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 but how we understand, evaluate, and attach social value to the differences is a political act with meaning and consequences. 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. We will analyze how these ideas have informed the integration of women into the mainstream political sphere by examining several "movements" and their results. In 2020 we celebrate the centennial of women suffrage. The suffrage movement took 72 years and required multiple generations of activists to win the vote for women by federal amendment. Are movements still 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)? Is there still life in the ERA? During our time together it is very likely that the state of Virginia will vote to ratify the ERA and then the legal battles will begin! What will change if the ERA is ratified?

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 ran and won in the 2018 midterm elections—many were first-time candidates whose campaigns broke “the rules” for female candidates. Was 2018 a harbinger of elections to come? Will the successes of women in 2018 encourage more women to run at all levels in 2020? Have these new officeholders had any impact on policy or on the culture of the institution where they serve?

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. 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—here you will also find the discussion board and class announcements. Please log into OAKS regularly for class updates and announcements. Films available on YouTube, Amazon, Netflix, and/or Kanopy (free with CofC login).
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.

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 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 attendance choices. 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 is 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.

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 or you are welcome to schedule an appointment with me.

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. You are welcome to use your laptop to take notes during class, but research suggests you will learn more if you keep it closed and use the old-fashioned pen and paper.
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 4:00-5:30pm. 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 work or ideas as one’s own, is a form of stealing. Academic dishonesty in any form will not be tolerated. Students will receive an F on any assignment or exam that 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 (unlikely in the spring), 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 and I will post additional material to OAKS. We will make up material within our regularly scheduled class meeting times rather than make use of a designated storm day.

Course Assignments

Discussion Essays (4 required @ 5% each; 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 *Discuss 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 (Weiss, 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, look for the * by the date it is due. You are required to write and submit 4 essays. If you choose to write more than 4, 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. Please do not leave these until the end of the semester. I did not add interim deadlines but I implore you to pace yourself and spare us both the misery of 4 submissions in April.

Examinations There will be two in-class examinations given during the semester. The dates of each exam can be found on the syllabus.

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 choose 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 March 31.
**Centennial of Women’s Suffrage Semester Project** (30%) This project is described in a separate handout. The goal is to allow you to design and carry out a project over the course of the semester that contributes to our collective understanding and appreciation of the campaign for women’s suffrage. The ratification of the 19th Amendment was the culmination of 72 years of women’s activism. There were high points and low points as viewed from our 21st Century vantage point. Many important contributions by African American women have been lost to history and racism and classism were prevalent in the mainstream women’s movement. Nevertheless, the campaign for suffrage was won by the efforts of several generations of women employing a variety of strategies; sometimes working together and often working at cross-purposes. We will devote more time to suffrage this semester than I typically do in this class in light of the Centennial.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various</td>
<td>(20%) Discussion Essays—Four (4) short papers due at the start of class</td>
</tr>
<tr>
<td>February 18</td>
<td>(20%) Examination #1 (in class)</td>
</tr>
<tr>
<td>March 12</td>
<td>(20%) Examination #2 (in class)</td>
</tr>
<tr>
<td>March 31</td>
<td>(10%) Gender Politics in Everyday Life Field Log and Essay</td>
</tr>
<tr>
<td>Various</td>
<td>(30%) Centennial of Women’s Suffrage Semester Project (completed in stages)</td>
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</table>

**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)

January

09: Women’s Pursuit of Equality—Introductions and First Day Activities
Start reading The Woman’s Hour: The Great Fight to Win the Vote by Elaine Weiss

I. Philosophical Origins of Women’s Claims to Equality

Read: Women and Politics, Chapter 1
“The Ideology and Biology of Gender Difference,” OAKS
“Why Sex is Not Binary” (NY Times)
“The Struggles of Rejecting the Gender Binary” (NY Times Magazine)
“How Sexism Follows Women from the Cradle to the Workplace”

*Discuss: Sex and Gender are NOT synonyms—who wins and who loses when sex = gender in politics/policy?

16: Feminism as a Direct Challenge to Gender Ideology
Read: Women and Politics, Chapter 1 (continued)
“Is There a Conservative Feminism? An Empirical Account” OAKS
“The waves of feminism, and why people keep fighting over them, explained” (Vox)
“Being a feminist may subconsciously protect you from stereotypes,” (New Scientist)

*Discuss: Is Feminism a relevant framework for advancing gender equality in 2020? Make your best argument!

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

Read: Women and Politics, Chapter 2 (through page 42)
“Declaration of Sentiments” (Women and Politics, pp 38-39) and “Resolutions” (pp 400-401)

*Discuss: At the time, the Declaration of Sentiments was considered a radical document. If published today (using current vernacular), would it be considered a radical document? Explain.

22, 28*: Suffrage – 72 Years in the Making
Read: Women and Politics, Chapter 2
“Four women Remember Suffrage”
Watch: One Woman, One Vote and Not for Ourselves Alone (we will watch excerpts in class)

*Discuss: In retrospect, one of the most frustrating aspects of the 72-year campaign for suffrage is the persistent internal divisions within the movement. Were the divisions inevitable? Were they harmful to the cause or did they provide energy? Explain.

30*- 4: The Final Push for Suffrage (1910-1920)
Read: Women and Politics, Chapter 2, pp. 46-65
The Woman’s Hour: The Great Fight to Win the Vote (all)
Watch: Perfect 36 (available on Kanopy)
Watch: The Woman’s Hour—Elaine Weiss, public lecture (OAKS)

*Discuss: Of all states to be last—Tennessee! Identify and assess at least three factors that made Tennessee such an unlikely candidate for the last state in the ratification of the 19th amendment.
February

6, 11*: Introduction of the Equal Rights Amendment (1923) and the Status of the ERA in 2018
Read: *Women and Politics*, Chapter 2, pp. 57-69
   “The Equal Rights Amendment: Why the ERA Remains Legally Viable…” OAKS
*Discuss: What would be different today if the ERA had been ratified? Do we need the ERA today? Explain.

13: #MeToo—Is this the next women’s “Movement” or was it just a “Moment”?
Watch: Anita: Speaking Truth to Power (available on Kanopy)
*Discuss: Movement or Moment? Explain using the reading

February 18: Examination #1 in class

III. Suffrage Accomplished—Women as Voters and Candidates

20: 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
   “Donald Trump Didn’t Really Win 52% of White Women in 2016” (TIME)
   “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 (some) men? This is obviously over-simplified—explain

25: Women as Candidates: Candidate Emergence and Women’s Political Ambition
Read: *Women and Politics*, Chapter 4 and See Jane Win, Introduction and Part 1 “The Candidates”
   “Entering the Arena: Gender and the Decision to Run for Office” OAKS
   “Do Candidates Run as Women or Men or Democrats or Republicans?” OAKS
   “Structural and Contextual Factors Regarding the Accessibility of Elective Office for Women of Color at the Local Level” OAKS
*Discuss: The scholarship on candidate emergence and ambition might not have predicted the rise in women running in 2018, but given what you know from the course so far, how can the dramatic increase be explained?

27 – 3*: Campaigning While Female: Not just more women running in 2018, but running differently
Read: See Jane Win, Part II “The Campaigns” and Part III “The Victories” (through p 252)
   “A Record Number of Women Emerged from the Primaries” (New York Times) OAKS
   “Woman v Woman Senate Races” (NYT) OAKS
   “Black Women in Politics” OAKS (look at the data on women running in 2018) OAKS
Watch: “Forget the pantsuit. In 2018, ‘badass’ female candidates show strength”
   MJ Hegar campaign ad, “Doors”
   Kelda Roys, primary candidate for Governor of Wisconsin, “Our Girls”
*Discuss: In what ways did women running in 2018 “break the rules” you’ve read about in the scholarship? Should we expect the same in 2020 or will women “return to normalcy” as candidates? Use the readings and campaign ads to support your claim.
March

5: Campaigning While Hillary—What are the current prospects for a woman president post-Hillary?

Read: “Reflections on Gender and Hillary Clinton’s Presidential Campaign: The Good, the Bad, and the Misogynic” OAKS
“Women are Never Frontrunners” OAKS
See Jane Win, Chapters 14-15

Optional Watch: Chisholm ’72: Unbought and Unbossed (77 minutes, available on Kanopy)

*Discuss: Read Box 4.2 in Women and Politics; incorporate responses to the “what do you think?” questions in your essay, but also anticipate the next woman who seeks the presidency? Will she be treated in the same way? Why or why not?

10: Who Votes for Women? The Role of Political Gender Stereotypes

Read: Women and Politics, Chapter 3 (continued…)
“The Impact of Gender Stereotypes on Voting for Women Candidates…” OAKS
“Do Gender Stereotypes Transcend Political Party” OAKS

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

March 12 Examination #2

March 17 and 19—Spring Break—No Class

IV. Gender and the Politics of Public Policy

24: Women as Politics Actors—Does it Make a Difference if Women are Elected?

Read: Women and Politics, Chapter 5
“Linking Substantive and Descriptive Representation” OAKS
“Difference Rulers, Different Rules” OAKS

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

26*-31: The Politics of Work and Pay

Read: Women and Politics, Chapter 7
“Why Intersectionality Can’t Wait,” OAKS

Optional to Watch: TED Talk, Kimberle Crenshaw, “The Urgency of Intersectionality”

*Discuss: For most of you, the pay gap will have started before you cross the Cistern. How will you know if that is true? What can you do about it and what will you do about it?

April

2: The Politics of Families, Conception and Reproduction

Read: Women and Politics, Chapter 8
“Motherhood in the Age of Fear” (Opinion, New York Times) OAKS

*Discuss: Why is gender equality and birth rate positively correlated? What evidence do you see in the data and experiences in the NYT articles that the US is undermining a positive birth rate?
7: Are work and family compatible? Concept vs reality and why the debate continues
   Read: **“It’s About Time: A Baby Comes to the Senate Floor” (New York Times)**
   **The Costs of Motherhood Are Rising, and Catching Women Off Guard” (Upshot, New York Times)** OAKS
   *Discuss: Why is the United States an outlier when it comes to family leave? What is the likelihood that paid
   leave will be adopted as a national policy? Explain.

9: Should women “lean in”?
   Watch: TED Talk, Sheryl Sandberg, **“Why we have too few women leaders”**
   Read bell hooks critique: **“Dig Deep: Beyond Lean In”**
   *Discuss: See the reflective essay assignment in OAKS and follow the directions. This essay only is submitted
   through the Dropbox in OAKS.

14 – 16: Showcase of Suffrage Centennial Presentations (you will have a chance to sign-up for a day)

21: LAST CLASS! Where do we go from here? What are the Prospects for Gender Equality?
   Read: **Women and Politics**, Chapter 9
   *Discuss: What Now, What Next? How have you changed as a result of this course?
## Grading Rubric for POLS 332 Discussion Essays

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Assigned</th>
<th>Exceeds Standards A or B</th>
<th>Meets Standards C</th>
<th>Below Standards D or F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connection to Assigned Reading is Evident</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Your Discussion Essay should be clearly connected to and include references to a substantial portion of the reading assigned for the set of readings/day you select. <strong>Underline your thesis</strong></td>
<td>10 points</td>
<td>(8-10 points)</td>
<td>(6-7 points)</td>
<td>(0-5 points)</td>
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<tr>
<td><strong>Critical Thesis</strong></td>
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<tr>
<td>Your Discussion Essay should contain a critical thesis in which you adopt a perspective on the topic you’ve selected. Think of this as taking a position in a contested dialogue or stating a claim.</td>
<td>15 points</td>
<td>(12 – 15 points)</td>
<td>(10-11 points)</td>
<td>(0-9 points)</td>
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<tr>
<td><strong>Three Supporting Points</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Your Discussion Essay should include three relevant points in support of your critical thesis. Evidence in support of your points must be drawn from the assigned reading but may also include references to other readings in the course.</td>
<td>25 points</td>
<td>(22-25 points)</td>
<td>(17-21 points)</td>
<td>(0-16 points)</td>
</tr>
<tr>
<td><strong>Quality and Clarity</strong></td>
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<tr>
<td>The Discussion Essay demonstrates a clear understanding of the multiple perspectives involved in the issue. The argument in support of your perspective is of high quality and clear.</td>
<td>20 points</td>
<td>(16- 20 points)</td>
<td>(12-15 points)</td>
<td>(0-11 points)</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td></td>
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<tr>
<td>The Discussion Essay includes a clear summary point in the conclusion that relates back to your thesis. The “take away” point of this paragraph is connected to the essay as a whole and clearly demonstrates the student’s perspective.</td>
<td>10 points</td>
<td>(8-10 points)</td>
<td>(6-7 points)</td>
<td>(0-5 points)</td>
</tr>
<tr>
<td><strong>Mechanics of the Discussion Board Post</strong></td>
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<tr>
<td>The Discussion Essay is presented without major typographical/grammatical errors. Where appropriate sources are cited in the body of the essay using the parenthetical format. No bibliography is required.</td>
<td>10 points</td>
<td>(8-10 points)</td>
<td>(6-7 points)</td>
<td>(0-5 points)</td>
</tr>
</tbody>
</table>

**Restatement of the Assignment:**

There is a lot of reading for this course because there is a tremendously rich body of research and new work being done on our topic. The purpose of this assignment is to keep your attention on a particular set of readings and invite you to think more deeply about these readings. 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 *Discuss 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 (Weiss, 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, look for the * by the date it is due. You are required to write and submit 4 essays (@ 5% each). If you choose to write more than 4, 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. Please do not leave these until the end of the semester. I did not add interim deadlines but I implore you to pace yourself and spare us both the misery of 4 submissions in April.*
POLI 332 Women and Politics  
Spring 2020 Semester Project—Celebrating the Centennial of Women’s Suffrage

Since 2020 is the Centennial of Women’s Suffrage in the United States, each of you will create a project this semester that contributes to our collective understanding and appreciation of the campaign for women’s suffrage. You have a lot of choice in designing and executing this project—you can work alone or you can work in a group; you can focus on the fight for women’s suffrage or you can focus on the impact of suffrage after the 19th Amendment; you can select one aspect of the suffrage campaign (e.g. temperance or religion or race) or focus on one group who contributed to the fight (e.g. professional women, immigrants). You get the idea—be creative and make it fun!

You also have a lot of choice in the type of product you create. You can create a podcast, a short film, a series of lesson plans with resources for 5th and 6th grade teachers, a campus event celebrating the 19th Amendment, a campus lecture or film series, etc. We have lots of resources on campus to help you—the library, for example has a production lounge where you can edit video and audio material. The goal is to create something that will educate others about women’s suffrage and make a contribution to the celebration of the Centennial. Whatever you create, it must be shared beyond our class with a public presentation of some sort in March. What form that takes will vary by project. We will also use a couple days near the end of April for an in-class showcase.

As you can see, you have a lot of autonomy and choice in designing and carrying out this project. To be sure everyone is moving along in creating a quality project, you will create the project in stages. Each stage needs to be successfully completed before you are approved to move forward. In all the project is worth 30% of your course grade.

#1: Initial Proposal—Due January 23, 2020
In this brief, one-page submission you need to tell me whether you have decided to work alone or with others. If you are working with a group, give me the name(s) of your collaborators and tell me how you will work together (e.g. regular meetings, virtually, divide and conquer, etc.). Next, tell me what your final product will be and the topic you have chosen. Even at this early stage, try to be as specific as possible.

#2: More Detailed Proposal with a Project Timeline and Bibliography—Due February 13, 2020 (10%)
In this 3-5 page paper, you will provide me with the details of your project making certain to tell me what you are doing, who is involved, and providing a detailed timeline to completion including the date, location, and form of your public presentation. If you are using a campus venue, this is the time to book the room (ask if you need my help). You must also include a bibliography of your source material, including archival material, scholarship, and any film or images. There are a variety of exhibits related to suffrage to draw from with documents and free materials available through the National Archives, Library of Congress, and American History Museum. There are also a variety of initiatives at the state level.

#3: Show me that your project is ready to go—week of February 25-27
Whether you are working alone or with others, this is the week to stop by during my office hours or make an appointment to see me and show me that your project is ready to present to the public.

#4: Public Presentations—throughout the month of March—Women’s History Month (10%)
In 1981, Congress authorized “Women’s History Week” and in 1987 the Women’s History Project petitioned Congress to extend the week to the full month of March. It seems fitting that your public presentations take place during Women’s History Month 2020. We will create some publicity in collaboration with others on campus so that you have a good turnout at each presentation.

#5: Final Project due with individual reflection—April 9 (10%)
Along with submitting your final product, I would like each of you to reflect on the creative process, what you learned about yourself and your community, and what you learned about women’s suffrage and rights. Details on this later.

#6: In-Class Showcase of Presentations—April 16 and 21 (attendance required for all)
January 9, 2020
POLI 322 Women & Politics
Gender Politics in Everyday Life Field Log and Essay Assignment

DUE: Tuesday, March 31 in class or Dropbox in OAKS

“Encountering Controversies of Equality” is a box feature found in each chapter of the primary text. These cases are 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 7-day week to keep a log of the examples of gender politics you see in your everyday life and write an analytical/reflective essay describing and evaluating your observations within the context of the class. Choose a way of recording these observations in your log that works best for you (paper/pen, audio, electronic), but you’ll need to submit your log along with your essay. For each day of the week you select you should have at least one entry in your log (a minimum of 7 entries), although you may have many more. Your log and your essay are due March 31.

FIELD LOG: For this assignment you will need a dedicated place to record your observations (a notebook, a journal, an audio record, a word file, etc.). You will have to submit the log along with your essay. If you have an audio or video file, please submit your assignment using Dropbox in OAKS.

ESSAY: In your essay you will be reflecting on the process of observing the world around you through a gender politics or gender equality lens. You will also be analyzing the most significant two or three events you observe during the week. Your log will record at least one observation per day for seven days, but in your paper you can select the events/observations/conversations that you believe are most compelling. Do you see issues of fairness at play? Is legal equality at the heart of what you see? Did you encounter a problem or situation that you believe could be alleviated with a policy or through the political process? Look carefully, there are examples of gender politics all around you.

Have fun with this assignment!