This course is an introduction to women and American politics from Early America to the 2016 election. Women of all ethnicities, races and sexualities have always been a force in politics. They have always participated in a wide range of activities as private citizens, activists, voters, politicians and unelected officials. Concepts of sex, gender and sexuality have also been fundamental to the shape and function of political institutions, laws, and policies. In this course, both people and concepts will be important to understanding political outcomes and processes.

Women and Politics is an interdisciplinary course. It focuses primarily on the work of political scientists, but students will also have the opportunity to engage questions and topics as sociologists, feminist theorists, historians and political actors do themselves. The course’s goal is to introduce some of central questions and concepts in these fields. How do scholars understand the difference between sex, gender, and sexuality? How have women participated in politics despite severe legal and political restrictions? How do social policies and institutional rules inhibit women’s influence and participation? How does the media cover female candidates? What barriers inhibit female candidates to running? How do voters view their candidacies?

Women and Politics is a lecture course. The first part is organized around specific historical periods including early American politics, Reconstruction and the suffrage movement. The course then shifts to research areas and questions prominent in social science. We will also set aside weeks to cover running for office, electoral representation, political institutions, public opinion and media coverage. Throughout the course we will use sex, gender and sexuality as analytical concepts as well ask how others like race, class, and ethnicity impact scholars’ analyses. Many of the ideas and topics in the course are relevant to women in politics around the world, although the lecture and reading content does focus on the United States.
**Prerequisites**

None

- Gender, Women & Society – Global (GEN&WS 102) is beneficial but not required.
- Introduction to American Politics and Government (PS 104) is beneficial but not required.
- Gender and Women in the U.S. to 1870 and Since 1870 (HIST 353 & 354) are beneficial but not required.

**Course Assignments and Grading**

10% — Participation in lecture
15% — 6 weekly subject, concept, event, or subject write-ups
20% — Unit 1 exam - ID questions and essay(s)
25% — Unit 2 exam - ID questions and essay(s)
30% — Unit 3 exam - ID questions and essay(s)

**Subject, Concept, Event or Person Write-ups (6 total)**

Submit six different 250-word description of a subject concept, event, or person of your choice from one of the week’s readings. The purpose of these concepts is to help you become familiar with course’s content through descriptions that can be helpful to you when you study for the exams. Some of the concepts and events you choose could appear on the exams directly as identification questions. Others could be applicable to essay questions. In 250 words, you should define the concept, event or person and its significance a research area or to political history. An example of a concept might be the “gender gap”; an example of event might be ratification of the 19th amendment; an example of person might be Shirley Chisholm.

Subject, concept, event or person write-ups will count for 10 percent of your grade. You may submit these for any six weeks of your choice. They will be scored on a 75-point scale. You will not receive extensive feedback on these. If you have specific questions about these write-ups you are welcome to visit office hours to discuss. These are intended primarily as a foundation for any exam study guide you might create.

You should not submit more than write-up per week. You should submit them via paper. You can give them to me at the end of a class or you can leave them in the faculty mailbox room in 110 North Hall. If you leave them in my mailbox, please send me an email informing me that you’ve do so.

**Exams**

Each exam is weighted differently in your final grade. The first exam is worth less than the final exam. This is designed to give you time to feel comfortable with the course and the subject material. None of the exams, however, are worth so much of the final grade that you should feel pressure about any single one.

The total points scored for each exam will differ. Exams will generally be scored between 400-700 points. Exam IDs will be a mix of short (20 points) and long (50 points) answers. We will discuss details of short vs. long during the first review session.
Exam essay questions will range from 200-400 points based on range of material the question addresses and expected length of response. We will also discuss details of expected exam responses in each review session.

Anything covered in class or in the readings is fair game for exams. Doing all the readings the week before the exam is not a wise strategy. Even readings that have not need addressed explicitly in a lecture may be covered in an exam.

Exam Schedule
The exam schedules are set. Clear your schedules now. There will be no make-up examinations unless you can provide proper documentation that your absence is an appropriate family emergency, an illness of injury, or you are away from campus for a university-related event or reason. If you do miss an exam because of a verifiable and justifiable reason I will provide a substitute assignment of an 8-10 page essay based on material from the exam that I will issue you on the date of the exam and will be due two days after the date of the missed exam.

Grading Re-evaluation
A grader and myself will handle grading for this course.

• If you wish to dispute your grade, the procedure is as follows.
• Wait 48 hours after the assignment before issuing any complaint.
• Draft a 1-2 page memo (double-spaced) explaining why your grade should be altered. This explanation should be based on your work, not a comparison of other students’ grades.
• Alert me that you wish to contest your grade and provide your 1-2 page memo.
• Your grade will then be fully reevaluated. This means myself or the grader may revise the grade down, up, or not at all. This is why when you consider re-evaluation you should have a very specific and justifiable reason why you are seeking re-evaluation before you ask to make changes. Grade re-evaluation is not a risk-free process.

Readings
There are no required books for this course. Journal article and book chapter readings will be posted to Learn@UW. There is a moderate amount of reading (generally 50-100 pages per class period with a couple classes slightly more when the reading is light). Some of the articles might appear challenging. None, however, are beyond the norms of upper-level coursework. You are responsible for finding readings from news media publications like the New York Times online. These readings are marked “Online” in the syllabus and can easily be found by googling the titles.

Laptops and Cell Phone Policy
I will ask that you refrain from using computers during lecture. The class will be interactive and I believe you will get much more out of the course if you use paper and pen. I have attempted to make the course material engaging, however, I realize that social media and YouTube will always defeat my best efforts. Other professors at the university follow this policy and students seem to do better in class. Cell phones must be turned off and put away.
Slides and Notes
Lectures will typically include Powerpoint slides. I do not fill my slides with lengthy text or detailed summaries. They will not be posted on Learn@UW and you should not rely on them as a substitute for your own exam prep guide. This means you will need to be an engaged learner in the classroom. You will want to take notes in class. You will also want to have taken some notes on the readings prior to class. Note taking is not an exercise in transcription. The best note takers write down key ideas. They listen carefully. And they participate by asking questions at appropriate points in lecture so as to aid in comprehensive. The laptop and cell phone policy is designed in large part to aid in your note taking skills, which you will use in a wide range of professional and academic areas.

Attendance
If you know that you will be absent from class for religious or other reasons that can be known in advance please let me know. If you cannot attend class due to sickness or a family emergency, please keep me informed. Participation is 10% of your grade and you are expected to have done the readings in advance of the day's lecture and be prepared to discuss them in class. If you miss a class and visit office hours I will not be able to summarize the lecture or readings for you. You should get notes from another student and prepare notes from the readings on your own.

Academic honesty and integrity
Please familiarize yourself with the University's standards as described in the pamphlet, “Academic Misconduct: Rules and Procedures,” published by the Dean of Students' Office. (See https://www.students.wisc.edu/doso/academic-integrity/) Your exams must be a product entirely of your own efforts.

Special accommodations: Students with disabilities will be fully included. Please inform me if you need any special accommodations in content, instruction, or assessments in order to participate. Please send or show me your VISA by January 27, 2017. Certain accommodations may require the assistance of the McBurney Disability Office on campus. The McBurney Disability Center can be reached at (608) 263-2741 or via email at mcburney@odos.wisc.edu. Information shared will by kept fully confidentiality between myself and relevant parties at the Disability Center.

Course Outline

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<td>Introduction, syllabus, overview</td>
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<td>January 23 Class 2</td>
<td>Sex, Gender, and Sexuality</td>
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<td>January 25 Class 3</td>
<td>Women in Early American politics</td>
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<td>January 30, February 1</td>
<td>Intersectionality</td>
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<td>January 30, February 1</td>
<td>Gender, Race, Class and Ethnicity in Early American politics</td>
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<td>Week 3</td>
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<td>February 6, 8 - Week 4</td>
<td>Antebellum and Reconstruction politics</td>
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<td>February 13, 15 - Week 5</td>
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<td>February 20, 22 - Week 6</td>
<td>Organizing and Suffrage in the late 19th and early 20th century</td>
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<td>February 27, March 1 - Week 7</td>
<td>Social policy, institutions and gender</td>
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<td>March 6, 8 - Week 8</td>
<td>Recognizing and representing themselves</td>
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<td>March 13, 15 - Week 9</td>
<td>Running for office</td>
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<td>March 27, 29 - Week 10</td>
<td>Unit 2 Review and Exam (THE FIRST WEEK AFTER SPRING BREAK)</td>
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<td>April 3, 5 - Week 11</td>
<td>Gender stereotypes in public opinion and vote choice</td>
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<td>April 10,12 - Week 12</td>
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<td>April 17, 19 - Week 13</td>
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<td>April 24, 26 - Week 14</td>
<td>21st century politics</td>
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<td>May 1, 3 - Week 15</td>
<td>Unit 3 Review and Exam</td>
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**Week 1, Class 1: Introduction, Syllabus Handout, Overview**

**Class 1 Readings**

- None

**Week 1, Class 2: Sex and Gender**

**Class 2 Readings**


**Week 2: Early American politics**

**Class 3 Readings**


**Week 3: Intersectionality**

**Class 4 Readings**


**Week 3: Race and Gender in Early America**
Class 5 Readings

Week 4: Antebellum and Reconstruction Politics
Class 6 Readings

Class 7 Readings

Week 5: Unit 1 Review and Exam

Class 8: Review

Class 9: Unit 1 Exam – FEBRUARY 15

Week 6: Organizing and Suffrage in the Late 19th and Early 20th Centuries
Class 10 Readings

Class 11 Readings

Week 7: Social Policy, Institutions and Gender
Class 12 Readings

**Class 13 Readings**


**Week 8: Recognizing and Representing Themselves**

**Class 14 Readings**


**Class 15 Readings**


• Barbara Jordan, “Entrance” in *Barbara Jordan a Self-Portrait*.

**Week 9: Running for Office**

**Class 16 Readings**


**Class 17 Readings**


SPRING BREAK – March 18-26

Week 10: Unit 2 Review and Exam

Class 18: Review

Class 19: Unit 2 Exam – MARCH 29

Week 11: Gender Stereotypes in Public Opinion and Vote Choice
Class 20 Readings

- Danny Hayes, “When Gender and Party Collide: Stereotyping in Candidate Trait Attribution,” *Politics & Gender* 7 (2011), 133-165

Class 21 Readings


Week 12: Media Coverage of Female Politicians
Class 22 Readings


Class 23 Readings

- Deborah Jordan Brooks, “Descriptive Candidate Gender Stereotypes and the Role of Candidate Experience” in *He Runs, She Runs: Why Gender Stereotypes Do Not Harm Women Candidates*, 59-81.

Week 13: Gendered Political Behavior
Class 24 Readings


Class 25 Readings

Week 14: 21st Century Politics
Class 26 Readings

Class 27 Readings
• Angelia Wilson, “Feminism and Same-Sex Marriage: Who Cares?” Politics & Gender 6 (2010), 134-145.

Week 15: Unit 3 Review and Exam
Class 28: Review
Class 29: Unit 3 Exam – MAY 3