

**GENDER & POLITICS**  
 POLS / GNDR 3140-001  
 Autumn 2007

Diversity Credit  
 8:05-9:25 MW OSH 174

Professor Peregrine Schwartz-Shea  
 256e OSH, 581-6300 (phone mail)  
[psshea@poli-sci.utah.edu](mailto:psshea@poli-sci.utah.edu)

Office Hrs: Mondays, 9:45-**10:30** am  
 Wednesdays, 9:45-**11:00** am  
 & by appointment

### **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 the gender gap to globalization, 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.
- Introduce students to the complexities of understanding “gender consciousness” –others’ and their own.
- Introduce students to the variety of approaches in social science—traditional, survey approaches (and the skill of reading tables) as well as studies that use approaches adapted from the humanities like discourse analysis.
- Help students to gain an appreciation of the complexities and subtleties of contemporary gender inequality in the United States.
- 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.
- Put U.S. gender inequality in the context of global feminist activism.

### **Required Reading**

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

Hawkesworth, Mary E. 2006. *Globalization & Feminist Activism*. Lanham, MD: Rowman & Littlefield.

Marriott Library Reserve readings, electronic. Alphabetical by title.

The Conway et al. book is a “student-friendly” text designed as an introduction. The Hawkesworth text and reserve readings are more challenging as is appropriate to a 3000 level course.

### **Course Requirements**

|                                |     |  |
|--------------------------------|-----|--|
| Quiz                           | 10% | (100 points)—Wednesday, August 29            |
| Interview Exercise/Report      | 15% | (150 points)—Monday, December 3              |
| Midterm Examination            | 15% | (150 points)—Wednesday, October 3            |
| Microthemes (n = 10)           | 20% | (200 points)—due in-class on indicated dates |
| Final Examination (cumulative) | 40% | (400 points)—Friday, December 14, 8-10 am    |

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

**Quiz.** The quiz on Wednesday August 29<sup>th</sup> (while I’m at the APSA conference) will cover the first three chapters of the Conway et al. text and the first chapter of the Hawkesworth text. It will focus on key concepts.

**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 the student has 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 students 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 student preparation.

Please note that students are *not* graded based on their personal politics. They do not have to agree with Schwartz-Shea’s politics, or consider themselves a “feminist” or a “liberal” to do well in the

course. Grading is based on understanding of course readings and application of course concepts in assignments and examinations.

### **Key Dates**

American Political Science Association Meetings, Tues-Sun, August 28-September 2

Labor Day, Monday September 3

Fall Break, Monday-Friday October 8-12

Thanksgiving Break, Thursday-Friday November 22-23

Last day of classes, Friday December 7

Exam Period, December 10-14

### **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**

0. Please turn off your cell phones.
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 or chapter to be discussed on the designated day. There are 6 microthemes assigned on reserve readings and four assigned for the last 4 chapters of the Hawkesworth text.

#### Week 1: August 20 & August 22—Introduction

Conway, Steuernagel and Ahern, Chapter 1 (14)

Hawkesworth, Chapter 1 (28)

Mon Course overview

Wed Key concepts

#### Week 2: August 27 & 29 —Culture and Socialization

Conway, Steuernagel and Ahern, Chapters 2 & 3 (33)

Mon Key concepts

Wed APSA Conference – In-class quizz

#### Week 3: September 5—Sex/Gender

Mon Labor Day

Wed BSRI lecture; In-class discussion - Fels\* Microtheme due (10)

#### Week 4: September 10 - September 12 – Gender and Democracy

Mon Representation lecture (including on Part I of Sparks)

Wed In-class discussion - Sparks\* Microtheme due (36)

#### Week 5: September 17 - September 19—Gender Consciousness

Conway, Steuernagel and Ahern, Chapter 4 (15)

Reserve: Sapiro (13)

Mon Consciousness Lecture

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

#### Week 6: September 24 – September 26—Gender Gap

Conway, Steuernagel and Ahern, Chapter 5 (14)

Mon Gender Gap Lecture I

Wed Gender Gap Lecture II

#### Week 7: October 1 & October 3

Mon In-class review and discussion of Interview Exercise/Report

Wed Midterm Examination (est 190 pages)

#### Week 8: October 8 & 10 FALL BREAK – Start your reading (est. 314 pages) & Report

#### Week 9: October 15 - October 17—Gender and Organization

Reserve: Kanter, Yoder (39)

Mon Kanter and Yoder Lecture  
 Wed In-class discussion - Williams\* Microtheme due (14)

Week 10: October 22 - October 24—Gender and Political Elites

Conway, Steuernagel and Ahern, Chapter 6 (30)

Reserve: Tamerius (19)

Mon Political Elites Lecture  
 Wed In-class discussion - Hawkesworth\* Microtheme due (21)

Week 11: October 29 - October 31—The Family

Reserve: Plato (14) Engles (15)

Mon Family and Gender  
 Wed In-class discussion: Held\* Microtheme due (17)

Week 12: November 5 - November 7—History

Hawkesworth, Chapter 2 (38)

Mon Lecture  
 Wed In-class discussion - Microtheme due Chapter 2\*

Week 13: November 12 & 14—Strategy

Hawkesworth, Chapter 3 (44)

Mon Lecture  
 Wed In-class discussion - Microtheme due Chapter 3\*

Week 14: November 19 - November 21—Contestations

Hawkesworth, Chapter 4 (36)

Mon Lecture  
 Wed In-class discussion - Microtheme due Chapter 4\*

Week 15: November 26 & 28—The Future?

Conway, Steuernagel and Ahern, Chapter 7 (10)

Hawkesworth, Chapter 5 (26)

Mon Lecture  
 Wed In-class discussion - Microtheme due Chapter 5\*

Week 16: December 3 & 5—Wrapping up

Mon Interview Exercise/Report Due  
 Wed In-class review

**RESERVE READINGS**

**WEEK 3**

\*Fels, Anna. 2004. Do Women Lack Ambition? *Harvard Business Review*, (April) 50-60. **10**

#### **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**

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

#### **WEEK 9**

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**

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

#### **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**

\*Hawkesworth, Mary. 2003. Congressional Enactments of Race-Gender: Toward a Theory of Raced-Gendered Institutions. *American Political Science Review*, 97 (4):529-50. **21**

#### **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**

Engles, 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**