

Gender, Politics, and Policy in the U.S.

POSC 233/WGST 202-03

Tuesday/Friday 3:00 – 4:15
Denny Hall 304

Professor: Kathleen Marchetti
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Office: Denny Hall Room 12
Office Hours: 11:00 – 12:00 Tuesday
1:30 – 3:30 Thursday (and by appointment)
Doodle Poll for Office Hours: <https://doodle.com/poll/3nxetd zxqz8nd96h>

Purpose of Course

This course is designed as an overview to the field of gender and politics and examines the role that gender plays in the U.S. policy process¹. We will explore gaps between men and women in political attitudes and participation and examine some of the potential causes behind those differences. We will also focus on how gender affects running for political office and how women's behavior once in office may (or may not) differ from their male counterparts. We will finish the semester discussing how various public policies are “gendered” including healthcare, education, reproductive policy and a special section on #MeToo and sexual harassment in politics.

Course Objectives

This course is about *your* development as a participant in the American political process. As such, the class is designed to develop your political awareness, demonstrate how gender affects the nature of American politics and show you how regular citizens affect issues of importance. Throughout this class, you will learn how to think critically about American political events, to put them into context and to formulate cogent arguments about them.

Student Learning Goals

After taking this course, you will be able to:

- Explain how public policies affect citizens differently according to gender, racial, and class identities;

¹ Note that the political science and public policy literatures predominantly use binary constructions and conflation of sex and gender, partially due to their use of statistical analysis based on samples of data coded in these ways. Although discussions of gender in this course reflect these constructions, it is important to keep in mind that sex and gender are more complex and nuanced than the literature portrays. Hopefully, the fields will soon develop new measures to more accurately reflect current understandings of sex/gender.

- Integrate the roles of gender, race, and class in understanding how elected officials shape government policy;
- Analyze and critique the media's accounts of women in politics and political campaigns (in print, on television, or online)
- Understand diverse philosophies and cultures within and across societies, especially with respect to U.S. socio-political life
- Communicate your ideas effectively through writing assignments and class discussions

U.S. Diversity

This course will enable you to think critically and ethically about important challenges facing our society and world. We will consider how identities like gender, race, class, and sexuality matter in the political process. In so doing, you will consider how challenges like women's underrepresentation in U.S. politics, differences in access to health care and education, and gender-based wage gaps might be overcome through a better understanding of women's role in society and the political process, specifically. By thinking about how these identities matter in both society and politics, you can ultimately expand your ethical point of view to address questions of equity vs. equality, and the question of what "fairness" looks like in a democratic political system.

Through class readings and subsequent class discussions, you will critique your own position within political and social communities as well as the position that minorities assume within U.S. social, political, and cultural life. We will spend a large portion of the class focusing on political science research that has included a systematic analysis of the factors that matter in political communities and institutions.

Class Requirements

Course Books

1. Dolan, Julie, Melissa Deckman, and Michele Swers. 2017. *Women and Politics: Paths to Power and Political Influence, Updated 3rd Edition*. Roman & Littlefield. Abbreviated as "DDS"
2. Lawless, Jennifer and Richard Fox. 2010. *It Still Takes a Candidate: Why Women Don't Run for Office*. New York, NY: Cambridge University Press.
3. Brown, Nadia. 2014. *Sisters in the Statehouse: Black Women & Legislative Decision Making*. Oxford University Press.

Note: Many readings will be posted on our course Moodle site and marked with [M] and/or via links on the syllabus.

Class Sessions

This course will consist primarily of in-class lectures and discussions mixed with some out of class independent exercises. Please come to class having done the appropriate readings, and ready to think, take notes, and discuss the topics assigned for that day.

Grading

Your grade will be based on the following assignments: two short papers, two exams (one at mid-semester, the second (non-cumulative) during finals week, and several shorter homework/writing assignments throughout the semester. The papers and exams are each worth 22% of your grade. As some students perform better on exams, while others perform better on writing assignments, equal weight has been assigned to all four of these “major” assignments. There are a total of 460 points and your final grade will be calculated in the following manner:

Paper One	100 points
Paper Two	100 points
Exam 1	100 points
Exam 2	100 points
Short Assignments	50 points
<u>Participation</u>	<u>50 points</u>
Total	500 points

The course grading scale is as follows:

A	468 + points	(94% or higher)
A-	448 - 467 points	(90-93%)
B+	433- 447 points	(87 -89%)
B	413 - 432 points	(83-86%)
B-	398 - 412 points	(80 -82%)
C+	383 -397 points	(77 -79%)
C	363 -382 points	(73 -76%)
C-	348 - 362 points	(70-72%)
D+	333 - 347 points	(67-69%)
D	298 - 332 points	(60-66%)
F	297 or fewer points	(< 60%)

Important Dates	
October 9	Paper 1 Due
November 9	Exam 1
December 7	Exam 2
December 22	Paper 2 Due

Assignments in Detail

Papers 1 and 2

5-6 pages double spaced, Times New Roman (or similar) 12 point font, 1 inch margins

More information will be provided in class/on Moodle at least 2 weeks prior to due date

Exams 1 and 2

Both exams will cover material from readings, class discussions and films and assessing your knowledge of class content and your ability to apply these concepts. The course content on Exam 1 will be from the beginning of the semester through the exam date. Exam 2 will be taken later in the semester and will cover material from the readings and topics covered after the first exam through date of Exam 2. Both exams will be a combination of multiple choice and short essay questions. More details about both exams will be provided in class.

Short Assignments

There will be two short assignments to be completed outside of class. These assignments will draw on archival material, current events, and possible supplementary readings to the course. Exact topic and length requirements will be distributed no later than the class prior to the assignment's due date or are included on the syllabus.

Attendance and Class Participation

Attendance in a college class is always important and it is my expectation that you attend every class session. However, over the course of the semester circumstances may arise (e.g., illness) that prevent you from attending class; as such, **you may miss up to two class sessions** without an effect on your final grade. Note that excessive absences will negatively affect your participation grade and understanding of course material. You do not need to notify me regarding reasons for absences unless they will be extended or you are missing an assignment due date.

Additionally, active participation in class is essential to accomplish the goal of being an informed and engaged political participant. The portion of your grade that corresponds to class

participation will not be given automatically based on daily attendance. Here are some things you can do to earn maximum credit for participation:

- ✓ Attend class
- ✓ Participate openly and regularly in discussions
- ✓ Ask questions when you have them – no matter how big or small!
- ✓ Feel free to consider and question, but never disrespect, others' contributions
- ✓ Try not to interrupt or monopolize the conversation
- ✓ Help create discussion openings by which other students may participate
- ✓ Stay on topic

NOTE: If you have difficulty speaking in public or for some other reason do not feel comfortable participating in the manner described above, please speak with me within the first few days of class.

Missing Assignments

If you have to miss an exam or a paper assignment due date I ask that you provide me with information according to three valid criteria:

1) Illness or hardship. Please notify me as soon as possible that you cannot make an exam or paper assignment deadline. I prefer that you notify me prior to the beginning of the exam or due date of the assignment but I understand that sometimes emergencies happen and you may not have access to email. You should indicate the reason for your absence, relevant dates including possible make-up days (for exams and papers), and the name and contact information of your academic adviser. I may not be able to grant make-up exam requests or due date extensions if you wait too long to notify me.

2) Official college activities (for example, a prominent speaker on campus or club-sponsored trip).

3) Religious holidays - please let me know about these early in the semester.

Late Assignments

If you submit an assignment late without prior permission for a deadline extension, the effects on your grade are as follows: Your grade will decrease a fraction of a letter grade (e.g., from an A to an A-; an A- to a B+) for every day that the assignment is late. The first late day starts immediately after the due date and time stated in the syllabus. Note: No papers can be accepted after the conclusion of final exams.

Technology

For this class, I strongly suggest taking notes by hand and *the use of laptops for note-taking is by permission only*. A recent study conducted by psychologists Pam Mueller and Daniel Oppenheimer shows that students process and retain information better when taking notes by

hand vs. typing on a laptop (<http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>). However, if taking notes on a computer helps your learning, please consult with Professor Marchetti at the beginning of the semester. Cell phones are distracting to your peers and to the professor, so please refrain from using them in class. If you need to send a text or make a call under special circumstances, please step outside the room.

Accommodating Students with Disabilities

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical impairment– that would impact your educational experience in this class, please contact the Office of Disability Services (ODS) to schedule a meeting with Director Marni Jones. She will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. To learn more about available supports, go to www.dickinson.edu/ODS, email DisabilityServices@dickinson.edu, call (717) 245-1734, or go to ODS in 106 Dana Hall. If you’ve already been granted accommodations at Dickinson, please let me know as soon as possible so that we can meet to review your Accommodation Letter and complete your Access Plan. If you will need test proctoring from ODS, remember that you will need to provide them with at least one week's notice.

Academic Integrity

Note that the College’s policy on academic integrity governs this course. Please review this policy via the following links: [Community Standards](#), [Academic Misconduct](#) and [Social Misconduct](#). Faculty are required by Dickinson College policy to report any academic misconduct including evidence of plagiarism, even if accidental. Typically, political scientists use a modified form of Chicago style for citations called the American Political Science Association Style: <http://psel.library.tamu.edu/assets/pdf/UsingAPSAFormat.pdf> Please consult with the writing center if you have any questions about proper citation formats.

Classroom Recording

With respect to audio recording, Pennsylvania is a “two-party consent” state, meaning that it is a crime to “intercept or record a telephone call or conversation **unless all parties to the conversation consent**” (<http://www.dmlp.org/legal-guide/pennsylvania/pennsylvania-recording-law>). Practically, what this means is that you should not be using any device to record class lectures or discussions. If a student with an accommodation from ODS is permitted to record class, all members of the class will be informed, but the student doing the recording will not be identified; students with ODS accommodations agree to strict guidelines with respect to how they use class recordings.

Date	Topic	Reading	Assignments Due
Sep. 4	Course Orientation		
Sep. 7	Introduction	1. Women and Politics (DDS) Chapter 1: Intro. And Theoretical Framework	
Sep. 11	Women's Activism	1. <i>Women and Politics</i> (DDS): "Declaration of Rights and Sentiments" Appendix A 2. <i>Women and Politics</i> (DDS): Chapter 2 "Women in Social Movements and Interest Groups"	
Sep. 14	Women's Activism	[M] Archival Material: 1. Timeline of Activism 2. Women's Advisory Committee Newsletter, Women's Resource Center Newsletter 3. Women's Group Survey and Responses	SHORT ASSIGNMENT 1 DUE
Sep. 18	Intersectionality and Privilege	1. [M] <i>Women's Voices, Feminist Visions</i> , pp. 42-59. 2. http://whatever.scalzi.com/2012/05/15/straight-white-male-the-lowest-difficulty-setting-there-is/ 3. http://whatever.scalzi.com/2012/05/17/lowest-difficulty-setting-follow-up/	Homework exercise: See p. 44 Read over Figure 2.1 "Intersecting Axes of Privilege, Domination, and Oppression". What do you think the wheel does well in terms of teaching us about these three concepts? What could be added, changed, or removed? Write a brief reflection (1-2 paragraphs) and bring to class.
Sep. 21	Intersectionality and Privilege & Quant. Methods Primer	1. How to read an academic article: https://ed.ted.com/on/N1PGnyHL 2. [M] Holman, Mirya and Monica Schneider. 2018. "Gender, race and political ambition: how intersectionality and frames influence interest in political office." <i>Politics, Groups and Identities</i> 6:2, 264-280	

Sep. 25	Gender and the Media	In-class film: <i>MissRepresentation</i>	
Sep. 28	Gender and the Media	<ol style="list-style-type: none"> 1. http://blogs.lse.ac.uk/usappblog/2015/10/20/despite-progress-on-gender-equity-in-us-politics-female-journalists-and-candidates-do-little-to-diversify-debate-agendas 2. http://blogs.lse.ac.uk/usappblog/2015/11/03/why-men-receive-much-more-media-coverage-than-women/ 3. http://mediamatters.org/research/2016/03/15/report-diversity-on-the-sunday-shows-in-2015/208886 	
Oct. 2	Running for Office	<ol style="list-style-type: none"> 1. <i>Women and Politics</i> (DDS): Chapter 5: "Women on the Campaign Trail" 2. https://www.politico.com/story/2018/03/08/women-rule-midterms-443267 	
Oct. 5	Running for Office	<ol style="list-style-type: none"> 1. <i>It Still Takes a Candidate</i> Chapter 1: Electoral Politics – Still a Man's World? 2. <i>It Still Takes a Candidate</i> Chapter 2: Explaining Women's Emergence in the Political Arena 	
Oct. 9	Running for Office	<ol style="list-style-type: none"> 1. <i>It Still Takes a Candidate</i> Chapter 3: The Gender Gap in Political Ambition 2. <i>It Still Takes a Candidate</i> Chapter 6: Gendered Self Perceptions of Candidate Viability 	PAPER 1 DUE
Oct. 12	Women in the Executive Branch	<ol style="list-style-type: none"> 1. <i>Women and Politics</i> (DDS): Chapter 8 "Women in the Executive Branch" 2. http://fivethirtyeight.com/features/from-1937-to-hillary-clinton-how-americans-have-felt-about-a-female-president/ 	

		3. [M] Streb et al. "Social Desirability Effects and Support for a Female American President" <i>Public Opinion Quarterly</i> 72, 1: 76-89.	
Oct. 16	Congress to Campus Guest Lecture	Jim Kolbe, (R-AZ, 1985-2007) Betsy Markey, (D-CO, 2009-2011) http://clarke.dickinson.edu/congress-to-campus/	Bring printed discussion questions to turn in at the end of class
Oct. 19	Women in the Executive Branch	1. [M] Carroll, Susan J. 2009. "Reflections on Gender and Hillary Clinton's Presidential Campaign: The Good, the Bad, and the Misogynistic." <i>Politics & Gender</i> 5(1):1 2. https://www.washingtonpost.com/news/monkey-cage/wp/2016/11/09/why-the-gender-gap-doomed-hillary-clinton/?utm_term=.1ce73b1b9258	SHORT ASSIGNMENT 2 DUE
Oct. 23	NO CLASS: FALL PAUSE		
Oct. 26	NO CLASS: Professor Marchetti out of town		
Oct. 30	Women in Legislative Office	1. [M] Swers, Michele L. 1998. "Are Women More Likely to Vote for Women's Issue Bills Than Their Male Colleagues?" <i>Legislative Studies Quarterly</i> 23: 435-448. 2. <i>Sisters in the Statehouse</i> Chapter 1 "Introduction"	
Nov. 2	Women in Legislative Office	1. <i>Sisters in the Statehouse</i> Chapter 3 "Black Women's Representation" 2. <i>Sisters in the Statehouse</i> Chapter 4 "Legislation for the Prevention of Domestic Violence"	

Nov. 6	Voting and Political Participation	<ol style="list-style-type: none"> 1. <i>Women and Politics</i> (DDS): Chapter 3: "The Gender Gap in Elections and Public Opinion" 2. http://blogs.lse.ac.uk/usappblog/2015/10/22/political-candidates-can-successfully-use-targeted-appeals-to-increase-support-from-female-voters/ 	
Nov. 9	Exam 1	No Reading	EXAM 1 IN CLASS
Nov. 13	Gender and Education: Students	<ol style="list-style-type: none"> 1. http://www.pewresearch.org/fact-tank/2014/03/06/womens-college-enrollment-gains-leave-men-behind/ 2. https://coe.lehigh.edu/content/reverse-gender-gap 3. [M] OECD Report "The Reversal of Gender Inequalities in Higher Education: An On-going Trend" 	
Nov. 16	Gender and Education: Faculty	<ol style="list-style-type: none"> 1. http://www.aaup.org/NR/rdonlyres/08E023AB-E6D8-4DBD-99A0-24E5EB73A760/0/persistent_inequity.pdf 2. http://america.aljazeera.com/articles/2015/1/15/gender-imbalanceacademia.html 3. http://www.slate.com/blogs/xx_factor/2014/12/09/gender_bias_in_student_evaluations_professors_of_online_courses_who_present.html?wpsrc=fol_fb 	
Nov. 20	Gender and Employment Policy	<ol style="list-style-type: none"> 1. [M] Prohaska, Ariane and John Zipp. 2011. "Gender Inequality and the Family and Medical Leave Act." <i>Journal of Family Issues</i> 32(11) 1425-1448. 2. https://www.nytimes.com/2016/03/20/upshot/as-women-take-over-a-male-dominated-field-the-pay-drops.html?_r=0 	

		3. https://www.cbsnews.com/news/when-tech-firms-judge-on-skills-alone-women-land-more-job-interviews/?utm_content=bufferf8e53&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer	
Nov. 23	NO CLASS: HAPPY THANKSGIVING!		
Nov. 27	Sexual Harassment	1. https://www.nytimes.com/2017/12/08/us/lobbyists-sexual-harassment.html 2. https://www.vox.com/identities/2017/12/19/16620918/sexual-harassment-low-wages-minority-women 3. View PBS Frontline <i>Rape in the Fields</i> https://www.pbs.org/video/frontline-rape-fields-show/ (note: this film includes stories of survivors of sexual assault – if this is of concern, please contact Professor Marchetti)	
Thursday November 29, 7:00pm: Special Screening of <i>Confirmation</i>			
Nov. 30	Sexual Harassment	1. https://www.theatlantic.com/politics/archive/2017/12/clarence-thomas-anita-hill-me-too/548624/?utm_source=atltw 2. [M] Kimberle Crenshaw, “Whose Story Is It, Anyway? Feminist and Antiracist Appropriations of Anita Hill” in <i>Race-ing Justice, Engendering Power</i> , pp. 402-440 (edited by Toni Morrison, Pantheon Books, 1992).	

Dec. 4	Reproductive Policy	<ol style="list-style-type: none"> 1. http://www.pewresearch.org/topics/abortion/ 2. http://www.cnn.com/2017/11/14/health/kentucky-last-abortion-clinic/index.html 3. View PBS Frontline <i>The Last Abortion Clinic</i>: https://www.pbs.org/wgbh/frontline/film/clinic/ 	
Dec. 7	Exam 2	No Reading	EXAM 2 IN CLASS
Dec. 11	Gender and Health Care	<ol style="list-style-type: none"> 1. [M] A. Iyer, G. Sen, P. Ostlin. 2008. "The intersections of gender and class in health status and health care." <i>Global Public Health</i>, 3 (S1) (2008), pp. 13–24. 2. [M] Stroumsa, Daphna. 2014. "The State of Transgender Health Care: Policy, Law and Medical Frameworks." <i>American Journal of Public Health</i> 104 (3): 31-38. 	
Dec. 14	Gender and Health Care	<ol style="list-style-type: none"> 1. [M] Tolbert, Caroline and Trudy Steuernagel (2001). "Women lawmakers, state mandates and women's health". <i>Women & politics</i>, 22 (2), p. 1 	
PAPER 2 DUE 12:00 PM SATURDAY, DECEMBER 22ND			