

WOMEN IN U.S. POLITICS

POL 166 | FALL 2020
Professor Rachel Bernhard
ribernhard@ucdavis.edu

Classes

October 1 – December 10

Synchronous Lecture:

Thursdays*, 12:10 – 1:30 pm |

<https://ucdavis.zoom.us/j/93044843568?pwd=d1BqZlNseTczZkN2bXRxY2t5MGpZUT09> or Meeting ID: 930 4484 3568, Passcode: 192881

Asynchronous Lecture:

Posted no later than Tuesdays at 12 pm (in lieu of synchronous Tuesday lectures)

No discussion section

Office Hours

Starting Oct. 6, Tuesdays, 1-5 pm | Note you must book a slot in advance

Book a slot: <https://doodle.com/mm/racheliveyvelazquezbarnhard/office-hours>
<https://ucdavis.zoom.us/j/92120972638?pwd=K25RNEpXTEJWOUd3VitnN2FBTmInUT09> or
Meeting ID: 921 2097 2638, Passcode: 445227

Teaching Assistants

Rana McReynolds, rmcreynolds@ucdavis.edu, office hours TBD

Sean Williams, sepwiliams@ucdavis.edu, office hours TBD

Overview

What has it meant, in a political sense, to be a woman in the U.S.? How have women, especially women of color and working-class women, shaped politics and policy in this country? What challenges still face women entering politics today? The course explores women's experiences with politics through both theoretical and empirical scholarship. In the first course module, we will consider the ideas of sex and gender and how they relate to women's movements and women's representation. In the second module, we will examine women's political identities through the lens of intersectionality, considering how other identities like race, migration status, and class shape women's political experiences and attitudes. Finally, the third module explores the experience of being a woman in politics today, covering topics such as women's movements and political ambition, the differing approaches of the two main political parties to recruiting women, the policy implications of electing women, and voter discrimination in elections. Taken together, the course thus offers an introduction to women's identities, movements, and the current political environment for women in America.

Class in the Era of COVID

All reading material for the course will be available electronically for free through Canvas. On Thursdays, with the exception of Thanksgiving, we will have synchronous lectures; no later than Tuesdays, I will post the asynchronous lecture material for students to watch. Each synchronous class will generally follow the format of:

12:10 pm: mini-review by Professor Bernhard (questions about the asynchronous content, upcoming assignments, etc.)
12:30 pm: Reading #1 discussion (group members + Dr. Bernhard)
12:50 pm: Reading #1 Q&A (any student)
1:00 pm: Reading #2 discussion (group members + Dr. Bernhard)
1:20 pm: Reading #2 Q&A (any student)

Each synchronous Zoom lecture will be recorded and posted to Canvas by the next day (large files take time to upload to Canvas). Note that *you will need to be logged into Zoom using your UC Davis account in order to access the meeting*. During synchronous lecture, please silence and put away all other devices: cell phones, tablets, etc. Even if you are muted on Zoom, please do not load anything that might be perceived as inappropriate or offensive: do your part to make the classroom a learning environment.

During asynchronous lectures, I will cover core concepts for the class (i.e., what we would normally do in in-person lecture). During both synchronous and asynchronous lectures, I strongly recommend you take notes on paper if possible; the research is clear that we are all highly distracted by our devices and that we retain less information when we type than when we write by hand. The longer you have other devices out in front of you, the more tempted you will be to attend to the world outside of class. We only have 30 hours together, and this time is dearly purchased—by you, by your families, or by your country. I take these sacrifices seriously and expect you to do the same.

More broadly, the subject matter of the class demands that you be respectful and kind to yourselves and to your classmates as we struggle with difficult topics. This class offers a space to learn and discuss the challenges that have faced women in politics and fighting for women's rights in the U.S., and is thus inherently personal and emotional. Those who are unkind to others, whatever their perspective, will be asked to step away from class.

Finally, I strongly encourage you to be proactive in letting your TA know if something happens—a health or family event—that may affect your work, *even if it doesn't result in an absence*. Sometimes, events and situations may affect your work for longer or harder than you initially anticipate, and it is much easier for us to work with you to find solutions ahead of time than try to “fix” things after it has become a problem.

ASSESSMENT

Synchronous Reading Discussion | 10%

In lieu of regular in-person participation, students will be randomly assigned to one of 15 discussant groups, each of which will take a turn summarizing and discussing one of the assigned class readings during synchronous lecture. Each group will prepare a 250-word written summary of their assigned reading (8% of grade, same for all group members; due in Canvas by the Tuesday before the assigned synchronous discussion at 11:59 pm), to be posted to a class wiki, and each individual in the group will be responsible for asking a question or making a comment during the synchronous session (2% of grade, assigned individually). A rubric will be provided in advance for the reading summary. Questions and comments will be graded on a three-point scale, equivalent to ✓+/✓/✓- (0 if none).

This means you are each responsible for being **extremely** prepared and actively participating synchronously during just one lecture and for just one reading during the term. Students who cannot attend synchronously (e.g., time zone issue) or who cannot easily participate in this format (e.g., disability) should contact me ASAP to make alternate arrangements. Students who experience

unanticipated WiFi issues during their assigned discussion will also be able to make alternate arrangements after the fact.

My hope is that this approach will allow us to have a more small-class, seminar-style environment rather than the dreaded Zoom lecture hall full of black screens and muted microphones that intimidates everyone (yes, your professors too!), while avoiding the heavy burden of committing everyone to many long synchronous Zoom sessions where students must constantly interrupt each other, struggle with video/WiFi issues, etc.

Weekly Questions | 15%

The other form of lecture participation measured is a weekly reading question. Each week, you are responsible for posting one or more questions on that week's readings or lectures to Canvas by Friday at 11:59 pm. I will use these to generate a "mini-review" each week. Questions will be graded on a three-point scale, equivalent to ✓+/✓/✓- (0 if not turned in).

Debate and Campaign Ads | 25%

Rather than the regular reading discussion that normally occurs during lecture, we will screen and discuss class "campaign ads" on Thursday, November 5. Most of the "debate" will take the form of asynchronous preparation in groups. Once groups have had a chance to view the opposition's videos, they will then create short "campaign ad" videos, and these videos will be screened during class. We are screening videos rather than conducting a live debate due to the common video/WiFi connection issues mentioned above; these videos will also be made available asynchronously after class. The components of the assignment are as follows:

1. Brainstorming (2%): students will be assigned to small groups that each are assigned to advocate for one side of the debate. In a discussion board on Canvas, each group will research and develop a list of arguments equivalent to the size of the group. This discussion must be completed no later than 11:59 pm on Monday, October 19.
2. Argumentation Video (5%): In this stage of the debate, each group member will record a maximum 1-minute video on behalf of one argument prepared by the group in the previous round. Videos will be uploaded to the group's Canvas discussion board no later than 11:59 pm on Wednesday, October 21.
3. Rebuttal and planning (3%): Each group will then be assigned to watch the videos from an opposing group (e.g., the "for" group will watch the videos for the "against" group, and vice versa). Following this, the group will undertake another brainstorming session to develop a plan for their campaign ad. This discussion must be completed no later than 11:59 pm on Friday, October 23.
4. Campaign ads (15%): Finally, each group will then create a maximum 2-minute "campaign ad" that features what they believe are the most persuasive arguments for their side. These videos will be submitted in Canvas by 11:59 pm on Sunday, November 1. These videos will then be screened for the class as a whole on November 5. At the end of screening the ads, we will take a live vote about which side (as a whole) was more persuasive.

Discussion board participation will be graded on a three-point scale, equivalent to ✓+/✓/✓- (0 if no participation). Topics and rubrics for the video components will be provided in advance, and more detailed information on the debate and campaign ads will be provided throughout the class.

Class Paper | 50%

The paper comprises the largest portion of your grade and will require you complete multiple assignments throughout the term:

1. Paper Proposal (5%): To start your paper, you will pick a topic and turn in a 1-page, double-spaced paper proposal on that topic by 11:59 pm on Sunday, October 18. You will receive

comments on the proposal; this is meant to get you started on the paper and getting feedback early enough to develop a solid midterm paper.

2. Introduction + Peer Review (5%): To continue the development of your paper, particularly your thesis, you will draft your introduction paragraph(s), and swap these with a classmate, to whom you will give peer feedback. You will be graded both on your introduction and on the quality of the feedback you give your peer. This will take place through a peer review assignment on Canvas; your introductions should be posted by 11:59 pm on Sunday, November 8, and your feedback to your classmate by 11:59 pm on Tuesday, November 10.
3. Midterm Paper (20%): The midterm paper itself is due by 11:59 pm on Sunday, November 22. This will be an 8-page, double-spaced paper on the topic you selected.
4. Final Paper (20%): The final paper during the course should be submitted in Canvas by 11:59 pm Monday, December 14. Your task here is to turn your midterm paper into an even sharper 5-page paper. This is very hard to do well; do not underestimate the amount of time needed to trim down your prose.

Prompts and rubrics will be provided in advance, and more detailed information on the paper components will be provided throughout the class.

Other Policies

If you are a parent and your childcare falls through, you are welcome to bring your child or infant to class provided they are able to be present without disrupting class. Similarly, if you are nursing, you are welcome to breastfeed in class.

Please include "POL 166" in the subject line of your emails; if you do not, your email is likely to end up in the wrong folder and may be missed. I will try to respond to emails within 48 hours during the week or 72 hours over the weekend, and I usually respond to student emails each afternoon. In both class and via email, you can address me as "Professor Bernhard" or "Dr. Bernhard;" your TA should be addressed as "Mr./Ms. So-and-So" unless you hear otherwise from them.

If you need disability-related accommodations in this class, and/or if you have emergency medical information that you wish to share, and/or if you need special arrangements in order to participate in Zoom meetings, please inform me immediately. Please email me or see me during office hours. For disability-related accommodations, you must also obtain an accommodations letter (<https://sdc.ucdavis.edu>), which will be sent directly to me.

As a UC Davis student, we trust you to conduct your academic affairs ethically. Betrayal of that trust will not be tolerated. Cheating in an online course includes, but is not limited to, having someone take a quiz or complete an assignment for you, or using someone else's written work or materials without appropriate citations (plagiarism). I take violations of academic integrity seriously. If you have questions about how best to cite another's work or facts in the public domain, please write your TA. When in doubt, cite. I recommend the Chicago Manual of Style's author-date format if you don't have a favorite. If you have questions about whether an action qualifies as misconduct, please talk to me.

Grading

All assignments save participation will be graded anonymously through Canvas. This is to prevent any unconscious bias entering the grading. For each graded assignment, I will provide you with a rubric well in advance of the due date. Your TA will grade your assignments and submit the grades to me before we return the assignment to you; this is to standardize all grades and reduce the possibility of error. If you believe an error has occurred, you may request a re-grade from me, in writing, no later than one week after you received the assignment grade. If I believe an error has

occurred, I will re-grade the assignment from scratch; otherwise, I will defer to the original grade. Be aware that I am a much harsher grader than your TAs.

Late assignments will receive a penalty of 10% (e.g., from a 95% to an 85%) for every day late. All grades will be rounded up (e.g., an 89.50% will become a 90%).

97+	A+	87-89	B+	77-79	C+	67-69	D+	<60	F
93-96	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

COURSE OUTLINE

Oct. 1 | Week 0 Lecture

Introduction

Reading: this syllabus!

MODULE 1: Ain't I a Woman?

Oct. 8 | Week 1 Lecture

What is Gender?

Reading 1: Song, Sarah. 2007. Excerpt from Justice, Gender, and the Politics of Multiculturalism, 29-31. (no discussant group)

Reading 2: Nicholson, Linda. 2008. Identity Before Identity Politics, Chapter 1. (no discussant group)

Women's Suffrage and History

Listen: Truth, Sojourner. 1851. Speech, <https://www.thesojournertruthproject.com/the-readings> (choose one!). (no discussant group)

Skim: Stanton, Elizabeth Cady, and Lucretia Mott. 1848. The Declaration of Sentiments, Seneca Falls Conference. (no discussant group)

Reading 1: Wells, Ida B. 1909. "Lynching, Our National Crime." (no discussant group)

Reading 2: Simone de Beauvoir. Translation by Constance Borde and Sheila Mulvaney-Chevallier. 2009 [1949]. The Second Sex, 23-39. (no discussant group)

Oct. 15 | Week 2 Lecture

Women's Representation

Reading: Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." (group 2.1)

Intersectionality

Reading: Crenshaw, Kimberle. 1995. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," pp. 357-383. (group 2.2)

MODULE 2: Different Women, Different Politics

Oct. 22 | Week 3 Lecture

Gender and Race

Reading: Gay, Claudine, and Katherine Tate. 1998. "Doubly Bound: The Impact of Gender and Race on the Politics of Black Women." (group 3.1)

Gender and Migration Status

Reading: Bejarano, Christina E., Sylvia Manzano, and Celeste Montoya. 2011. "Tracking the Latino Gender Gap: Gender Attitudes across Sex, Borders, and Generations." (group 3.2)

Oct. 29 | Week 4 Lecture

Gender and Class

Reading: Barnes, Tiffany, Victoria Beall, and Mirya Holman. 2020. "Pink-Collar Representation and Budgetary Outcomes in US States." (group 4.1)

Linked Fate

Reading: Gershon, Sarah Allen, Celeste Montoya, Christina Bejarano, and Nadia Brown. 2019. "Intersectional Linked Fate and Political Representation." (group 4.2)

Nov. 5 | Week 5 – DEBATE!

Reading: text of Equal Rights Amendment and Equality Amendment

MODULE 3: Woman Up! Women and Politics Today

Nov. 12 | Week 6 Lecture

Women's Participation and Public Policy

Reading 1: Pardo, Mary. 2017. "Latinas in U.S. Social Movements." (group 6.1)

Reading 2: Sampaio, Anna. 2014. "Racing and Gendering Immigration Politics: Analyzing Contemporary Immigration Enforcement Using Intersectional Analysis." (group 6.2)

Nov. 19 | Week 7 Lecture

Women's Ambition

Reading 1: Holman, Mirya R., and Monica C. Schneider. 2016. "Gender, Race, and Political Ambition: How Intersectionality and Frames Influence Interest in Political Office." (group 7.1)

Reading 2: Kreitzer, Rebecca J., and Tracy L. Osborn. 2019. "The Emergence and Activities of Women's Recruiting Groups in the U.S." (group 7.2)

****TUESDAY** Nov. 24 | Week 8 Lecture

Women in the Republican Party

Reading: Preece, Jessica Robinson, Olga Bogach Stoddard, and Rachel Fisher. 2016. "Run, Jane, Run! Gendered Responses to Political Party Recruitment." (group 8.1)

Thursday Nov. 26 / No class thanks to colonialism! Synchronous class on Tuesday this week only; discussant group will post their summary on Monday

Dec. 3 | Week 9 Lecture

Women in the Democratic Party

Reading: Brown, Nadia, and Pearl Dowe. 2020. "Late to the Party: Black Women's Inconsistent Support from Political Parties." (group 9.1)

Women in Elections I

Reading: Cassese, Erin C., and Mirya R. Holman. 2018. "Playing the Woman Card: Ambivalent Sexism in the 2016 U.S. Presidential Race." (group 9.2)

Dec. 10 | Week 10 Lecture

Women in Elections II

Reading: Anzia, Sarah, and Rachel Bernhard. N.D. "Does Gender Stereotyping Affect Women's Representation? New Evidence from Local Elections in California." (group 10.1)

Women in U.S. Politics Today

Reading: Saha, Sparsha, and Ana Catalano Weeks. 2020. "Ambitious Women: Gender and Voter Perceptions of Candidate Ambition." (group 10.2)

Syllabus references and credits are due to: Amanda Bittner, Amber Boydston, Nadia Brown, Ivy Cargile, Sara Chatfield, Fiona Griffiths, Mirya Holman, Mackenzie Israel-Trummel, Hakeem Jefferson, Rebecca Kreitzer, Katharine Krimmel, Solé Artiz Prillaman, Dawn Teele, Mark Verbitsky, and Ana Catalano Weeks.