

Women in American Politics



International Women's Day, 1911

POLSC 218 / WGS 261
Hunter College | Fall 2011
Instructor: Rachel Faulkner-Gurstein
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Session hours: M/W 7:00 to 8:15 PM in HW 208
Office hours: M 5:00 to 6:00 PM in 1741

OBJECTIVES

The goal of this class is to develop critical reading and writing skills, and oral communicative competence. Throughout the semester, students will be introduced to the role that gender—and its many intersections with other categories of identity—plays in the conduct and consequences of American politics. Students will learn about the history of women's movements and political action in the U.S. We will examine important historical and contemporary issues, explore major figures, and investigate critical frames for understanding politics.

COURSE POLICIES

Attendance

You are expected to attend every class. I understand that good reasons (illness, family emergencies, etc.) will occasionally force you to miss class. However, any student missing more than four classes for any but the most extraordinary reason will be capped at a maximum grade of C, while anyone missing more than six classes will fail automatically. **There will be no exceptions to this policy.** Arriving 30 minutes late to class is considered an absence, as is leaving more than 30 minutes early.

Plagiarism

Please familiarize yourself with Hunter College's policy on plagiarism. To remind you, it goes something like this: "Academic dishonesty will not be tolerated at Hunter College. Students engaging in plagiarism or 'cheating' will have formal disciplinary charges brought against them which could result in a course failure, notation on their transcript, and suspension from Hunter. As defined in the [Hunter College Undergraduate Catalog](#), plagiarism is the borrowing of ideas, terms, statements or knowledge of others without clear and specific acknowledgment. Additionally, copying or obtaining another's answers to questions on examinations or assignments is also a form of academic dishonesty commonly known as 'cheating.'" **If you have any questions about how to properly cite, please contact me and I will assist you.**

Cellphones and Laptops

Cellphone use is not permitted in class. This includes texting under the table. All cellphones must be turned off and placed in your bag. If I see you texting in class, you will be asked to leave and you will be marked absent. Similarly, laptops may only be used for taking notes, or other class related activities. If you are seen to be using Facebook or engaging in other distracting activities, you will be asked to leave class and marked absent.

ASSIGNMENTS AND GRADING

In-class presentation and handout (%20)

Once over the course of the semester you will be responsible for presenting on a topic assigned for that day's class. Presentations should be between 10 to 15 minutes long. This assignment asks you to research the topic assigned—in most cases an important historical figure or event—and present to the class a summary of this research. While providing basic biographical information is necessary, your assignment is to analyze the major actions or positions taken by the person, explore the controversies in which they were involved, and explain their relevance to that week's readings. **You must also prepare a handout to accompany your presentation.** The handout should outline the points of your presentation and must include bibliographic information for at least two proper published sources that you used in your research. As with all academic work, Wikipedia or similar websites are not considered acceptable sources for the purpose of this assignment (though online resources like Wikipedia or Google Scholar might lead you towards acceptable sources). You must upload the handout to blackboard by 2pm on the day of your presentation.

Participation (%5)

The success of a class such as this hinges on your active and informed participation. What I am looking for here is not the number of times you speak, but the thoughtfulness and quality of your contributions. This means: do the readings each and every week and come prepared with questions and comments relating to them that you would like to bring up with the class. Additionally, helping to create an atmosphere where other students feel comfortable participating will be credited.

Midterm (%25)

An in-class midterm will be held on October 31st. This exam will cover all materials that have been covered in class, including films and presentations. You will be asked to identify the meaning and relevance of key terms and events, and to compare different perspectives. Details will be distributed in class in advance of the exam.

Final paper proposal and workshop (10%)

You must bring two copies of your final paper proposal to class with you on the date indicated on the schedule below. One copy is to be submitted to me, the other you will use to workshop your paper during an in-class exercise. Paper proposals should be 2 to 4 pages long, and should include the following: research question, statement of your argument, list of relevant literature, brief discussion of significance and a preliminary bibliography. We will spend time in class going over these components, and you are encouraged to be in touch with me over email about possible topic ideas. The proposals must be double-spaced, 12 pt. font with 1" margins on all sides.

Final papers (%40)

Using the feedback provided to you on your proposals, you will write a research paper on a topic of your choosing, within the general theme and subject matter of the course. Your paper might analyze a major event involving women and American politics; explore the contributions of a specific person or movement; investigate a contemporary or historical issue related to women's movements; or examine a major issue using some of the theoretical frames discussed in class. The paper cannot merely recount the history of an event—it needs to include an analytic component. **This paper must have an argument that is clearly stated and supported by evidence.** More successful papers will develop an interesting argument; support it using relevant evidence from an appropriate range of sources; and conclude by showing the wider consequences of this argument.

The papers should be no less than 10 pages long, and no more than 15, not including bibliography or title page. Papers must be double spaced, 12pt font, with 1" margins on all sides. Please check your work before handing it in, because spelling, grammar, and overall writing quality will be part of the grade. Final papers must be submitted in person at the start of the last class of the semester. They must also be submitted **within 24 hours to turnitin.com. I will not grade papers that are not also submitted to turnitin.com.** If you would like your final papers returned to you with comments, you must attach a self-addressed stamped envelope to the hard copy you hand in to me during our last class.

READINGS

A copy of all required course material will be available on-line. I also retain the right to amend the schedule or change the readings at any time. **All students are required to have copies of each of the assigned readings for every class session for reference during class discussion.**



Feminist march in New York, 1969

SCHEDULE

Week	Monday	Wednesday
<p>Aug 29</p>	<p>Introduction</p> <p>We will go over the syllabus and assign presentations.</p>	<p>Beginnings</p> <p>Presentation: Mary Wollstonecraft</p> <p>Presentation: Abigail Adams</p> <p>Abigail Adams letter to John Adams, 1776.</p> <p>Mary Wollstonecraft, "A Vindication of the Rights of Women." Oxford University Press, 2009 [1792]: excerpts.</p> <p>Iris Marion Young, "Gender as Seriality: Thinking about women as a social collective." <i>Signs</i> 19/3(1994): 713-738.</p>

<p>Sept 5</p>	<p>No Class</p>	<p><i>Suffrage I</i></p> <p>Presentation: The 19th Amendment</p> <p>Presentation: Victoria Woodhull</p> <p>Seneca Falls Convention, "Declaration of Sentiments and Resolutions," 1848.</p> <p>Victoria Woodhull, "And the Truth Shall Make You Free: A speech on the principles of social freedom." Excerpted from <i>Selected Writings of Victoria Woodhull: Suffrage, free love, and eugenics</i>, Cari M. Carpenter, ed. University of Nebraska Press, 2010 [1871]: 51-66.</p> <p>Ellen Carol DuBois, "Outgrowing the Compact of Fathers: Equal rights, woman suffrage and the United States Constitution, 1820-1878." <i>Journal of American History</i> 74/3 (1987): 836-862.</p>
<p>Sept 12</p>	<p><i>Suffrage II</i></p> <p>Presentation: Sojourner Truth</p> <p>Presentation: Angelina Grimké</p> <p>Sojourner Truth, "Ain't I a Woman?", 1851.</p> <p>Angelina Grimké, "Letter XII: Human rights not founded on sex." <i>Letters to Catherine Beecher</i>. Isaac Knapp, 1838: 115-121.</p> <p>Angela Davis, <i>Women, Race and Class</i>. Vintage Books, 1983: chapters 2, 3, 4.</p>	<p><i>Politics of Domesticity I</i></p> <p>Presentation: Charlotte Perkins Gilman</p> <p>Presentation: Sarah Josepha Hale and the cult of domesticity</p> <p>Charlotte Perkins Gilman <i>Women and Economics</i>. Small, Maynard and Co., 1989: excerpts.</p> <p>Dolores Hayden, <i>The Grand Domestic Revolution</i>. MIT Press, 1983: 206-265.</p>

<p>Sept 19</p>	<p><i>Politics of Domesticity II</i></p> <p>Presentation: Dora Jones and the Domestic Workers Union</p> <p>Presentation: New York State Domestic Workers' Bill of Rights, 2010</p> <p>Claudia Jones, "The Domestic Worker." Excerpted from "An End to the Neglect of the Problems of the Negro Woman!" <i>Political Affairs</i> 28/6 (1949): 51-67.</p> <p>David M. Katzman, <i>Seven Days A Week: Women and domestic service in industrializing America</i>. University of Illinois, 1981: chapter 2.</p>	<p><i>Politics of Labor I</i></p> <p>Presentation: International Ladies Garment Workers Union (ILGWU)</p> <p>Presentation: Florence Kelley</p> <p>Florence Kelley, <i>Wage Earning Women in Wartime: The textile industry</i>. National Consumer's League, 1919: excerpts.</p> <p>Alice Kressler-Harris, "Where Are the Organized Women Workers?" <i>Feminist Studies</i> 3:1/2 (1975): 92-110.</p> <p>Maurine Weiner Greenwald, <i>Women, War, and Work: The impact of World War I on women workers in the United States</i>. Cornell, 1990: chapter 3.</p>
<p>Sept 26</p>	<p><i>Politics of Labor II</i></p> <p>Film: "The Triangle Fire" (2011)</p>	<p><i>No Class</i></p>
<p>Oct 3</p>	<p><i>Politics of Labor III</i></p> <p>Presentation: Frances Perkins</p> <p>Presentation: Rosie the Riveter</p> <p>Frances Perkins, "Social Security," 1935.</p> <p>Suzanne B. Mettler, "Federalism, Gender, and the Fair Labor Standards Act of 1938." <i>Polity</i> 26/4 (1994): 635-654.</p> <p>Sherrie A. Kossoudji and Laura J. Dresser, "Working Class Rosies: Women industrial workers during World War II." <i>Journal of Economic History</i> 52/2 (1992): 431-446.</p>	<p><i>Interests and Identities</i></p> <p>Presentation: National Organization for Women</p> <p>Presentation: Equal Pay Act of 1963</p> <p>National Organization for Women, "Statement of Purpose," 1966.</p> <p>Virginia Saprio, "When Are Interests Interesting? The problem of political representation of women." <i>American Political Science Review</i> 75 (3): 701-716.</p> <p>Avtar Brah and Ann Phoenix, "Ain't I a Woman? Revisiting intersectionality." <i>Journal of International Women's Studies</i> 5/3 (2004): 75-86.</p>

Oct 10	No Class	No Class
Oct 17	<p>Paper Workshop</p> <p>Workshop papers in class</p> <p><u>Paper Proposal Due</u></p>	<p>Second Wave I</p> <p>Presentation: Betty Friedan</p> <p>Presentation: Gloria Steinem</p> <p>Carol Hanisch, "The Personal Is Political." In <i>Notes from the Second Year: Women's Liberation</i>, Shulamith Firestone and Anne Koedt, eds. Redstockings, 1969: 204-205.</p> <p>Betty Friedan, "The Problem That Has No Name." In <i>The Feminine Mystique</i>, Dell, 1963: 11-27.</p> <p>Rosalyn Baxandall and Linda Gordon, "Second-Wave Feminism." In <i>A Companion to American Women's History</i>, Nancy A. Hewitt, ed. Blackwell, 2002: 414-430.</p>
Oct 24	<p>Second Wave II</p> <p>Presentation: Audre Lorde</p> <p>Presentation: Comisión Femenil Mexicana Nacional</p> <p>Combahee River Collective, "A Black Feminist Statement," 1977.</p> <p>Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House." In <i>Sister Outsider. Crossing</i>, 1984: 110-114.</p> <p>Alma M. Garcia, "The Development of Chicana Feminist Discourse, 1970-1980." <i>Gender and Society</i> 3/2 (1989): 217-238.</p>	<p>Equal Rights Amendment</p> <p>Presentation: Shirley Chisholm</p> <p>Shirley Chisholm, "For the Equal Rights Amendment," 1970.</p> <p>Diane Kirkby, "Some Reflections on the Equal Rights Amendment 1923 - 1982." <i>Australasian Journal of American Studies</i> 3/2 (1984): 58-61.</p> <p>Mark R. Daniels, et al., "The ERA Won. At least in the opinion polls." <i>PS</i> 15/4 (1982): 578-584.</p>

<p>Oct 31</p>	<p><i>Second Wave III</i></p> <p>Film: "Gloria: In her own words" (2011)</p>	<p><i>Midterm Exam</i></p>
<p>Nov 7</p>	<p><i>Women and the State I</i></p> <p>Presentation: Carol Moseley Braun</p> <p>Presentation: Hillary Clinton</p> <p>Hillary Clinton's presidential campaign concession speech, 2008, available at: http://www.youtube.com/watch?v=zgi_klYx_bY</p> <p>Eileen McDonagh, "Electing Women Political Leaders." In <i>The Motherless State: Women's political leadership and American democracy</i>. University of Chicago Press, 2009: 89-136.</p> <p>Rita Mae Kelly, et al., "Female public officials: a different voice?" <i>Annals of the American Academy of Political and Social Science</i> 515 (1991): 77-87.</p> <p>Susan J. Carroll, "Reflections on gender and Hillary Clinton's presidential campaign: the good, the bad, and the misogynic." <i>Politics & Gender</i> 5 (2009): 1-20.</p>	<p><i>Women and the State II</i></p> <p>Presentation: National Welfare Rights Organization</p> <p>Presentation: The Personal Responsibility and Work Opportunity Act (1996)</p> <p>Kevin Sack, "The 1992 Campaign: The new, volatile politics of welfare." <i>New York Times</i>, Mar. 15, 1992.</p> <p>Nancy Fraser and Linda Gordon, "A Genealogy of Dependence: Tracing a keyword of the U.S. welfare state," <i>Signs</i> 19/2 (1994): 309-336.</p> <p>Mary Hawkesworth, "Congressional enactments of race-gender: toward a theory of race-gendered institutions." <i>American Political Science Review</i> 97/4 (2003): 529-550.</p>

<p>Nov 14</p>	<p><i>Women and the Law I</i></p> <p>Presentation: Sandra Day O'Connor</p> <p>Presentation: <i>Wal-Mart Stores, Inc. v. Dukes et al.</i> (2011)</p> <p><i>Wal-Mart Stores, Inc. v. Dukes et al.</i> 564 U.S. 1-4 (2011).</p> <p>Patricia Smith, "Four Themes in Feminist Legal Theory: Difference, dominance, domesticity and denial." In <i>The Blackwell Guide to the Philosophy of Law and Legal Theory</i>, Martin P. Golding and William A. Edmundson, eds. Blackwell, 2005: 90-104.</p> <p>Catherine A. MacKinnon, "Reflections on Sex Equality Under Law." <i>The Yale Law Journal</i> 100/5 (1991): 1281-1328.</p>	<p><i>Women and the Law II</i></p> <p>Presentation: <i>Roe v. Wade</i> (1973)</p> <p>Selected images of abortion-related advertisements</p> <p>Kristin Luker, "The war between the women," <i>Family Planning Perspectives</i> 16/3 (1984): 105-110.</p> <p>Bertha Alvarez Manninen, "Rethinking <i>Roe v. Wade</i>: Defending the abortion right in the face of contemporary opposition," <i>American Journal of Bioethics</i> 10/12 (2010): 33 – 46.</p> <p>Dorothy Roberts, <i>Killing the Black Body: Race, Reproduction and the Meaning of Liberty</i>, Vintage, 1998 [excerpts]</p>
<p>Nov 21</p>	<p><i>First Ladies as Political Actors</i></p> <p>Presentation: Betty Ford</p> <p>Presentation: Nancy Reagan</p> <p>Michelle Obama's official profile: http://www.whitehouse.gov/administration/first-lady-michelle-obama</p> <p>Shawn J. Parry-Giles and Diane M. Blair, "The Rise of the Rhetorical First Lady: Politics, gender ideology, and women's voice, 1789 – 2002." <i>Rhetoric & Public Affairs</i> 5/4 (2002): 565-600.</p> <p>Anthony j. Eksterowicz and Kristen Paynter, "The Evolution of the Role and Office of the First Lady: The movement toward integration with the White House office," <i>Social Science Journal</i> 37/4 (2000): 547 – 562.</p>	<p><i>Women and the Media</i></p> <p>Presentation: Sarah Palin</p> <p>Presentation: Geraldine Ferraro</p> <p>Videos of media coverage of recent female candidates [to be e-mailed]</p> <p>Kin Fridkin Khan and Edie N. Goldenberg, "The Media: Obstacle or ally of feminists?" <i>Annals of the American Academy of Political and Social Science</i> 515 (1991): 104-113.</p> <p>Caroline Heldman, Sarah Oliver and Meredith Conroy, "From Ferraro to Palin: Sexism in media coverage of vice presidential candidates." Paper delivered at the American Political Science Association Annual Meeting, 2009.</p>

<p>Nov 28</p>	<p><i>Conservative Women</i></p> <p>Presentation: Phyllis Schlafly</p> <p>Presentation: Michelle Bachmann</p> <p>Phyllis Schlafly, "How Feminists Want to Change Our Laws." <i>Stanford Law and Policy Review</i> 5 (1994): 65-73.</p> <p>Hanna Rosin, "Is the Tea Party a Feminist Movement? It's becoming an insta-network for aspiring female candidates." <i>Slate</i>, May 12, 2010.</p> <p>Ronnee Schreiber, <i>Righting Feminism: Conservative women and American politics</i>. Oxford University Press, 2008: chapters 2 and 4.</p> <p>Rebecca Klatch, "Coalition and Conflict Among Women of the New Right." <i>Signs</i> 13/4 (1988): 671-694.</p>	<p><i>Third Wave</i></p> <p>Presentation: Naomi Wolf</p> <p>Presentation: Riot Grrrls</p> <p>Rebecca Walker, "Becoming the Third Wave." <i>Ms.</i>, Jan./Feb. 1992.</p> <p>Amber E. Kinser, "Negotiating Spaces For/Through Third-Wave Feminism." <i>NSWA</i> 16/3 (2004): 124-153.</p> <p>Elaine J. Hall and Marnie Salupo Rodriguez, "The Myth of Postfeminism." <i>Gender and Society</i> 17/6 (2003): 878-902.</p>
<p>Dec 5</p>	<p><i>Politics of Women and Sexuality I</i></p> <p>Presentation: COYOTE</p> <p>Selected articles on SlutWalks, 2011</p> <p>Andrea Dworkin, "Renouncing Sexual 'Equality.'" <i>Off Our Backs</i> 4/11(1974): 2.</p> <p>Ann Ferguson, "Sex War: The Debate between radical and libertarian feminists." <i>Signs</i> 10/1 (1984): 106-112.</p> <p>Meika Loe, "Feminism for Sale: Case study of a pro-sex feminist business." <i>Gender and Society</i> 13/6 (1999): 705-732.</p>	<p><i>Politics of Women and Sexuality II</i></p> <p>Film: "Live Nude Girls Unite!" (2000)</p>

<p>Dec 12</p>	<p>Conclusion</p> <p>Shannon Houvouras and J. Scott Carter, "The F Word: College students' definitions of a feminist." <i>Sociological Forum</i> 23/2 (2008): 234-256.</p> <p><u>Final Paper Due</u></p>	<p>No Class</p>
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International Women's Day, 2010