

GENDER & POLITICS
 POLS / GNDR 3140-001
 Autumn 2005

Diversity Credit
 9:40-10:30 MWF BEH S 115

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Course Description

The purpose of this course is to introduce undergraduate students to some of the systematic thinking on gender and politics. We will move through a number of substantive topics, from democracy to sports, but a key theme from the beginning will be the notion of “consciousness.” That is, how does our ability to think about sex/gender and, in turn, reflect on these understandings affect the possibilities for societal change? As Justice Oliver W. Holmes observed: “A mind that is stretched to a new idea never returns to its original dimension.”

Many students find the topics covered in this class controversial and sometimes even threatening. Learning in this class—in contrast, say, to calculus—means being willing to examine one’s own assumptions about sex, gender, race, and sexuality. Yoga instructor, Patricia Walden, offers some useful advice: “If you feel resistance, that’s OK. Resistance is often the reaction to change or challenge.” Thus, a useful part of “consciousness” is the ability to cultivate “reflexivity.” That is, students (and the professor!) can monitor their emotional and intellectual reactions to the material looking for and assessing their “resistance.” Wherever students end up on the political spectrum, one objective of the class is to move beyond the polemics of either/or analysis to an appreciation of the complexities involved in understanding the gendered nature of human experience and its implications for the political, economic, and social world.

Course Objectives

- Equip students with analytical concepts useful for reflecting on and discussing the gender politics of public policy and everyday life, e.g., androcentrism, essentialism, the privileged position.
- Help students to gain an appreciation of the complexities and subtleties of contemporary gender inequality in the United States.
- Introduce students to the complexities of understanding “gender consciousness” – their own and others’.
- Introduce students to theories of democracy and representation in order to assess their adequacy for understanding the persistence of gender inequality.
- Introduce students to theories of gendered organization so that they can analyze the organizations they inhabit and with which they interact.

Required Reading

Conway, Margaret M., Gertrude A. Steuernagel, and David W. Ahern. 2005. *Women and Political Participation: Cultural Change in the Political Arena*, 2nd ed. Washington, DC: CQ Press.

Marriott Library Reserve readings, electronic and paper. Alphabetical by title.

The Conway et al. book is a “student-friendly” text designed as an introduction. The reserve readings, in contrast, are quite challenging as is appropriate to a 3000 level course.

Course Requirements

Quiz	5%	(50 points)—Friday, September 2nd
Gender Lens In-Class Exercise	5%	(50 points)—Friday, November 19th
Interview Exercise/Report	15%	(150 points)—Monday, November 28th
Midterm Examination	15%	(150 points)—Wednesday, October 5th
Microthemes (n = 10)	20%	(200 points)—due in-class on indicated dates
Final Examination (“cumulative”)	40%	(400 points)—Friday, December 16, 8-10 a.m.

Class sessions will be a combination of lectures and class discussion with the latter primarily on identified days.

Quiz. The quiz on Friday September 2nd (while I’m at the APSA conference) will cover the first three chapters (45 pages) of the Conway et al. text. It will consist of short-answer questions focusing on key concepts, e.g., “social clock.”

Gender Lens In-Class Analysis. This in-class assignment will be your opportunity to “think on your feet,” that is, to apply what you have learned about “gender” as an analytical tool to a “real world” situation or argument. For example, I might give you an editorial piece and ask you to analyze its gender perspective. Or I might describe a current event or give you a news report and ask for your gender analysis. The assignment is meant to motivate you to “make the concepts your own” in preparation for the final examination but also in preparation for the gendered situations you will encounter after leaving the class with an “altered consciousness.”

Interview Exercise/Report. Students will have a choice of three topics for this 3-4 page paper: (1) report and analysis of a parent’s beliefs about gender; (2) description and analysis of gender in a workplace with which you have experience; (3) analysis of the gendered nature of a policy topic (e.g., health insurance, social security) from an approved list.

Microthemes. Students will write microthemes on assigned articles as indicated in the course overview below. A microtheme is a 100-150 word paragraph that summarizes an article. Please paste each typed microtheme onto a 5x8 card. Because of the size of the class, microthemes will not be accepted unless they conform to this format. Microthemes are not graded individually, though we will record whether or not they are completed in order to assign a grade for the 20%. A late microtheme will receive half the credit of an on-time microtheme if turned in by the next class period. The purpose of the microthemes is to prepare you for class discussion of the assignments as well as examinations.

Examinations. The mid-term and the final will be in-class examinations consisting of a combination of vocabulary IDs, short-answer questions, and (for the final) one essay. In-class review sessions and study guides will facilitate your preparation.

Please note that students are *not* graded based on their personal politics. You do not have to agree with Schwartz-Shea's politics, nor do you have to be a "feminist" or a "liberal" to do well in the course. Grading is based on demonstrated understanding of course readings and application of course concepts.

Key Dates

American Political Science Association Meetings, August 31-September 4

Labor Day, Monday September 5

Fall Break, Thursday-Friday October 6-7

Thanksgiving Break, Thursday-Friday November 24-25

Last day of classes, Thursday December 8

Exam Period, Monday December 12 – Friday December 16

Americans with Disabilities Act: Reasonable Accommodations for Qualified Students

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Expectations and Policies

1. I expect you to attend class. This means arriving on time and staying until class is dismissed. If this is a problem for you I suggest you consider another class.
2. I expect you to be courteous to your fellow students, the teaching assistant, and me. This means no extended "side conversations" during lectures. If this occurs, I will feel free to call on you to share your remarks with the class as a whole or, if necessary, I will ask you to leave.
3. I expect you to come prepared to class. This means, primarily, having completed assigned readings before the lecture so that you have the necessary background and vocabulary to comprehend the lecture. In some cases, this will mean coming prepared to discuss particular readings in an informed and thoughtful manner.
4. I expect you to take responsibility for any absences by asking fellow students for notes and going over notes with the TA. I do not make my lecture notes available to students. Dates listed in the schedule are approximates so students who do not attend class regularly and rely on this syllabus may be insufficiently prepared for examinations.
5. I expect you to take examinations as scheduled. If a problem is anticipated, contact me early in the semester. If you are sick, a make-up examination can be scheduled but it may be a more difficult examination of a different format. If, for scheduling purposes, you need to take the examination through the Testing Center, there is a \$5 fee.
6. According to University policy, an incomplete can only be given if a student has a passing grade and has completed 80% of the course.
7. Cheating on an examination is a violation of fundamental academic norms. Students found cheating will receive the full sanctions provided for by the University policies. For this course, this will entail a failing grade on the work and may also entail a failing grade in the course.
8. Extra credit is not an option in this course.

Course Overview and Schedule of Reading Assignments

The asterisk (*) means that a microtheme is required for the assigned article to be discussed on the designated day.

Week 1: August 24 & August 26—Introduction

Conway, Steuernagel and Ahern, Chapter 1 (14)

Week 2: August 29, 31 – Sept 2—Culture and Socialization

Conway, Steuernagel and Ahern, Chapters 2 & 3 (42)

Fri Quiz, Chapters 1-3

Week 3: September 7 & September 9—Sex/Gender

Fri In-class discussion: Fels* Microtheme due (10)

Week 4: September 12 - September 16 – Gender and Democracy

Fri In-class discussion: Sparks* Microtheme due (36)

Week 5: September 19 - September 23—Gender Consciousness

Conway, Steuernagel and Ahern, Chapter 4 (15)

Reserve: Sapiro, Prindeville (24)

Fri In-class discussion: Kaufman* Microtheme due (15)

Week 6: September 26 – September 30—Gender Gap

Conway, Steuernagel and Ahern, Chapter 5 (14)

Week 7: October 3 & October 5

Mon In-class review

Wed Midterm Examination (est 170)

Week 8: October 10 - October 14—Gender and Organization I

Reserve: Kanter, Yoder, Ehrenrich, Guy (73)

Fri In-class discussion: Williams* Microtheme due (14)

Week 9: October 17 - October 21—Gender and Organization II

Reserve: Barrett, Miller (32)

Fri In-class discussion: Schwartz-Shea & Burrington* Microtheme due (36)

Week 10: October 24 - October 28—Gender and Political Elites

Conway, Steuernagel and Ahern, Chapter 6 (30)

Reserve: Tamerius, Reinelt, Saidel & Loscocco (51)

Fri In-class discussion: Hawkesworth* Microtheme due (21)

Week 11: October 31 - November 4—The Family

Reserve: Plato, Engles (29)

Fri In-class discussion: Held* Microtheme due (17)

Week 12: November 7 - November 11—Sports

Reserve: Trujillo, Jamieson, Stoloff (55)

Fri In-class discussion: Disch & Kane* Microtheme due (30)

Week 13: November 14 - November 19

M or W Discussion of Interview Exercise/Report Assignment

Fri In-class gender exercise

Week 14: November 21 & 23—Sexuality

Reserve: Rubin, Connell (68)

Fri In-class discussion: Wypijewski* Microtheme due (13)

Week 15: November 28 – December 2—Power? The Future?

Conway, Steuernagel and Ahern, Chapter 7 (10)

Mon Interview Exercise/Report Due

Fri In-class discussion: Allen* Microtheme due (18)

Week 16: December 5 & December 7—Wrap up and Review

Wed In-class review for final

E-RESERVE READINGS

WEEK 3

*Fels, Anna. 2004. Do Women Lack Ambition? *Harvard Business Review*, (April) 50-60.

10

Suggested

West, Candace and Zimmerman, Don H. 1987. Doing Gender. *Gender and Society*, 1(2) 125-51. **26**

WEEK 4

*Sparks, Holloway. 1997. Dissident Citizenship: Democratic Theory, Political Courage, and Activist Women. *Hypatia* 12(4): 74-110. **36**

WEEK 5

Sapiro, Virginia. 1990. The Women's Movement and the Creation of Gender Consciousness: Social Movements as Socialization Agents. In O. Ichilov, ed., *Political Socialization, Citizenship Education, and Democracy*. New York: Teacher's College Press. **13**

Prindeville, Diane-Michele. 2004. Feminist Nations? A Study of Native American Women in Southwest Tribal Politics. *Political Research Quarterly* 57(1): 101-12. **11**

*Kaufman, Debra R. 1989. Patriarchal Women: A Case Study of Newly Orthodox Jewish Women. *Symbolic Interaction*, 12 (2):299-314. **15**

Suggested

Schreiber, Ronee. 2003. Injecting a Woman's Voice: Conservative Women's Organizations, Gender Consciousness, and the Expression of Women's Policy Preferences. *Sex Roles*, 47(7/8), 331-342. **11**

WEEK 8

Kanter, Rosebeth Moss. 1977. Some Effects of Proportions on Group Life: Skewed Sex Ratios and Responses to Token Women. *American Journal of Sociology*, 82:965-990. **25**

Yoder, Janice. 1991. Rethinking Tokenism: Looking Beyond Numbers. *Gender and Society*, 5(2) 178-192, 1991. **14**

Ehrenreich, Barbara. 1999. Nickel-and-Dimed: On (not) Getting By in America. *Harper's Magazine* January: 37-52. **15**

Guy, Mary Ellen and Newman, Meredith A. 2004. Women's Jobs, Men's Jobs: Sex Segregation and Emotional Labor? *Public Administration Review*, 64(3) 289-308. **19**

*Williams, Christine L. 1992. The Glass Escalator: Hidden Advantages for Men in "Female" Professions. *Social Problems*, 39 (3): 253-67. **14**

Suggested

Ferguson, Kathy E. 1984. The Bureaucrat as the Second Sex. In *The Feminist Critique of Bureaucracy*, Philadelphia: Temple University Press, 1984, pp. 83-122. **39**

WEEK 9

Barrett, Frank J. 1996. The Organizational Construction of Hegemonic Masculinity: The Case of the US Navy. *Gender, Work and Organization*, 3(3) 129-142. **13**

Miller, Laura L. 1997. Not Just Weapons of the Weak: Gender Harassment as a Form of Protest for Army Men. *Social Psychology Quarterly*, 60 (1) 32-51. **19**

*Schwartz-Shea, Peregrine, and Debra Burrington. 1990. Free Riding, Alternative Organization and Cultural Feminism: The Case of Seneca Women's Peace Camp. *Women & Politics* 10, 1-37. **36**

Suggested

Clair, Robin P. 1993. The Bureaucratization, Commodification, and the Privatization of Sexual Harassment through Institutional Discourse: A Study of the "Big Ten" Universities. *Management Communication Quarterly*, 7 (2): 123-157. **34**

WEEK 10

Tamerius, Karin L. 1995. Sex, Gender, and Leadership in the Representation of Women. In Duerst-Lahti, Georgia & Rita Mae Kelly, eds. *Gender Power, Leadership, and Governance*. Ann Arbor: University of Michigan Press, 93-112. **19**

Reinelt, Claire, 1995. Moving onto the Terrain of the State: The Battered Women's Movement and the Politics of Engagement. In Myra Marx Ferree and Patricia Yancey Martin, *Feminist Organizations: Harvest of the New Women's Movement*, Philadelphia: Temple University Press, pp. 84-104. **20**

- Saidel, Judith R. and Loscocco, Karyn. 2005. Agency Leaders, Gendered Institutions, and Representative Bureaucracy? *Public Administration Review*, 65(2) 158-70. **12**
- *Hawksworth, Mary. 2003. Congressional Enactments of Race-Gender: Toward a Theory of Raced-Gendered Institutions. *American Political Science Review*, 97 (4):529-50. **21**

Suggested

- Norton, Noelle. 1995. Women, It's Not Enough to Be Elected: Committee Position Makes a Difference. In Duerst-Lahti, Georgia & Rita Mae Kelly, eds. *Gender Power, Leadership, and Governance*. Ann Arbor: University of Michigan Press, 115-140. **25**

WEEK 11

- Plato, Women as Equal to Men in the State, from *The Republic*. Reprinted from Agonito, Rosemary. 1977. *History of Ideas on Woman: A Source Book*. New York: Capricorn, pg. 25-39. **14**
- Engels, Friedrich. The Origin of the Oppression of Women, from *The Origin of the Family, Private Property and the State*. Reprinted from Agonito, Rosemary. 1977. *History of Ideas on Woman: A Source Book*. New York: Capricorn, 273-288. **15**
- *Held, Virginia. 1990. Mothering versus Contract. In Jane J. Mansbridge, ed., *Beyond Self-Interest*. Chicago and London: University of Chicago Press, 287-304. **17**

WEEK 12

- Trujillo, Nick. 1995. Hegemonic Masculinity on the Mound: Media Representation of Noland Ryan and American Sports Culture. In Susan Birrell and Mary G. McDonald, eds. *Reading Sport: Critical Essays on Power and Representation*. Boston: Northeastern University Press, 14-39. **25**
- Jamieson, Katherine M. 1998. Reading Nancy Lopez: Decoding Representations of Race, Class, and Sexuality, *Sociology of Sport Journal* 15(4): 343-358. **15**
- Stoloff, Sam. 1995. Tonya Harding, Nancy Kerrigan, and the Bodily Figuration of Social Class. In Cynthia Baughman, ed., *Women on ice: Feminist essays on the Tonya Harding/Nancy Kerrigan spectacle*. New York : Routledge. 225-240. **15**
- *Disch, Lisa and Kane, Mary Jo. 1996. When a Looker is Really a Bitch: Lisa Olson, Sport, and the Heterosexual Matrix. *Signs*, 21 (2): 326-356. **30**

WEEK 14

- Rubin, Gayle. 1984. Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality. In C. S. Vance, ed., *Pleasure and Danger: Exploring Female Sexuality*. Boston: Routledge, 267-319. **52**
- Connell, Robert.W. 1998 [1992]. A Very Straight Gay: Masculinity, Homosexual Experience, and the Dynamics of Gender. In Kristen A. Meyers, Cynthia D. Anderson, and Barbara J. Risman, eds., *Feminist Foundations: Toward Transforming Sociology*, Sage, 1998, 191-218. **16**
- *Wypijewski, JoAnn. 1999. A Boy's Life: For Matthew Shepard's Killers: What Does It Take to Pass as a Man? *Harper's Magazine*, September: 61-74. **13**

WEEK 15

*Allen, Amy. 1998. Rethinking Power. *Hypatia* 13(1): 22-40. **(18)**