

**SENIOR WRITING SEMINAR:
WOMEN & POLITICS**

**POLS 53001 (sec. 02)
Spring 2008
MW 1:30–2:45 p.m.
Pasquerilla Center 114**

**Prof. Christina Wolbrecht
Office: Decio 442
Office Hours: MW 3–4:30
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In the new Code of Laws [Constitution] Remember the Ladies, and be more generous and favorable with them than your ancestors. Do not put such unlimited power into the hands of the Husbands ... If particular care and attention is not paid to the Ladies, we are determined to foment a Rebellion, and will not hold ourselves bound by any laws in which we have no voice, or representation.

Abigail Adams, in a letter to her husband, John Adams, who was attending the Continental Congress, 1778

COURSE DESCRIPTION

This course examines the relationship between women and American politics, in terms of both women's impact on politics and the ways in which political institutions and public policies affect women's lives. To this end, we explore three broad topics: the American women's movements (causes, forms, and consequences), the various roles women play in the American political system (such as voter, candidate, and office-holder), and gender-related public policy. This course will be conducted in seminar fashion, meaning that thoughtful, informed discussion is central to the educational process. The other focus of the course is on learning through writing. Students will write two 6-page take-home essay exams and a thoroughly-researched and carefully-argued research paper.

REQUIREMENTS

Reading

The following **required** books are available in the **bookstore**, and also on **two-hour reserve** in the Hesburgh Library:

Ford, Lynne E. 2005. *Women and Politics: The Pursuit of Equality*. Second Edition. New York: Houghton Mifflin.

Jane J. Mansbridge. 1986. *Why We Lost the ERA*. Chicago: University of Chicago Press.

Mary Fainsod Katzenstein. 1998. *Faithful and Fearless: Moving Feminist Protest Inside the Church and Military*. Princeton: University of Princeton Press.

Kristin Luker. 1984. *Abortion and the Politics of Motherhood*. Berkeley : University of California Press.

Additional **required** readings for this course are available from Electronic Reserve (<http://ereserves.nd.edu>). Other readings are available **on-line** from the Documents from the Women's Liberation Movement collection (part of the Duke University Scriptorium Digital Archive). It is **imperative** that students complete the assigned reading before the designated

class period as they serve as the basis of classroom discussion. Occasional class presentations will supplement, but not replicate, the reading.

Attendance and Participation

This course is organized around classroom discussion. Therefore, attendance is important and required. Attendance and *active, informed participation* in class discussion constitutes 20% of your final grade. Students are expected to have read the assigned readings, and to have that fact reflected in their participation in class discussion. Excused absences necessitate a note from the Dean, Office of Residence Life, University Health Services, or a doctor.

Take-home Essay Exams

Students will write two 6-page take-home essays in response to a choice of questions provided by the instructor. Answers should rely on materials covered in class and in the reading. The first choice of essay questions will be handed out Wednesday, October 1st, and is **due in my mailbox (217 O'Shaughnessy) by noon on Monday, October 6th**. The second choice of essay questions will be handed out on Wednesday, December 10th, and is **due in class by 9 a.m. on Friday, December 19th**. Additional information will be provided in class and via a handout. E-mail submissions are *not* accepted.

Research Paper

Students will choose a topic within the field of women and politics, identify a research question, and write a research paper that reviews, discusses, and analyzes the question, *employing materials beyond those provided in class*. Papers should be approximately 15 pages (double-spaced) in length. A written description of your topic and research question is due in my mailbox (217 O'Shaughnessy) by noon on Friday, September 19th. A preliminary list of sources and paper outline is due in my mailbox by noon on Friday, October 31st. **Papers are due in my mailbox by noon on Friday, November 21st**. In addition, students will give a 15 minute presentation of their research and findings during the final class sessions. Additional information regarding this assignment will be provided in class and via a handout. E-mail submissions are *not* accepted for any of these requirements.

POLICIES

Exceptions (e.g., extensions, absences) are only granted in the case of true and extreme emergencies. Except for the case of illness or family emergency, all such requests must be made in writing at least one week before the paper or exam due date.

Any requests (e.g., exceptions, meetings outside of office hours) *must* be made in writing via e-mail so that we both have a record of the request and decision.

If you have a disability, I am happy to work with you and the Office for Students with Disabilities (OSD) to provide appropriate accommodation. Please contact the OSD to register. The OSD will contact me regarding any accommodations. I can only provide accommodations to students who have registered through the OSD.

Students are expected to abide by Notre Dame's Code of Honor (<http://www.nd.edu/~hnr/code/>). Any violations of academic integrity, including plagiarism, will be pursued according to Notre Dame policies.

Plagiarism is a violation of the Honor Code and strictly prohibited in this course. I recommend you read the Philosophy Department's useful guide to plagiarism posted here: <http://www.nd.edu/~hnr/code/docs/plagiarism.pdf>. If you have any questions about proper attribution of the ideas, arguments, words, or phrases you use in your own writing, I am happy to discuss the matter with you.

I do not accept assignments via e-mail attachments. All assignments must be submitted in class, into my mailbox (217 O'Shaughnessy), or to me in person.

I deduct a half of a grade (5 points) for every day that an assignment is late.

You are required to complete all assignments and exams in order to pass this class.

GRADING

Grading will be based on the following distribution:

Participation	20%
Research Paper	40
Essay #1	20
Essay #2	<u>20</u>
	100%

I use a basic grade distribution: 90s are the A range, 80s are the B range, and so on. A B grade indicates that you have met the minimum standards of the course: knowledge of central facts and information, good understanding of relevant processes, theories, developments, and ideas, and an ability to think critically and thoughtfully about the information covered in readings and lecture. In other words, a B grade indicates good work that meets basic expectations for students in this course. A C grade (or less) indicates deficiencies in meeting those standards. An A grade indicates exemplary and outstanding work that exceeds the minimum standards. Work that merits an A indicates mastery of the subject, and is particularly thoughtful, insightful, and creative.

SCHEDULE

This schedule should be considered a tentative game plan; adjustments will be made as necessary. Starred * readings are available via e-reserves.

8/27 W **Course Introduction and Overview**

Part One. Basic Concepts

9/1 M **Sex and Gender in Society and Politics**

READING:

*Lorber, "'Night to His Day': The Social Construction of Gender." In *Paradoxes of Gender*

*Lips, "Gender Role Socialization: Lessons in Femininity." In *Women: A Feminist Perspective*

You also might be interested in the blog, Sociological Images, which features running commentary on images of gender (and race, class, disability, and so on) in the mass media: <http://contexts.org/socimages/>

9/3 W **Women, Democratic Theory, and American Political Thought**

READING:

Ford, *Women and Politics*, Ch. 1

*Kerber, "The Republican Mother: Women and the Enlightenment—An American Perspective." *American Quarterly* 28:187-205.

Part Two. American Women's Movements

9/8 M **The First Wave: The Woman Suffrage Movement**

READING:

Ford, *Women and Politics*, Ch. 2 (pp. 31-51)

*Seneca Falls Convention. From *The Concise History of Woman Suffrage*.

*Kraditor, "The Rationale of Antisuffragism" and "The Two Major Types of Suffragist Argument" (Chs. 2 and 3 of *The Ideas of the Woman Suffrage Movement, 1890-1920*)

9/10 W **Origins of the Second Wave**

READING:

*Friedan, "The Problem That Has No Name" (Ch. 1 of *The Feminine Mystique*)

*Freeman, "The Origins of the Women's Liberation Movement" (Ch. 2 of *The Politics of Women's Liberation*)

9/15 M **The Second Wave**

READING:

*NOW Bill of Rights (from *Sisterhood is Powerful*)

*Freeman, "The Small Groups" (Ch. 4 of *The Politics of Women's Liberation*)

*Davis, "Turning Points" (Ch. 8 of *Moving the Mountain*)

SEE ALSO: Documents from the Women's Liberation Movement (Duke), esp:

"Female Liberation: A Joint Statement by Six Female Liberation Groups in Chapel Hill and Durham, N.C."

<http://scriptorium.lib.duke.edu/wlm/statement/>

Tax. "There Was a Young Woman Who Swallowed a Lie."
<http://scriptorium.lib.duke.edu/wlm/tax/>
Sarachild. "Consciousness-Raising: A Radical Weapon."
<http://scriptorium.lib.duke.edu/wlm/fem/sarachild.html>

- 9/17 W NO CLASS: Prepare paper topics / meet with professor
- 9/19 F **Paper Topics DUE in my box (217 O'Shaughnessy) by noon**
- 9/22 M **The Struggle for the Equal Rights Amendment**
READING:
Ford, *Women and Politics*, Ch. 2 (pp. 51-65)
Mansbridge, *Why We Lost the ERA*. Esp. chs. 1, 2, 3, 9, 10.
- 9/24 W **Feminism and Race**
READING:
*hooks, "Black Women: Shaping Feminist Theory" and "Feminism: A Movement to End Sexist Oppression: (Chs. 1 and 2 of *feminist theory: from margin to center*)
- 9/29 M **Feminism and the Military**
READING:
Katzenstein, *Faithful and Fearless*. Chs. 1, 3-4.
- 10/1 W **Feminism and the Church**
Receive Essay Question #1
READING:
Katzenstein, *Faithful and Fearless*. Chs. 5-7.
- 10/6 M NO CLASS: **Essay #1 DUE in my box (217 O'Shaughnessy) by noon**

Part Three. Women as Political Actors

- 10/8 W **Women and Political Participation**
READING:
Ford, *Women and Politics*, Ch. 3
*Burns, Schlozman, and Verba, "Civic Activity: Political and Non-Political" and "Gender, Institutions, and Political Participation" (Chs. 3 and 10 of *The Private Roots of Public Action Participation*)

10/13 M **Women, Public Opinion, and Voting**
READING:
*Huddy, Cassese, and Lizotte, "Gender, Public Opinion, and Political Reasoning." In *Political Women and American Democracy*
*Bonk, "The Selling of the Gender Gap: The Role of Organized Feminism" In *The Politics of the Gender Gap*

10/15 W **Women as Candidates**
READING:
Ford, *Women and Politics*, Ch. 4

Midsemester Break

10/27 M **Women as Office-holders**
READING:
Ford, *Women and Politics*, Ch. 5
*Hawkesworth, Casey, Jenkins, and Kleeman, *Legislating By and For Women: A Comparison of the 103rd and 104th Congresses*. Center for American Women and Politics.

10/29 W NO CLASS: Prepare assignment / meet with professor

10/31 F **List of sources and paper outline DUE in my box (217 O'Shaughnessy) by noon**

Part Four. Women and Public Policy

11/3 M **Employment and Economics**
READING:
Ford, *Women and Politics*, Ch. 7
*Williams, Manvell, and Bornstein, "Opt Out" or Pushed Out? *How the Press Covers Work/Family Conflict: The Untold Story of Why Women Leave the Workforce*
*Hartford, *The Logic of Life*, pp. 79-87.

11/5 W **Marriage and the State**
READING:
Ford, *Women and Politics*, Ch. 8 (pp. 284-298)
*Bix, "State of the Union: The States' Interest in the Marital Status of Their Citizens." *University of Miami Law Review* 55(1):1-30.
*Boaz, Privatize Marriage: A Simple Solution to the Gay Marriage Debate

- 11/10 M **Education and Athletics**
 READING:
 Ford, *Women and Politics*, Ch. 6
 *Gavora, "Field of Nightmares" (Ch. 9 of *Tilting the Playing Field: Schools, Sports, Sex, and Title IX*)
 *Hogshead-Makar, "A Critique of *Tilting the Playing Field*" In *Equal Play: Title IX and Social Change*
 *Not required, but might be of interest: Sokolove, "Football is a Sucker's Game." *New York Times Magazine*
- 11/12 W **Rape**
 READING:
 *McKinnon, "Rape: On Coercion and Consent" (Ch. 9 of *Toward a Feminist Theory of the State*)
- 11/17 M **Abortion**
 READING:
 Ford, *Women and Politics*, Ch. 8 (pp. 298-324)
 *Luker, *Abortion and the Politics of Motherhood*. Esp. chs. 1, 5, 6, 7.
- 11/19 W NO CLASS: Finish paper / meet with professor
- 11/21 F **Research Papers DUE in my box (217 O'Shaughnessy) by noon**
- 11/24 M **Paper Presentations**
- 12/1 M **Paper Presentations**
- 12/3 W **Paper Presentations**
- 12/8 M **Paper Presentations**
- 12/10 W **Paper Presentations**
 Receive Essay Question #2
- 12/19 F **Essay #2 DUE in class at 9 a.m.**