A paradox is a seemingly contradictory statement that may nonetheless be true. In many ways, women’s quest for inclusion in the political realm and their quest for political, social, and economic equality present us with a paradox. In our lexicon, equality often connotes sameness between two or more things. However, when we are talking about equality between men and women, we must confront biological differences. In some cases, the biological differences are meaningless. Alternatively, sometimes treating men and women “the same” severely disadvantages women due to meaningful biological differences between men and women. How we understand, evaluate, and attach social value to the differences is a political act. In this course we will examine how women and men have confronted the paradox of equality throughout history and in a variety of contemporary contexts.

We will begin by looking at the philosophical origins of the women's equality argument and analyze how these ideas have informed the integration of women into the mainstream political sphere by examining several "movements" and their results. The suffrage movement took 72 years to win the vote for women. Are movements necessary to advance gender equality? What gains are accomplished through a movement (suffrage) versus an opportune moment in time (#metoo)? What happens when a movement fails to achieve its goal (ERA)?

In the middle of the course, we will explore how women engage in politics today. We will examine elections and women candidates, voters, and office holders. A record number of women are running in the 2018 midterm elections—many are first-time candidates. Among the first-time candidates are a number of other firsts related to gender expression, religion, age, etc. How are these candidates changing US elections the role gender plays? Each of you will select a candidate to profile and analyze. After November 6, we will see who won and lost and assess what role gender played—if any.

In the final section of the course, we will look more closely at how gender and politics shape public policy. Specifically, we will look at issues of work and pay equity, family formation, conception and reproduction, and combining work and family. Although it will be clear throughout the course, it will be abundantly clear in relation to these policy issues that where you live matters. The U.S. is a federal system meaning that states differ in significant ways on the policies we will discuss. Throughout the course, you will have an opportunity to think about how these issues regarding gender equality currently impact your life and how they will shape your future including where you choose to live.

The questions and controversies we will examine in this course are far from settled. Women and men are not yet political, social or economic equals. Following politics is a daily commitment and one best met by reading a high-quality daily newspaper. You might also choose to subscribe to a gender and politics newsletter such as The Lily (Washington Post) or Gender Letter (New York Times). Staying informed and enriching class discussion with relevant examples is a requirement in this class.

***************REQUIRED COURSE MATERIALS***************


Additional readings posted to OAKS. Films/Documentaries available on YouTube, Amazon, and Netflix.
Course Orientation Class sessions will involve some lecture, but will mostly involve a discussion of the topics and issues embedded in the readings. Most days will begin with a short presentation that frames the day's discussion and suggests issues and questions to be discussed. As a student in the course, it is your responsibility to yourself and your colleagues to come to class prepared to engage in the discussion. You will be writing short discussion essays (see below) due at the start of class to help you get in good habits. You are required to submit five, but you can earn extra points by writing more than five. You may find that writing the short essays is a good way to organize your thoughts on the course material.

Student Learning Outcomes Through active engagement in and completion of this course, students will be able to:

- Articulate the philosophical origins of women’s equality claims and explain how liberalism both advances and constrains women’s progress toward full inclusion in the American political system.

- Analyze women’s role as citizen, voter, candidate, and policymaker recognizing how the historical context conditions the contemporary role.

- Evaluate women’s interests in a variety of public policy contexts.

- Understand women’s equality claims and resulting action agendas across time in order to create a contemporary action plan.

Student Responsibilities Regular class attendance, on-time arrival, and careful preparation for each class is required. I will not always take formal attendance, but you will be held accountable for your choices with regard to attendance. My responsibility is to create an environment so that this class the best 150 minutes of the week for all of us! While I would rather you come late than not at all if rare circumstances conspire against you, chronic tardiness is not acceptable. If you attend class and do the readings, but still have difficulty, I will do everything I can to help you understand the material. Every student will be expected to conduct themselves in a manner consistent with the Classroom Code of Conduct.

Names and Pronouns I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of this early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

Course Evaluations You will have the opportunity to evaluate the course and my teaching during the last two weeks of the semester using an online evaluation system. You will complete the evaluation during class time (without me in the room) using your personal laptop, smart phone, or tablet. If you need a device to borrow, just let me know and we can make arrangements in advance of that class.

Use of Technology in the Classroom Please silence your cell phone and other electronic devices when you enter the classroom. Your full attention should be on this class for the 75 minutes we are together twice a week—this means that you will refrain from any extraneous virtual conversations during class just as you would refrain from talking to your seatmate while I or one of your colleagues is talking. If you need your laptop to take notes, I don’t object but research suggests you will learn more if you keep it closed and use the old-fashioned pen and paper. To be clear—if I see you texting or using any electronic device for purposes unrelated to class, I will ask you to leave class for the day.
Special Circumstances If you have any kind of special circumstances that I should be aware of, please let me know right away. If you have SNAP accommodations of any kind, please share with me the professor notification letter (PNL) within the first two weeks of class. Similarly, if you have any unique learning needs, a physical impairment of any kind that will require special arrangements for exams or papers, if you are an athlete or member of any club or organization that will travel, let me know. I will keep the information you share with me strictly confidential, but in order to create the best environment for your academic success, I need to know if there are circumstances that may interfere with your performance in the course or with your attendance. I will provide you with an information sheet and you can include the information there or you are welcome to schedule an appointment with me to talk about any extenuating circumstances.

Office Hours and Ways to Contact Me Although I am not in the political science department full-time, I am easy to find and you shouldn’t hesitate to come to my office. My office is in Randolph Hall, first floor, room 110--Office for the Academic Experience. My office hours are Tuesdays right after class (9:30-10:30a) and Wednesday afternoon from 3:00-4:00pm. I will do my very best to keep these regular office hours and I look forward to seeing you when you drop by. There may be times when I am called into a meeting I didn’t anticipate. However, I am always accessible by email and I will get back to you ASAP. Please take the initiative to contact me if you have questions or special circumstances. I encourage you to use my office hours to come in and introduce yourself—it will make class more enjoyable for both of us! My office phone number is 843-953-6531 (with voice mail) and you may text me at 843-860-1524 but make sure to include your name along with your message since you won’t be in my contacts!

Academic Dishonesty Plagiarism, or presenting another’s works or ideas as one’s own, is a form of stealing. Academic dishonesty in any form will not be tolerated and students will receive an F on any assignment or exam I determine is in violation of the academic honesty policy at the College. You can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php. I take academic integrity very seriously. If you have questions, please ask before you act.

Inclement Weather If class is cancelled due to weather or a weather-related evacuation, it is your responsibility to take your course materials with you and keep up with the syllabus. The assignments in this course lend themselves to work outside of class. We will make up material within our regularly scheduled class meeting times rather than make use of a designated storm day.

Course Assignments

Introductory Essay (worth 5%, due at the start of class on Tuesday, August 28). I will be out of town and therefore class will not meet on Thursday, August 23. You have a chapter to read and a film to watch (see course schedule) before we meet again. Sunday, August 26, is also Women’s Equality Day, marking the ratification of the 19th Amendment in 1920. Write an essay introducing me to the ideas in the chapter and film that most captivate your attention—what surprised you and why or what angered you and why? In the process, tell me a little about yourself and why you enrolled in this course. I’m looking for something of about 2-3 pages.

Discussion Essays (5 required; more possible for additional credit) These papers are an accountability tool for you to be sure you keep on top of the reading and come to class ready to actively participate. On the course schedule below you will see *Discus* followed by a question or a statement. In a short essay of no more than one type-written, single-spaced page, address the question making sure to draw from the reading and/or films assigned for that day. You don’t need to read beyond the syllabus for these essays, although you can reference other readings from the course and material from other courses you’ve taken if relevant. Start your essay with a thesis statement or a claim in direct response (answer) to the question on the syllabus and go from there. When you pull ideas from the reading, just cite the source using a parenthetical form (Rhode, p. 5). Since all of the material comes from the course, there is no need for a more complete reference page. These essays are due in hard copy at the start of class on the date associated with the question. If readings cover more than one class period, your
essay is due on the first day listed. You are required to write and submit 5 essays. If you choose to write more than 5, you can earn 2 extra credit points for each additional essay. Remember, these essays are due at the start of class and are intended to prepare you to engage in the discussion that day. No late essays—hand it to me in class or not at all.

**Examinations** There will be two examinations given during the term—one in class on September 27 and a take-home final examination due no later than Saturday, December 8 at 3pm (the end of our regularly scheduled exam). The questions for the final exam will be distributed on November 29th during our last class. You will have a week to prepare your exam responses drawing from the course material. I will be available to answer any questions you may have during that week.

**Gender Politics in Everyday Life Field Log and Essay** (10%) One feature of the primary text for the course identifies contemporary issues or examples where the two paths to equality (fairness or sameness) are at the heart of the issue. For this assignment, you will pick one week to keep a log of the examples of gender politics you see in your everyday life and write an essay sharing those observations. In each case, how is gender involved? Would this be a situation in which fairness or sameness is in question? Choose a way of recording these observations in your log that works best for you (paper/pen, electronic), but you’ll need to submit your log along with your essay. For each day of the 7 day week you select you should have at least one entry in your log (a minimum of 7 entries). Your log and essay are due October 23.

**2018 Midterm Election First-time Candidate Project** (20%) There are a record number of women and first-time candidates running for office in the 2018 midterm elections. Each of you will choose a first-time candidate to follow, profile, and analyze. In many cases, these candidates are running campaigns that break “the rules” for women running for public office. Kelda Roys, a candidate for Governor of Wisconsin, breastfed her baby while shooting a campaign ad. The research literature would have advised her not to even admit she had kids! Gretchen Shirley, a first-time congressional candidate in New York, petitioned the Federal Election Commission to allow her to use campaign funds to pay for childcare. In Vermont, Christine Hallquist won a primary to become the first transgender candidate nominated by a major party. And on it goes—these are just a few examples. This project will allow you to get engaged with the midterm elections and learn more about the process. I’ll give you a separate assignment sheet with staggered due dates to 1) select your candidate, 2) write a profile of your candidate, and 3) analyze the ways in which your first-time candidate is playing by or re-writing “the rules” relative to the research we’ll read together.

**Important Dates, Course Assignments, and Course Grading**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>August 28</td>
<td>(05%) Introductory Essay</td>
</tr>
<tr>
<td>Various</td>
<td>(25%) Discussion Essays—Five (5) short papers due at the start of class</td>
</tr>
<tr>
<td>September 27</td>
<td>(20%) Examination #1 (in class)</td>
</tr>
<tr>
<td>October 23</td>
<td>(10%) Gender Politics in Everyday Life Field Log and Essay</td>
</tr>
<tr>
<td>Various (assignment sheet)</td>
<td>(20%) Midterm Elections First-time Candidate Project</td>
</tr>
<tr>
<td>November 29, December 8</td>
<td>(20%) Final Exam (take home)</td>
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**Course Grades** Your grade in the course is determined solely by the quality of your work in this course. I grade on a straight scale and do not curve or otherwise judge your performance against that of your colleagues. As you are aware, the College has adopted a new grading scale that now allows for the full range of +/- grades. Grades for individual assignments and the final grade in the course will be based on the following scale: 93-100 A; 90-92 A-; 88-89 B+; 83-87 B; 80-82 B-; 78-79 C+; 73-77 C; 70-72 C-; 68-69 D+; 63-67 D; 60-62 D-; below 60 F. If you have any questions, please let me know.

**Paper Policies and Due Dates** All assignments are due on the date specified and using the submission instructions provided on the syllabus or on the assignment sheet. Late papers will be penalized 5% a day. Discussion Essays (hard copy) are due at the start of class—no late submissions for any reason. If you miss an exam, please contact me immediately to schedule a make-up exam.
Course Schedule and Reading Assignments
(Subject to change; log into OAKS frequently for updates to readings & course announcements)

August

21: Women’s Pursuit of Equality---Introductions and First Day Activities

I. Philosophical Origins of Women’s Claims to Equality

23: No Class (Ford Away, no office hours Wednesday 8/22. Office hours Friday 8/23 by appointment)
   Read: Women and Politics, Chapter 1
   Watch: “Makers: Women Who Make America” PART 1 on YouTube (57 minutes)
   *Introductory Essay: Due at the start of class on August 28th ~See assignment description above.

   Read: Women and Politics, Chapter 1
   “How Sexism Follows Women from the Cradle to the Workplace” (NY Times)
   “The Ideology and Biology of Gender Difference,” OAKS
   “How Easily Does a Social Difference Become a Status Distinction: Gender Matters,” OAKS
   *Discuss: Sex and Gender are NOT synonyms—who wins and who loses when sex = gender?

30: Feminism as a Direct Challenge to Gender Ideology
   Read: What Women Want, Chapter 1
   “Is There a Conservative Feminism? An Empirical Account” OAKS
   “Being a feminist may subconsciously protect you from stereotypes,” (New Scientist) OAKS
   “The waves of feminism, and why people keep fighting over them, explained” (Vox) OAKS
   *Discuss: Is Feminism a relevant framework for gender equality in 2018? Make your best argument!

II. Political Movements for Women’s Equality—Suffrage, ERA, #MeToo

September

4-6-11: Suffrage – 72 Years in the Making
   Read: Women and Politics, Chapter 2
   Watch (excerpts) in class: One Woman, One Vote
   *Discuss: 72 years, three generations of activists—what took so long?

13 - 18: The Equal Rights Amendment – A Movement’s Unfinished Business?
   Read: Women and Politics, Chapter 2, pp. 51-65
   “The Equal Rights Amendment: Why the ERA Remains Legally Viable…” OAKS
   Watch (excerpts) in class: Equal Means Equal
   *Discuss: What would be different today if the ERA had been ratified? Do we need the ERA today?

20 - 25: #MeToo—Is this a Movement or a Moment?
   Read: What Women Want, Chapter 6, pages 104-111
   “The Silence Breakers” (TIME) OAKS
   “Do we Believe Women Yet?” (New York Times Retro Report) OAKS
   Watch (excerpts) in class: Anita: Speaking Truth to Power
   *Discuss: Will #MeToo end sexual harassment? Why or why not?

September 27: Examination #1 – in class
III. Suffrage Accomplished—Women as Voters, Candidates & Political Actors

October

2: Women as Voters
Read: *Women and Politics*, Chapter 3

“Why The Republican Party Elects So Few Women,” *(FiveThirtyEight)* OAKS
“Why Did a Majority of White Women Vote for Trump?” *(CUNY New Labor Forum)* OAKS
“*Young Women Could Redefine the Women’s Vote*” *(FiveThirtyEight)* OAKS

*Discuss: If the Republican Party has a hard time attracting (some) women voters, doesn’t that mean that Democrats have a hard time attracting men? This is obviously over-simplified—explain why.

4: Who Votes for Women? The Role of Political Gender Stereotypes
Read: “The Impact of Gender Stereotypes on Voting for Women Candidates…” OAKS

*Discuss: Candidates in 2018 might defy political gender stereotypes in deciding to run, but what about voters? Any evidence to suggest that voters will act against baseline preferences? Explain.

9-11: Women as Candidates: Candidate Emergence, Political Ambition
Read: *Women and Politics*, Chapter 4

“Do Candidates Run as Women or Men or Democrats or Republicans?” OAKS

“Women are Never Frontrunners” OAKS

*Discuss: Read Box 4.2 and write your essay based on the “what do you think” questions.

16-18: Campaigning While Female—Money, Media, Ads, Identity
Read: *Women and Politics*, Chapter 4
*What Women Want*, Chapter 7

*Discuss: After reading the “Appearance” chapter in Rhode, apply the “injustices of appearance” to the campaign setting.

23: **No class** (Ford Away, no office hours on 10/23) Gender in Everyday Life Log and Essay Due

25: Women as Politics Actors—Does it Make any Difference if Women are Elected?
Read: *Women and Politics*, Chapter 5

“Women’s Political Firsts and Symbolic Representation” OAKS

*Discuss: This is the ultimate “so what” question—give me three ways that women in public office matters and cites some specific examples.

30: **WORK DAY FOR CANDIDATE PROJECTS** (Ford Away, no office hours on 10/30 or 10/31)

November

1: What about the Presidency? The Ultimate Glass Ceiling?
Watch: CHISHOLM ’72: Unbought & Unbossed (77 minutes)**

*Discuss: Did Hillary Clinton’s 2016 campaign experience make it more or less likely that a woman will run in 2020? Why.

6: **FALL BREAK—ELECTION DAY**! Be sure to watch the returns and capture information for your project
IV. Gender and the Politics of Public Policy

8-13: The Politics of Work and Pay
   Read: Women and Politics, Chapter 7
   What Women Want, Chapter 2
   *Discuss: For most of you, the pay gap will have started before you cross the Cistern. What can you do about it? What will you do about it?

15-20: The Politics of Families, Conception and Reproduction
   Read: Women and Politics, Chapter 8
   What Women Want, Chapter 4 and 5
   “Motherhood in the Age of Fear” (Opinion, New York Times) OAKS
   *Discuss: Why is gender equality and birth rate positively correlated?

November 22—Happy Thanksgiving—NO CLASS

27: Are work and family compatible? Concept vs reality and why the debate continues
   Read: What Women Want, Chapter 3
   “It’s About Time’: A Baby Comes to the Senate Floor” (New York Times)
   “New Zealand politician cycles to hospital to give birth” (BBC News)
   *Discuss: Why is the United States an outlier when it comes to family leave?

29: LAST CLASS! Where do we go from here? What are the Prospects for Gender Equality?
   Read: Women and Politics, Chapter 9
   What Women Want, Chapter 8
   *Discuss: What Now, What Next? How have you changed as a result of this course? Name any three changes essential to promote gender equality.