

POLS 3010: Women and Politics  
Fall 2016  
MW 2:00–3:15  
Fretwell 120

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Office Hours: M 3:15–5:15 & by appointment

## Course Description

This course provides an overview of the subfield of women and politics within the context of American politics. It assumes completion of an entry-level course in American government. The topics covered during the semester will include: 1) the history of the women's movement in the U.S. 2) the gender gap and the role of women in the electorate 3) women as political candidates 4) and women as lawmakers. We will read a combination of chapters from textbooks, academic articles, and popular non-fiction to explore these topics.

Class meetings will primarily be spent discussing the assigned readings for the day as a group and working on in-class assignments. There will be very little lecture and a heavy emphasis on student participation. To help you prepare to participate, I will provide you with reading guides that will help you structure your notes and guide our discussions. You can find these guides on moodle and should work through them before each class meeting.

This course also places a heavy emphasis on the development of skills that will be useful in your senior seminar and in jobs that you might apply for with a social science degree. This includes the ability to: read and digest academic writing, use data to support an argument, connect academic concepts with real world events, write in a clear and concise manner, and deliver a clear and engaging presentation. These skills will be developed over the course of the semester using a range of assignments, including a policy memo and presentation, a current events portfolio, and a written analysis of an academic paper.

At the end of the semester you should have a firm understanding of the history of women's rights in the U.S., the state of gender equality in the U.S. today, the gender stereotypes faced by political candidates and officeholders, the importance of descriptive and substantive representation, and the things you can do to help advance equality for women and men.

## Course Reading

**Ford, Lynne. 2011. Women and Politics: The Pursuit of Equality. Third Edition.**

Available in the bookstore and from Amazon (either as a paperback or as a Kindle ebook). You can rent the ebook through Amazon for \$23.49.

**Lawless and Fox. 2010. It Still Takes a Candidate: Why Women Don't Run for Office.**

Available as a free ebook from the library:

<https://librarylink.uncc.edu/login?url=http://dx.doi.org/10.1017/CB09780511778797><sup>1</sup>

**Additional readings as assigned (posted on Moodle).**

## Expectations And Procedures

This syllabus contains the policies and expectations I have established for Women and Politics. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class or by written or email notice or by changes to this syllabus posted on Moodle.

If I am late in arriving to class, you must wait a full 15 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions I may give you about my anticipated tardiness.

If you notice an error or problem with the syllabus it is your responsibility to bring it to my attention prior to the due date in question. Otherwise, I will expect you to meet all deadlines listed on the syllabus.

## Phones, Laptops, Recording Devices etc.

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. I will allow students to take notes using their laptops, however, if students abuse this privilege, I will ban laptops as well. Recording our class meetings is not permitted unless you have a documented disability that requires such an accommodation.

## Disabilities

I am happy to make accommodations for students with disabilities who require them. Students with disabilities needing academic accommodation should, 1) contact the UNCC Office of Disability Services and 2) follow the instructions of that office for obtaining accommodations. This should be done during the first week of school. Even if you aren't sure whether you will require any accommodation, contact the department of disability services and talk with me about your disability at the start of

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<sup>1</sup>Text that is underlined is hyperlinked. Mouse over the text and click to access the link.

the semester. If the need for accommodation arises and your disability has not been documented, I might not be able help due to university policies regarding the exam schedule, etc.

## **Academic Honesty**

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office and [online](#).

You may not give or receive any assistance while taking examinations or quizzes. Students should not work together on assignments unless group work is expressly permitted by the instructor. *All work handed in is expected to be your own.* Ideas and statements from reference materials (including, but not limited to books, articles, and web content) may not be included in student assignments unless they are properly cited. Violations of this policy will be taken very seriously and may result in the student receiving an “F” on the assignment, an “F” in the course, and/or the submission of a report to the Academic Integrity Board.

You can find a short, helpful tutorial on citations, plagiarism, and related topics [here](#). Please make use of these resources and if you have any questions regarding what constitutes plagiarism, ask me BEFORE handing in the assignment. Information included by students in written course work that is based on a source such as a web site, news article, textbook, or any other material must be clearly and completely attributed to the original author. This applies whether or not the student quotes from the source material directly. Failure to do so is a violation of the Code of Academic Integrity.

## **Late Work**

You will lose one letter grade for each day you are late handing in an assignment. This starts as soon as you miss the deadline, so make sure you hand things in on time.

## **Written Assignments**

All written assignments should be submitted as either a word doc or a PDF. It is the responsibility of each student to make sure they meet this requirement. If a file is submitted in another file format and the instructor is unable to open the document, the submission will be counted as late.

As a condition of taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student’s written consent and permission. If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

Please find the consent form mentioned above [here](#).

## Course Requirements

Attendance: 10%

Quizzes: 10%

Discussion Leader: 15%

Policy Proposals (Group Assignment): 20%

Proposal Presentation (Group Assignment): 5%

News Portfolio: 20%

Portfolio Presentation: 5%

Reading Academic Lit: 15%

### Attendance

Students who attend class regularly tend to have the highest grades. To give everyone an incentive to come to class, I will take the roll at the start of each class. You can miss two classes during the semester without penalty. After that, you will be penalized for each additional absence, so save your days off for times when you are truly unable to come to class.

### Reading Quizzes

Each assigned reading has a reading guide (posted to moodle) to help you identify the most important concepts and sections of the reading. You should work through these guides BEFORE coming to class so that you will be prepared to participate in our discussions. All quiz questions will come directly from the reading guides, so while the quizzes will not be announced ahead of time, you will have access to the quiz questions in advance.

### Discussion Leader

Once during the semester you will serve as a discussion leader. Discussion leaders read the material for the day *very* carefully, turn in a completed reading guide, and post a response to a prompt related to the reading 24 hours before the class meeting. This gives other students in the class a chance to read and consider the responses made by discussion leaders before we meet. In class, discussion leaders will be the “experts” on the reading for the day and should be prepared to help move the in-class discussion along.

### Policy Memo and Presentation

During the first half of the semester, you will work with a small group to write a policy memo that outlines a problem related to gender equality, presents three potential policy solutions, and argues in support of one of the three policies. You will have time in class to work with members of your group, but should also plan to spend time outside of class working on this assignment. The complete guidelines for the memo can be found on the course moodle page in the “Policy Memo” section. The memo is worth 20% of your final grade for the course.

Your group will also give a short presentation to the class based on your memo. The presentation will count for 5% of your final grade. All members of the group must participate in the presentation. (Members who do not participate will be penalized.)

## News Portfolio and Presentation

The purpose of this assignment is for you to demonstrate that you have completed the reading assigned for the course, that you understand the key concepts outlined in the reading, and that you can apply those concepts to contemporary, real world events. It should also be a fun way to engage with the campaign news throughout the semester.

For this assignment, you must compile a total of 15 articles from the *New York Times* that illustrate concepts covered in the course readings. You will turn these in in batches of five at three times during the semester. Each batch will pertain to a particular unit of the course.

For each article and concept, you should give a thoughtful, complete explanation of what the concept means *in your own words* and then describe how the news article provides an example of the concept in action. Complete instructions for the assignment are posted to the course moodle page in the “News Portfolio” section. The assignment is worth 20% of your final grade.

Students will also give a short presentation based on their portfolios at the end of the semester. The presentation is worth 5% of your final grade.

## Reading Academic Lit

Over the course of the semester, we will talk about the elements of a research design, the development of testable hypotheses, and how to read academic writing. To assess your mastery of these skills, this assignment require you to complete a written analysis of a peer-reviewed journal article and to generate a related research question and hypothesis that you could test. The assignment is worth 15% of your final grade.

## Tentative Course Timeline

\*\*\*All readings and assignments are due the day they are listed.\*\*\*

### August 24:

Welcome

### August 29:

Introduction: Ford, Chapter 1

## A Very Brief History of Womens Rights in the U.S.

### August 31:

Makers Season 1: Parts 1-3 (Video)

\*\*\*Watch these videos on your own. Class will not meet due to APSA conference.\*\*\*

Part 1: <http://video.pbs.org/video/2336932877/>

Part 2: <http://video.pbs.org/video/2336940209/>  
Part 3: <http://video.pbs.org/video/2336944500/>

**Sept 5:**

Labor Day—No Class

**Sept 7:**

Ford, Ch 2 (Suffrage and the ERA)

## What the Women's Movement Did And Did Not Accomplish

**Sept 12:**

Ford, Ch 6 (Education)

**Sept 14:**

Ford, Ch 7 (Women and Work)

**Sept 19:**

Ford, Ch 8 (Family and Fertility)

**Sept 21:**

Lean In, Chs 1-2

**Sept 26:**

Lean In, Chs 3 & 7

**Sept 28:**

Policy Memo Work Day (No reading)

\*\*\*Five news portfolio entries Due\*\*\*

**Oct 3:**

Responses to *Lean In*:

"Why Women Still Can't Have it All"

"Fatherhood, Manhood, and Having it All"

**Oct 5:**

\*\*\*Policy Memos Due. Presentations in Class.\*\*\*

**Oct 10:**

Fall Break—No Class

## Women as Voters and Candidates

**Oct 12:**

Elements of Science (Posted on Moodle)

**Oct 17:**

Kauffman and Petrocik. 1999. "The Changing Politics of American Men: Understanding the Sources of the Gender Gap" *AJPS*.

**Oct 19:**

Schaffner, Brian. 2005. "Priming Gender." *AJPS*.

**Oct 24:**

Lawless and Fox. 2010. *It Still Takes a Candidate*. Chapters 1-2.

**Oct 26:**

Lawless and Fox. 2010. *It Still Takes a Candidate*. Chapters 3 & 5.

**Oct 31:**

Kahn. 1996. *The Political Consequences of Being a Woman*. Chapters 4-5.

**Nov 2:**

Campaign Strategy simulation in class

\*\*\*Five News Portfolio entries due\*\*\*

**Nov 7:**

Video: Shirley Chisholm: Unbought and Unbossed (in class)

\*\*\*Reading Academic Lit Due\*\*\*

## **Women and Representation**

**Nov 9:**

Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women?" *JOP*.  
Carol Moseley Braun on the Senate floor (short video clip). Start at 5:51:17.

**Nov 14:**

Snowe. 2013. "Women's Issues," From: *Finding Common Ground*.

**Nov 16:**

Swers. 2002. *The Difference Women Make*. Chapters 1-2.

**Nov 21:**

Atkinson, N.D. "Gender and Policy Agendas in the Post-War House." (On moodle)

**Nov 23:**

NO CLASS. Happy Thanksgiving!

**Nov 28:**

Swers. 2007. "Building a Reputation on National Security: The Impact of Stereotypes Related to Gender and Military Experience."

**Nov 30:**

Makers: Politicians (In class)

**Dec 5:**

\*\*\*Final 5 News Portfolio Entries Due\*\*\*

Final Presentations

**Dec 7:**

Final Presentations

**Final Exam Period: Dec 12 at 2pm**