Carroll, “Representing Women: Congresswomen’s Perceptions of Their Representational Roles,” in Cindy Simon Rosenthal (ed.), *Women Transforming Congress*.

Week Thirteen

- April 5: **Women As Political Actors (Continued)**
“Women as Political Actors: Emerging Insiders and Seasoned Outsiders” in Lynne E. Ford, *Women and Politics: The Pursuit of Equality*, Ch. 5.
“Opening the Doors to Political Power: Women as Members of the Political Elite” in Conway, Steuernagel, and Ahern’s *Women and Political Participation*, Ch. 6.
- April 7: **Women As Political Actors in Governing Institutions (Legislative)**
Harrison, Ch. 7—“Women in Congress”
Clift & Brazaitis, Ch.12— “Women in the House”

Week Fourteen

- Legislative Continued (3rd CRE Due)**
- April 12: Allison Stevens, “The Strength of These Women Shows in Their Numbers” in CQ Weekly, October, 2003, Vol 61, Issue 41.
Catherine Whitney, “Different but Important” in *Nine and Counting: The Women of the Senate*, Ch. 6.
- April 14 Guest Speaker

Week Fifteen

- April 19: **Women As Political Actors in Governing Institutions (Executive)**
Harrison, Ch. 8—“Women in the Executive Branch”
Clift & Brazaitis, *Madam President* (Begin Discussion)
- April 21: Clift & Brazaitis, *Madam President* (Continue Discussion)

Week Sixteen

- April 26: **Women As Political Actors in Governing Institutions (Judiciary)**
Harrison, Ch. 9—“Women in the Federal Judiciary”
Phyllis Coontz, “Gender and Judicial Decisions: Do Female Judges Decide Cases Differently Than Male Judges” in *Gender Issues*, Fall 2000, Vol. 18, Issue 4.
- April 28: **Where Do We Go From Here?**
“Conclusion: New Challenges in the Pursuit of Equality ” in Lynne E. Ford, *Women and Politics: The Pursuit of Equality*, Ch. 9.
Wrap-Up Session

Finals Week

- May 4: Final Exam 10:00am