This course examines the intersection of gender and politics in the United States. The course will cover the following topics: gender in society; media, politics, and gendered expectations and stereotypes; women’s social movements of the left—and the right; gender, political engagement and political participation; gender, voice choice and party identification; the gender gap in running for office; gender, political representation and policy-making; the effects of public policy on gender; the political intersection of gender with race, class, and sexual orientation; and gender and politics across countries.

This class will include a significant experiential component in which students will have the opportunity to propose, conduct and report upon their own research on the intersection of gender and politics.

Requirements
Grades are based on the following:

30%: Class participation should be early, often, and thoughtful. Your comments should demonstrate a detailed knowledge of the readings. Each student will be responsible for leading class discussion on a given date.

20%: Weekly Response Papers. Post a double-spaced, two-page paper that provides a summary of and a critical reaction to a significant aspect of the weekly required readings. Concisely address a major point of the reading and engage with it – what seems right about it, and why? What is missing or neglected and why does that matter? The paper must be posted on the Blackboard discussion board at least 2 hours before class. These papers are not graded for content; they are for your use in writing the final paper and participating in discussion. If you post 10 papers, you will receive an A, 9 papers A-, 8 papers B+, 7 papers B, 6 papers B-, 5 papers C, 4 papers D, 3 papers or less F.

40%: Final Paper. The research paper reports on the research from the class project. This paper will build in incremental stages starting with a brief proposal, through an annotated bibliography and detailed outline, then a draft, culminating in the finished paper. This project will consist of observing and interviewing local school board members. The broad outline of the project, and the logistics, will be defined and handled for you, but you will engage in original data collection and have some input into the methodology and research design. Some aspects of the project are cooperative – the class will have discussions and make some collective decisions on the research design and execution, and each of you will analyze all the data collected by the class. Each student will write up his or her own paper as individual work. Due Dean’s Date.
10%: Final Paper Presentation. You will present the results of your research paper to the class. Presentations should be in PowerPoint and should explain the research question and present your research findings.

**Required Books to Purchase (other readings are on Blackboard ereserve)**


**Readings by Week:**

I. **February 4**

   *Introduction: The history and concepts of gendered politics*


II. **February 10**

   *Gender Roles and Stereotypes*


4. SKIM Report of the Steering Committee on Undergraduate Women’s Leadership. 
   Princeton University. Executive Summary, and Chapters I – IV

5. Watch film “Miss Representation”
   To watch this film, go to the Blackboard page for this course. Click “Video Reserves”
   on the left hand menu. You must be on the campus network to view this video

   **Recommended (but not required) Reading:**


   Hirschmann, Nancy J. 2010. “Mothers Who Care Too Much: What feminists get wrong about family, work, and equality.” Boston Review. (Also read the responses from other writers)

III. **February 18**

   **Women’s Social Movements on the Left and Right**


   3. Watch the PBS Documentary “One Woman, One Vote” or the fiction film “Iron-Jawed Angels.” Both are available on Youtube

      One Woman, One Vote: [http://www.youtube.com/watch?v=pwEWTsJcJgQ](http://www.youtube.com/watch?v=pwEWTsJcJgQ)

      Iron-Jawed Angels: [http://www.youtube.com/watch?v=SiZRUoqWKB0&list=PLS1djMOZZ2kxxb8KD7Nmlq_7_RiyjgA8S](http://www.youtube.com/watch?v=SiZRUoqWKB0&list=PLS1djMOZZ2kxxb8KD7Nmlq_7_RiyjgA8S)


6. The 19th Amendment:


   **Recommended (but not required) Reading:**


IV. February 25
   **Gender, Political Engagement and Political Participation**


V. March 4
   **Gender, Political Representation and Policy Making**


4. Karpowitz, Christopher F, and Tali Mendelberg. 2014. The Silent Sex: Gender, Deliberation, and Institutions. READ: Ch. 3 “Why Women Don’t Speak” pp. 98-132 and Ch. 10 “Gender Inequality on School Boards.” SKIM: Read the introduction and conclusion and look at the figures of the following: Ch 5, Ch. 7 “Does Descriptive Representation Facilitate Women’s Distinctive Voice?”, Ch. 8 “Unpacking the Black Box of Interaction, and Ch. 9 “When Women Speak, Groups Listen—Sometimes.”

Recommended (but not required) Reading:


VI. March 11

Gender Gap in Running for Office


Recommended (but not required) Reading:

March 18- Spring Recess, No Class

VII. March 25

Gender, Vote Choice, and Party Identification: Is There a Women’s Vote?


VIII. April 1

Gender & Public Policy


IX. April 8
Intersection of Gender with Race and Class


**Recommended (but not required) Reading:**


X. **April 15- Passover, No Class**

XI. **April 22**

*Sexuality and Politics*


XII. **April 29**

*Gender Politics Across Countries*


XIII. May 6- PAPER PRESENTATIONS – will occur during Reading Week

XIV. May 13- Exam week, no class