

Women and Politics
Political Science 512
Winter 2007
The Ohio State University

Derby Hall 48
TR 6:30-8:18
Office Hours: MW 1:45-3:15
Course website: <http://carmen.osu.edu>

Jennifer Moyer
Office 3056 Derby Hall
Dept. of Political Science
moyer.79@osu.edu

Welcome to Women and Politics! How are female politicians different from male politicians? Would you expect a male President to focus on the same issues as a woman president? Are there any public opinion issues where you expect men and women to differ? We will examine the relationship between gender and politics as we study the political behavior of women as citizens, activists, voters, and elites. I look forward to this class and your insights.

Course Objectives:

The course will provide students with a basic understanding of women's political history and an overview of women's contemporary political behavior. Successful students will develop an analytical framework for understanding current debates about gender roles and women's political participation.

Carmen and this Course

There will be various postings for this course via Carmen, so please check it on a regular basis. Outlines, debate information, the syllabus, and other information will be posted there.

Grading

Midterm: 20%
Final: 25%
Reading Discussion: 10%
Reading Quizzes: 10%
Outside Observation Presentation: 10%
Debate: 25% (Teammate Evaluation- 5%, Debate Performance-10%, Debate Paper-10%)
Extra Credit: See Below

Cards

Your grades and reading questions will all be kept track of via cards, which will be handed out the first day of class. These cards are for ease of tracking reading questions and all other grades you receive in class. Please make sure they are current and accurately reflect your work. I keep the cards at the end of class for future reference.

Exams

Your midterm will be worth 20% of your grade. It will be on the readings, lectures, discussions, and debates up until that point. It will be short essay. There will be several sections on the exam, and students will be able to choose to answer "so many" out of "a larger so many" for each section. The exams will offer some bit of extra credit. The final will be the same format,

will be on and will be cumulative with a large focus on the latter part of class. The final is worth 25% of your total grade. Exam make-ups are given at my discretion.

Readings

Discussions

Readings are to be completed before the class meeting. A group of students will lead discussion of the readings once in the quarter. These students will present the readings and lead discussion. These students should not be the only ones that we hear from that day; they are responsible for facilitating discussion. They should be prepared to present the objectives, relevance, and low and high points of the reading. You will be able to choose which day you present on the second day of class. This section of the class will be judged by how well-prepared a student is, judged by myself. The classes available for discussion leaders are starred below. By midnight the day before you are assigned to be discussant, you are to email me 3-4 discussion points for the day, as well as a reading question to ask the other students in class. The discussion points should relate the readings to current events, the other readings in class, and commonly accepted knowledge. Your discussion performance is worth 10% of your grade.

Reading Quizzes

In addition to leading discussion, in order to ensure you are doing the readings, you will have reading quizzes. They will not occur every day there are readings, but they will occur most days. There will be 10 quizzes throughout the quarter, and these will be worth 10% of your total grade. These quizzes are not designed to “trick” anyone, but instead to judge that the reading assignments are being completed. You are allowed ONE makeup of a daily quiz, and this makeup will only be given if I have pre-approved your absence or if you have a VALID written excuse for your absence. There is also a bit of extra credit available most days for the reading questions. The reading quizzes are altogether worth 10% of your grade, and there is often extra credit offered with each reading question.

Outside Source Presentation

One day during the quarter, you will bring in an outside source dealing with women and politics. This outside source can be an article from the newspaper, a news report, a movie, or the like. Please see me if you have questions as to if it is an acceptable outside source. I must have access to this source. At the beginning of each class, I will ask for presentations. I will accept 2-3 a dy, depending on our schedule. You will present this topic to the class. Then you will discuss how the outside source applies to the readings and discussions in class. Lastly, you will bring up a discussion topic or two for the class as a whole. You will turn in a one-page paper discussion the source, its applications and your discussion questions.

Debates

We will have three debates in this class. The debate topics are listed below in the class schedule. There will be 3-5 students on each team, two teams per debate. The debate format will be given later. These debates are to highlight current issues in legislative politics. You can turn in your preferences for which debate topic the second day of class and you will be assigned to your group the third day of class. The debate itself is worth 10% of your grade, judged by how well your overall team does during the debate. 5% is judged by your teammates’ average of how much you contributed to the debate. The class will vote on who is the winning team of the

debate, and the members of that team will earn 2% extra credit. In addition to the debate, each team must turn in a 5-page paper presenting their side of the debate. Each team as a whole should present one paper. This paper will be worth 10% of your grade. Therefore, the debate altogether is worth 25% of your final grade. Information about the debate topics will follow.

Debate Schedule

Team 1 Introduction: 5 minutes

Team 2 Introduction: 5 minutes

Team 1 Rebuttal: 4 minutes

Team 2 Rebuttal: 4 minutes

Team 1 Rebuttal: 4 minutes

Team 2 Rebuttal: 4 minutes

Team 1 Conclusion: 2-3 minutes

Team 2 Conclusion: 2-3 minutes

Student Questions: 15-20 minutes

Debate Notes

As soon as I have graded the debate performance, the paper, and have received student evaluations of fellow students, your grades will appear on your cards. Remember to introduce the topic to the class well. While the burden of this falls to team 1 in particular, both teams are responsible for presenting background information. The key to getting a good grade on the debate is not only to completely research your argument, but also anticipate and refute the opposing argument. I suggest you have note cards or some kind of organization system for refuting arguments the other side makes. I encourage students who are debating to take notes on the various points and background of the subject matter, as the debates will appear on your exams.

Concerning Sources

You may use internet sources, but they must be legitimate sources. A good rule of thumb would be if the site has a companion in actual print. For example, someone's blog cannot be used, but articles from Time, Newsweek, or any newspaper are fine. There are some sources that may not have companions in print (like CNN) that I find acceptable. Please ask me if you have any questions. You are more than welcome to use visual aids in your debate, but keep in mind the type of classroom that we are in.

Concerning all Written Assignments for This Class

I expect all assignments turned in for this class to be well-written, organized, cited, and contain a bibliography. If you have trouble with any of these requirements, I can refer you to the OSU library website or to the Writing Center. All written assignments turned in will be judged on both content and style. I am much more lenient when grading the exams, as I understand that time restrictions do not allow for people to edit as much as they would like or should.

Extra Credit

There are several opportunities for extra credit in this class. The midterm and the final will have extra credit questions. In addition, many of the reading questions will have extra credit opportunities. Also, you will be allowed to participate in an experiment in the political science

department for 2%. If you win the debate, you will be awarded 2% extra credit. All together, this equals well over 10% extra credit, or over a full letter grade.

Required Books:

Hartmann, Susan M. 1989. *From Margin to Mainstream: American Women and Politics Since 1960*. New York: Alfred A. Knopf Press. (Hartmann)

*This book is out of print. Some non-OSU bookstores may have used copies available. If you are ordering it online, please do so *now*.

Palmer, Barbara and Dennis Simon. 2006. *Breaking the Political Glass Ceiling: Women and Congressional Elections*. New York: Routledge. (Palmer & Simon)

Sigel, Roberta. 1996. *Ambition and Accommodation: How Women View Gender Relations*. Chicago: University of Chicago Press. (Sigel)

All remaining readings will be available on the Carmen course website for download.

Course Outline

I. Introduction

January 4 (R): A. Class Orientation

January 9 (T): B. Gender

Readings: Sigel Chapter 1; Tree Grows in Brooklyn Excerpt (Carmen)

II. Women's Political History

*January 11 (R): A. The Suffrage Movement

Readings: Keyssar (Carmen); Hartman Ch 1

*January 16 (T): C. From Suffrage to the Modern Women's Movement

Readings: Hartman Ch 2-3

*January 18 (R): D. The ERA

Readings: Hartmann Chapters 5 & 6

III. Women's Political Behavior

January 23 (T): A. Gender and Participation

Readings: MacManus (Carmen)

Debate 1: Which is More Important to American Politics and Democracy—the Women's Movement or the Civil Rights Movement?

*January 25 (R): B. Gender and Public Opinion I

Readings: Sigel Chapters 2-4

*January 30 (T): C. Gender and Public Opinion II

Readings: Sigel Chapters 5-8

*February 1 (R): D. Gender and Voting

Readings: Carroll (Carmen)

February 6 (T): E. Anita Hill vs. Clarence Thomas

Assignment: Hill vs. Thomas CBS News Productions (available online through OSU, also link on Carmen)

Debate 2: Is Sexual Harassment a Political Issue?

February 8 (R): MIDTERM

IV. Women and Electoral Institutions

*February 13 (T): A. Women and Parties and Interest Groups

Readings: Hartmann Chapters 4, 7 & Conclusion

February 15 (R): B. Women and Campaigns

Readings: Palmer & Simon Chapters 1 & 2

Debate 3: Is America and the World Ready for a Female President?

*February 20 (T): C. Women and Campaigns

Readings: Palmer and Simon Chapters 3 & 4

*February 22 (R): D. Women and Campaigns

Readings: Palmer and Simon Chapters 5, 6 & 7

V. Women Elites in Governing Institutions

*February 27 (T): A. Women's Representation in Legislatures

Readings: Lawless and Theriault (Carmen)

*March 1 (R): B. Women's Representation in Legislatures

Readings: Poggione (Carmen)

*March 6 (T): C. Gender and the Executive

Readings: Whicker & Isaacs (Carmen); Watson (Carmen); Weir (Carmen); First Ladies (Carmen)

March 8 (R): D. Women and the Courts; Conclusions

Readings: O'Connor (Carmen); Martin (Carmen)

March 12-15: Final Exam Week

Academic Honesty: I expect all of the work you do in this course to be your own. I will tolerate absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation). I will report any cases of cheating or plagiarism to the university committee on academic misconduct, and they will be handled according to university policy.

Disability: If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs, and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.