

WOMEN IN U.S. POLITICS

POL 166 | WINTER 2020
Professor Rachel Bernhard
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Classes

Jan. 6-Mar. 20 | Tuesday and Thursdays, 12:10 - 2:00 pm | Olson 146

Office Hours

Fridays, 1:00-5:00 pm | 576 Kerr Hall

Book a slot: <https://doodle.com/mm/racheliveyvelazquezbernhard/office-hours>

Teaching Assistant

Sara Kazemian, skazemian@ucdavis.edu, office hours TBD

Overview

What has it meant, in a political sense, to be a woman in the U.S.? What does it mean today? The course explores women's experiences through both theoretical and empirical scholarship. In the first part of the course, we will consider the ideas of sex and gender and how they relate to women's movements and group consciousness. In the second part, we will examine women's political identities through the lens of intersectionality, considering how other identities like race, migration status, class, and sexual orientation shape women's political experiences. Finally, the second part of the course pursues two themes in parallel. In the first, we will explore the experience of being a woman in politics currently, covering topics such as women's ambition, elections, the policy implications of electing women, and the differing approaches of the two main political parties to recruiting women. In the second, through a series of book reviews, we will read some of the decade's most influential books on women and feminism in politics. Taken together, the course thus offers an introduction to women's identities, movements, and politics in America.

We will not be using one central book for the class. In the case of the books for the book review, you will need to purchase separately (e.g., through Amazon). You will only need to purchase one book (the one you select) for the book review; for the others, you'll receive summaries in class. All other reading material for the course will be available electronically for free through Canvas.

ASSESSMENT

Lecture Participation | 10%

The primary 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 to Canvas by Monday at 11:59 pm.

During class, please silence and put away all devices: cell phones, tablets, laptops, etc. If you bring an internet-connected device to each class, I reserve the privilege of asking you to look things up online, if necessary; thus, you should perceive your computer screen as “public space” during class time. Please do not load anything that might be perceived as inappropriate or offensive: do your part to make the classroom a learning environment.

I strongly recommend you take notes on paper if possible; the research is clear that we are all highly distracted by our devices. The longer you have yours 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 experiences of a diverse range of women in and with politics. Those who are unkind to others, whatever their perspective, will be asked to step away from class.

Attendance is strongly encouraged; your participation in every class counts, and there are no extra credit assignments available to boost your grade otherwise. Participation points are awarded for thoughtful questions or answers that show you have done the reading and for helping your classmates during group work. Interrupting, talking over, or being otherwise disrespectful of your classmates will negatively affect your participation grade.

If you must miss class, I strongly encourage students to be proactive in letting the 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.

Midterm Paper | 25%

Before you complete the midterm paper, you will pick a topic (topics to be handed out in-class) and turn in an ungraded 1-page paper proposal by 11:59 pm on Tuesday, January 21. You will receive comments on the proposal, but no grade; this is meant to get you started on the paper and getting feedback early enough to develop a solid midterm paper.

The midterm paper itself is due by 11:59 pm on Friday, February 7. This will be a 10-page, double-spaced paper on the topic you selected. More detailed instructions will be provided during the class.

Final Paper | 25%

The final paper during the course should be submitted by the end of the course's final exam period (5:30 pm on Wednesday, March 18). 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.

Book Review | 40%

This assignment comprises the largest portion of your grade; it has two different components, both of which will be executed via groupwork. Your group will end up being approximately nine people.

1. In-class presentation on book (20%): as a group, you will spend approximately 15 minutes summarizing your book and connecting it to the themes (theoretical or empirical) to other literature we have read in the class. Then, you will lead a 15-minute discussion/Q&A section. Although this sounds long, for a book it is a very short amount of time—often about two minutes per chapter, though you do not have to organize it by chapter! 4-5 of you will present during the formal presentation, and the remaining 4-5 will lead discussion and Q&A.
2. Written book review (20%): on the Monday night (11:59 pm deadline) before your presentation date, you will turn in a five-page book review, which I will post to Canvas for the rest of the class to read. The main focus should be critique and analysis—e.g., which arguments are convincing, and which aren't? what's been overlooked, and what receives too much attention?—rather than summary, which you will be doing in the presentation already.

Nine books will be available to select as your book review option:

Hochschild, Arlie, and Anne Machung. 2012 [1990]. The Second Shift: Working Families and the Revolution at Home. New York: Viking Penguin.

Kessler-Harris, Alice. 2014. A Woman's Wage: Historical Meanings and Social Consequences. University Press of Kentucky.

hooks, bell. 2014. Ain't I A Woman: Black Women and Feminism. Routledge New York, NY.

Gay, Roxane. 2014. Bad Feminist: Essays. Harper Perennial.

Ahmed, Sara. 2017. Living a Feminist Life. Durham: Duke University Press.

Traister, Rebecca. 2018. Good and Mad: The Revolutionary Power of Women's Anger. Simon and Schuster.

Manne, Kate. 2017. Down Girl: The Logic of Misogyny. Oxford University Press.

Perez, Caroline Criado. 2019. Invisible Women: Data Bias in a World Designed for Men. Abrams.

Harris-Perry, Melissa V. 2011. Sister Citizen: Shame, Stereotypes, and Black Women in America. Yale University Press.

More detailed information on the presentation and review components will be provided in class, and class time will be allocated to giving the groups time to meet.

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 with me, and/or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or 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 includes, but is not limited to, bringing notes or written or electronic materials into an exam, using notes or written or electronic materials during an exam, having someone write a paper or 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%).

Assignment Schedule

Jan 21 | Paper Proposal (ungraded) due
Feb 7 | Midterm Paper due
Feb 23 | Book Reviews Day 1 due
Feb 25 | Book Review Presentations Day 1
Mar 1 | Book Reviews Day 2 due
Mar 3 | Book Review Presentations Day 2
Mar 8 | Book Reviews Day 3 due
Mar 10 | Book Review Presentations Day 3
Mar 18 | Final Paper due

COURSE OUTLINE

Jan. 7 | Introduction

Read: this syllabus!

Jan. 9 | What is Gender?

Read: Nicholson, Linda. 2008. Identity Before Identity Politics. Cambridge University Press. Chapter 1.
Simone de Beauvoir. Translation by Constance Borde and Sheila Mulvaney-Chevallier. 2009 [1949]. The Second Sex. New York: Alfred K. Knopf. Introduction (p. 23-39).

Jan. 14 | Women's Suffrage

Read: Teele, Dawn Langan. 2018. Forging the Franchise: The Political Origins of the Women's Vote. Princeton University Press. Chapter 4

Jan. 16 | Feminism and Group Consciousness

Read: Klar, Samara. 2013. "The Influence of Competing Identity Primes on Political Preferences." *The Journal of Politics* 75 (4): 1108–24.
<https://doi.org/10.1017/S0022381613000698>.
~~Huddy, Leonie. 2013. "From Group Identity to Political Cohesion and Commitment" in *Oxford Handbook of Political Psychology*. Eds. Leonie Huddy, David O. Sears, and Jack Levy (Eds.). New York: Oxford University Press.~~

Jan. 21 | What is Intersectionality?

Read: Song, Sarah. 2007. Excerpt from Justice, Gender, and the Politics of Multiculturalism. Cambridge University Press, 29-31.
Crenshaw, Kimberle. 1995. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." In *Critical Race Theory : The Key Writings that formed the Movement*. Kimberle Crenshaw, Neil Gotanda, Gary Peller, and Kendall Thomas (eds.). New York: The New Press. Pp. 357-383.

Jan. 23 | Gender and Race

Read: Gay, Claudine, and Katherine Tate. 1998. "Doubly Bound: The Impact of Gender and Race on the Politics of Black Women." *Political Psychology* 19 (1): 169–84.

Jan. 28 | Gender and Migration Status

Read: Bejarano, Christina E., Sylvia Manzano, and Celeste Montoya. 2011. "Tracking the Latino Gender Gap: Gender Attitudes across Sex, Borders, and Generations." *Politics & Gender* 7 (04): 521–49. <https://doi.org/10.1017/S1743923X11000341>.

Jan. 30 | Gender and Class

Read: Fiske, Susan T., Juan Xu, Amy C. Cuddy, and Peter Glick. 1999. "(Dis)respecting versus (Dis)liking: Status and Interdependence Predict Ambivalent Stereotypes of Competence and Warmth." *Journal of Social Issues* 55 (3): 473–89.

Feb. 4 | Gender and Sexual Orientation

Read: Halperin, David. 2014. "Sex, Sexuality, and Sexual Classification." In *Critical Terms for the Study of Gender*, eds. Gilbert Herdt and Catharine R. Stimpson, University of Chicago Press, 449-486.

Feb. 6 | Multiple Intersections

Read: Davenport, Lauren. 2016. "The Role of Gender, Class, and Religion in Biracial Americans' Racial Labeling Decisions." *American Sociological Review*.

Feb. 11 | Women's Representation

Read: Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." *Journal of Politics* 61(3): 628-657.

Feb. 13 | Mental Health Day (no class)

Feb. 18 | Women's Ambition

Read: Holman, Mirya R., and Monica C. Schneider. 2016. "Gender, Race, and Political Ambition: How Intersectionality and Frames Influence Interest in Political Office." *Politics, Groups, and Identities* 6 (2): 264–80.
Kreitzer, Rebecca J., and Tracy L. Osborn. 2019. "The Emergence and Activities of Women's Recruiting Groups in the U.S." *Politics, Groups, and Identities* 7 (4): 842–52.

Feb. 20 | Women in Elections

Read: Anzia, Sarah F., and Rachel Bernhard. n.d. "Does Gender Stereotyping Affect Women's Representation? New Evidence from Local Elections"

Feb. 25 | Books Reviews, Day 1

Read: Book reviews for: [The Second Shift](#), [A Woman's Wage](#), and [Ain't I a Woman?](#)

Feb. 27 | Women and Public Policy

Read: Huddy, Leonie, and Erin Cassese. 2011. *On the Complex and Varied Political Effects of Gender*. Oxford University Press.

Sampaio, Anna. 2014. "Racing and Gendering Immigration Politics: Analyzing Contemporary Immigration Enforcement Using Intersectional Analysis." *Politics, Groups, and Identities* 2 (2): 202–21.

Mar. 3 | Books Reviews, Day 2

Read: Book reviews for: Bad Feminist, Living a Feminist Life, and Good and Mad

Mar. 5 | Women in Political Parties

Read: Gershon, Sarah Allen, Celeste Montoya, Christina Bejarano, and Nadia Brown. 2019. "Intersectional Linked Fate and Political Representation." *Politics, Groups, and Identities* 7 (3): 642–53.

Preece, Jessica Robinson, Olga Bogach Stoddard, and Rachel Fisher. 2016. "Run, Jane, Run! Gendered Responses to Political Party Recruitment." *Political Behavior* 38 (3): 561–577.

Mar. 10 | Books Reviews, Day 3

Read: Book reviews for: Down Girl, Invisible Women, and Sister Citizen

Mar. 12 | Women in U.S. Politics Today

Read: Cassese, Erin C., and Mirya R. Holman. 2018. "Playing the Woman Card: Ambivalent Sexism in the 2016 U.S. Presidential Race." *Political Psychology* 0 (0).

Mar. 18 | FINAL PAPER DUE

Syllabus references and credits are due to: Amanda Bittner, Amber Boydston, Sara Chatfield, Fiona Griffiths, Mirya Holman, Mackenzie Israel-Trummel, Hakeem Jefferson, Katharine Kimmel, Mark Verbitsky, and Ana Catalano Weeks.