This syllabus contains the policies and expectations established for this course that are intended to create a productive learning atmosphere for all students. Students should read the entire syllabus carefully and understand that they will be expected to fully abide by these policies and expectations.

**COURSE DESCRIPTION:** This course explores the role played by women in American politics and the effect of political decision making on women from the founding of the United States until the present day. Topics include women's acquisition of political power, including the struggle for suffrage and for the vote; the role played by women in creating public policy and the effect of policy on women; and women as reformers and political activists. Emphasis is on the role played by women of color as political actors in their communities and on the national stage.

**COURSE OBJECTIVES:** Upon satisfactory completion of this course, a student should have the ability to:

1. Describe ideas regarding women’s abilities and questions regarding their right to political power in pre-modern and early modern Europe and the North American colonies.
2. Describe women’s fight for equal political, legal, and economic rights.
3. Describe the development of the feminist movement in the United States and analyze how feminist thought has changed from the 17th to the 21st century.
4. Analyze the ways in which public policy affects the lives of women in the United States and women’s ability to shape public policy.
5. Analyze the role played by women as political and social activists.
6. Analyze women’s role as voters, candidates, and office holders.
7. Analyze the role played by women of color as political leaders and activists in their communities and on the national stage.
8. Demonstrate critical thinking and written communication skills in an analysis of contemporary political issues from the point of view of various feminist theories.
REQUIRED TEXT(S)/SOFTWARE:

READINGS
The readings are critical for individual student achievement as well as the overall success of the course. You will have assigned readings from the required textbook, Women and Politics, as well as articles that are listed in the syllabus (these articles are either posted on ULearn or the web link to the material is provided in the syllabus). I have assigned a reasonable amount of reading for each class with the expectation that you will spend at least a couple hours reading and digesting all of the material in a thoughtful manner and come prepared to discuss the topics in class. The readings serve as a starting point in which we will cover topics in more depth during class time. Students should not only be keeping up with readings but also be paying attention in class and taking careful notes of the material presented during lectures and discussion.

EVALUATIVE CRITERIA:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Research Paper</td>
<td>30%</td>
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<tr>
<td>Discussion Leader</td>
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<td>Discussion Questions</td>
<td>10%</td>
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<td>Participation/Class Assignments</td>
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<td><strong>Total</strong></td>
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Midterm exam 20%
The Midterm Exam will consist of short answer and essay questions. The test is meant to assess your understanding of the concepts, theories, and ideas about women in American politics.

Final exam 20%
The format of the Final Exam is the same as the Midterm Exam; it will consist of short answer and essay questions. The Final Exam will not be cumulative; any information after the Midterm will be fair game for the Final Exam.

Research Paper 30%
In this research paper, you are free to choose a relevant topic to the course - Women in American Political Life. For example, you may choose to research a past or current female politician, investigate a public policy issue that concerns women, research a women’s interest group, or examine barriers for women in politics/leadership.

Papers should be 7-8 pages in length, 12-point Times New Roman font, and double-spaced. A title page (not included in page length) should be used for your name, a title, course name, and the date.

You must include at least 3 outside books or articles that were not assigned in class. There are many books and articles available at the JWU Library. You may want to use online search engines like Google Scholar, JSTOR, and Lexis/Nexis. Examples include scholarly books (e.g., Affirmative Advocacy by Dara Strolovitch; Democrats/Republicans and the Politics of Women’s Place by Kira Sanbonmatsu), scholarly journals (e.g., American Political Science Review; The Journal of Politics; Political Behavior), reputable newspapers (e.g., Wall Street Journal, New York Times, The Washington Post), and official government websites (e.g., Congressional Research Service).

You should attach a reference page at the end of the paper. When you include a factual statement from an outside source, you should properly cite it. You should use APA or MLA style citations. Here is one resource for proper citations: https://owl.english.purdue.edu/owl/section/2/.

Paper Structure
1. Introduction (1 page)
   - State your research topic.
   - Give a brief outline of your paper.
   - Explain why this is an important topic.
2. Literature review (3-4 pages)
   - Summarize the scholarly literature on your topic.
   - Use at least 3 outside scholarly sources.

3. Recommendations (2-3 pages)
   - Based on what you learned in your research about the politician/issue/interest group/etc., what are your recommendations for future political leaders? For example, if you researched a former politician, what can current leaders learn from past experiences? Or, if you researched a current politician, make specific recommendations of the issues the politician should pursue. If you investigated a public policy, provide recommendations for how policymakers could address this issue. I’m looking for 2-3 specific recommendations.

4. Conclusion (1 page)
   - What is the most important recommendation in the previous section? Explain your choice.
   - What are your broad conclusions based on your research?
   - If you were to continue analyzing this topic, what other research question(s) would you like to pursue?

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<thead>
<tr>
<th>Section</th>
<th>% of Final Grade</th>
<th>Paper/Presentation Length</th>
<th>Due Date</th>
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<tr>
<td>Proposal with annotated bibliography</td>
<td>5%</td>
<td>1 page</td>
<td>Tuesday, September 19</td>
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<tr>
<td>Rough Draft with Memo*</td>
<td>10%</td>
<td>Draft: 4 pages</td>
<td>Thursday, October 12</td>
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<td>Memo: ~1-2 paragraphs</td>
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<tr>
<td>Final Paper and Revision Memo**</td>
<td>10%</td>
<td>Paper: 7-8 pages</td>
<td>Thursday, November 9</td>
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<td>Memo: ~1-2 paragraphs</td>
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<tr>
<td>Brief Paper Discussion</td>
<td>5%</td>
<td>~2-5 minute informal</td>
<td>Tuesday, November 7 or</td>
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<td>presentation</td>
<td>Thursday, November 9</td>
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*Rough Draft with Memo*: Students must submit at least 4 pages for their first draft and it must contain fully written sentences and paragraphs. The memo should identify one aspect of the paper that you would like to receive assistance and one aspect of the paper that is its key strength.

**Final Paper and Revision Memo**: Specific instructions for the paper are discussed above. Students must also submit a revision memo that indicated how they responded to the feedback on the first draft. This will indicate which changes you made and it may explain why you did not incorporate some recommendations.

**Grading Rubric**
1. Introduction 10 points
2. Literature Review 40 points
3. Recommendations 30 points
4. Conclusion 10 points
5. Sources and reference page (At least 3 sources not assigned in class). 10 points

Each section of your paper will be graded on the following:
- Includes all components in each section (see Paper Structure).
- Integration of knowledge (the paper demonstrates that the author fully understands the concepts and ideas about women in politics).
- Depth of discussion and analysis (in-depth discussion, elaboration, and the ability to think critically about a topic).
- Cohesiveness (ties together information from sources; writing demonstrates an understanding of the relationship among material obtained from all sources).
- Writing style (spelling and grammar)

**Discussion Leader 10%**
At the beginning of the term students will sign up to serve as a discussion leader for an assigned reading. As discussion leader, it is your job to:
(1) Discuss the main take-away point(s) of the reading with the class (40%)
Discuss your reaction to the reading (e.g., Did you agree or disagree with the author? Were you confused by their message? How does the reading relate to real-life politics? How does the reading relate to college students?, etc.)
(40%)

(3) Engage the class! Encourage your classmates to discuss the reading by asking them an insightful question or linking the reading to a current event/issue. (20%)

**Discussion Questions 10%**
Students are required to post one discussion question about the day’s reading on ULearn by 8pm the day before class. These questions should identify topics that you are interested in or are topics that need further explanation. This is a way for you to take an engaged role as you read the course material and to motivate you to participate in our class discussions. Some examples of questions may include: challenging the authors’ remarks, considering future research, asking for clarification, or considering how current events relate to the course material.

Students will be graded on (1) submitting a question (70%), and (2) quality of the question (30%). I expect you to post a question for 10 out of the 13 days there are assigned readings.

**Participation/Class Assignments 10%**
An overarching goal of this class is to develop your critical thinking skills, and along with this skill is the ability to articulate your ideas. Thus, participation in discussion and several classroom activities will affect your grade. Constructive participation includes asking questions or offering ideas, responding to other students’ questions or ideas, sharing important insights, and listening attentively. In addition, each day we will be engaging in a class activity (e.g., debate, think tank, fish bowl discussion, small group work, etc.) that is posted as an “Assignment” under the class schedule. Your level of engagement in these activities will affect your participation/class assignment grade.

**CAMPUS-SPECIFIC STUDENT POLICIES:**
All students are required to read, understand, and abide by the provisions of the Catalog and Student Handbook applicable to their campus, which can be found at [http://academics.jwu.edu/catalogs/](http://academics.jwu.edu/catalogs/).

In particular, students should be aware of the following university policies:

**General Information and Policies**
- Prohibited Discrimination and Harassment
- Withdrawal
- University Holds

**Academic Policies:**
- Academic Integrity/Academic Integrity Review Process/Turnitin Notification
- Attendance
- Occupancy in Class
- Outcomes Assessment

**Student Affairs:**
- Student Code of Conduct

**Student Services:**
- Center for Academic Support/Services/Students With Disabilities

**STUDENTS WITH DISABILITIES**
Any student with a documented disability is welcome to contact me as early in the term as possible so that we may arrange reasonable accommodations. Resources are available at the [Center for Academic Support](http://academics.jwu.edu/catalogs/).

**CENTER FOR ACADEMIC SUPPORT**
Success requires that you keep pace with the work, understand course concepts, and study effectively. The [Center for Academic Support](http://academics.jwu.edu/catalogs/) is a great place to receive academic support.
ACADEMIC INTEGRITY
All work that students submit for grades in the course is expected to be their own. I will not tolerate any cheating or plagiarism (using someone else’s words or ideas, including material from web sites, without proper citation). I will report any cases of suspected cheating or plagiarism to the Social Science Chair, and they will be handled according to academic policy at Johnson & Wales University. For additional information, see the Dishonesty section in your Student Code of Conduct.

SYSTEM OF RECORD FOR ACADEMIC GRADES:
Official academic grades can be accessed via jwuLink. Grades maintained in the ULearn course management system are for tracking purposes only and may not reflect all of the criteria considered when calculating a student’s final grade.

CLASSROOM POLICIES & PROCEDURES
Cell phones are distracting to the professor and students. When class begins, please put your phones on silent and remove them from your desk. Please let me know in advance if there are particular instances in which you must monitor your phone.

I will not share copies of my lecture notes if you are absent from class. It is your responsibility to get notes from a classmate. If you must miss an exam or a large number of classes because of extenuating circumstances due to travel to represent Johnson & Wales University, serious documented illness, or a real family emergency, please contact me as soon as possible so I am aware of your situation. Make-up Day will be held on our Reading Day.

Please be respectful of others and their opinions when participating in class discussions. Rude or inappropriate comments will not be tolerated.

OFFICE HOURS
Please feel free to meet with me during my office hours to discuss any concerns about the class or to informally talk about politics. I will be holding office hours two times a week. Each session is from 10am -11am on Wednesdays and Thursdays. If these times do not work with your schedule, please contact me and we’ll schedule another time to meet.

CHANGES TO THE SYLLABUS
This syllabus is intended to give you guidance in what will be covered during the term and will be followed as closely as possible. However, I reserve the right to modify, supplement, or make small changes to the syllabus if necessary. Any changes will be noted on the ULearn course site.

CONTENT OUTLINE:
1. What is “politics”? What does it mean to have political power? (Course Objectives 1 through 8)
2. Feminist Theory (Course Objectives 1 through 8)
3. Historical Background and Influences (Course Objectives 1 & 3)
   a. Greece and Rome
   b. Medieval and Renaissance Europe
   c. Early modern England and colonial North America
   d. Enlightenment influences
4. The Fight for Rights: Reimagining Traditional Roles and Acquiring Power (Course Objectives 2, 3 & 7)
   a. Property, employment, wages
   b. Marriage and divorce
   c. Education
   d. Reproductive rights
   e. Voting rights and the feminist movement
5. Many Paths to Political Power: Women as Activists (Course Objectives 4, 5 & 7)
   a. Anti-slavery movement
   b. Temperance, prohibition, and anti-vice legislation
   c. Pacifism
   d. Labor movement, communism, socialism
   e. Gay and lesbian rights
   f. Feminist movement
6. Women and Public Policy (Course Objectives 4, 5 & 7)
a. Protective legislation
b. Welfare
c. Healthcare
d. Crime
   i. Domestic violence
   ii. Rape
   iii. Prostitution
   iv. Women in prison

7. Into the Political Sphere: Women as Voters and Candidates (Course Objective 6)
   a. Voting behavior
   b. Perceptions of women in power
   c. Women in public office – individual case studies

8. Women and the Color Line: Women of Color as Leaders and Activists (Course Objective 7)
   a. African-American women and the civil rights movement
   b. Hispanic women and migrant workers’ rights
   c. Native American women and tribal rights

WEEKLY SCHEDULE:
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings, and Assignments</th>
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<tbody>
<tr>
<td>Tuesday, Sept. 5</td>
<td><strong>Topics</strong>: Introduction to Course; Review Syllabus</td>
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</table>
| Thursday, Sept. 7  | **Topics**: Historical Background; Women’s Movements  
**Readings:**
  DDS Chapter 1 and Chapter 2 (p.15-39)  
  “Declaration of Sentiments” and “Resolutions” (Appendix A, p.313-316)  
  NOW’s Bill of Rights and Redstockings Manifesto (Appendix B, p.317-320)  
**Assignment**: Be prepared to discuss the definitions of gender and sex. Is gender determined solely by sex? How should we study sex and gender in the realm of politics? |
| Tuesday, Sept. 12  | **Topic**: Women and Interest Groups  
**Readings:**
  DDS Chapter 2 (p.39-56)  
**Assignment**: Prepare for in-class debate on the 2017 Women’s March. |
| Thursday, Sept. 14 & Tuesday, Sept. 19 | **Topics**: Gender Gap in Elections and Public Opinion  
**Readings:**
  Sept.14  
  DDS Chapter 3  
  Wilson, Reid. 2014. “**Women could be critical to key races, and both parties are going all out to get their votes.**” April 27. The Washington Post.  
**Assignment**: (Sept.14) Be prepared to discuss this question in class: If the Republican Party has a problem attracting women voters, then the Democratic Party has the same problem with men. Why do you think this is not an issue that gets a lot of media attention?  
**Readings:**
  Sept.19  
  Deckman, Melissa, and John McTague. 2014. **“The Affordable Care Act’s birth control mandate was an important factor in Barack Obama’s 2012 reelection.”** London School of Economics blog post.  
**Assignment**: (Sept.19) Proposal with annotated bibliography is due today. We will discuss the proposals in class. |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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<tr>
<td>Thursday, Sept. 21</td>
<td><strong>Gender &amp; the Decision to Run for Office</strong></td>
<td><strong>Readings:</strong>&lt;br&gt;DDS Chapter 4&lt;br&gt;Boschma, Janie, and Ellen Weinstein. 2017. “Why women don’t run for office.” <em>Politico.</em>&lt;br&gt;Green Emma. 2017. “Nobody wants to run for office.” <em>The Atlantic.</em></td>
<td><strong>Assignment:</strong> Consider whether you would want to run for office. How could we encourage JWU students to run for student government positions on campus or for political office in the future?</td>
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<td>Tuesday, Oct. 3</td>
<td><strong>The Intersection of Gender and Race in Politics</strong></td>
<td><strong>Readings:</strong>&lt;br&gt;Truth, Sojourner. 1851. “Ain’t I a Woman?” Fordham University.&lt;br&gt;Crenshaw, Kimberle. 1989. “Demarginalizing the Intersection of Race and Sex.” <em>University of Chicago Legal Forum</em> 39: 139-67.&lt;br&gt;Stockman, Farah. 2017. “Women’s march on Washington opens contentious dialogues about race.” <em>The New York Times.</em></td>
<td><strong>Assignment:</strong> Should we be discussing women in politics as a single category (women) or as subcategories (black women, white women, Hispanic women, etc.)?</td>
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<td>Thursday, Oct. 5</td>
<td>Midterm Exam</td>
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<td>Tuesday, Oct. 10</td>
<td>No Class – M/W classes meet</td>
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<tr>
<td>Thursday, Oct.12</td>
<td>Women in Local Politics</td>
<td>DDS Chapter 6</td>
<td>Rough Draft of Paper with Memo is due today. We will peer review the papers in class.</td>
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<td>Marcotte, Amanda. 2015. Austin greets female-majority city council with workshop on how women are the worst. Slate.</td>
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<td>Tuesday, Oct.17</td>
<td>Media &amp; Politics Café - What is the gender agenda for media and politics for both millennials and Gen Z?</td>
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<td>Thursday, Oct.19</td>
<td>Women in Congress and State Legislatures</td>
<td>DDS Chapter 7</td>
<td>Be prepared to discuss reactions from the Media and Politics Café. Are you familiar with any female politicians or media personalities?</td>
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<td>CAWP Fact Sheet: “Women in the U.S. Congress”</td>
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<td>CAWP Fact Sheet: “Women in State Legislatures”</td>
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<td>Tuesday, Oct.24</td>
<td>Documentary: Miss Representation</td>
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<td>Thursday, Oct.26</td>
<td>Women in the Executive Branch and in the Judiciary</td>
<td>DDS Chapters 8 &amp; 9</td>
<td>Be prepared for a lively discussion on Hillary Clinton and the 2016 election. Why has a woman never been elected as President? How long do you think it will take?</td>
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<td>CAWP. 2016. “Women appointed to presidential cabinets.” (on ULearn under Readings)</td>
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<td>Tuesday, Oct.31</td>
<td>oneJWU Speaker Series on Civic Engagement</td>
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<td>Thursday, Nov.2</td>
<td>Women and Public Policy</td>
<td>DDS Chapter 7</td>
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<td>CAWP Fact Sheet: “Women in Congress: Leadership roles and committee chairs.”</td>
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<tr>
<td>Tuesday, Nov. 7</td>
<td>Topics: Women and Public Policy, continued; Begin Discussion on Research Papers</td>
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<td>Williams, Vanessa. 2017. Black women work hard but can’t get ahead. This expert says conservatives have the solution. The Washington Post.</td>
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<td>Slaughter, Anne-Marie. 2012. Why women still can’t have it all. The Atlantic.</td>
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<td>Thursday, Nov. 9</td>
<td>Topic: Discussion on Research Papers, continued</td>
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<td>Assignment: Final Draft of Research Paper is Due Today</td>
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<tr>
<td>Tuesday, Nov. 14</td>
<td>Reading day – no class</td>
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<tr>
<td>Thursday, Nov. 16</td>
<td>Final Exam</td>
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