

POLS 337 ~ GENDER, POLITICS, & POLICY



Semester: Fall 2011
Instructor: Dr. Erin Cassese
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Class Time: Tuesdays and Thursdays from 2:30-3:45pm
Class Location: 317 Clark Hall
Regular Office Hours: Woodburn 301C
Tuesdays 12:30- 2 pm & by appointment
Online Office Hours: Wimba Classroom (linked from BlackBoard's Class Content section)
Mondays 9-10:30am & by appointment

COURSE OVERVIEW

This course explores the social and political implications of gender in American society. We begin with competing theories of gender difference, comparing socialization, biological, cognitive, psychoanalytic, and feminist perspectives. Next, we consider the ways in which contemporary social and political practices and institutions organized around gender differences create and reproduce patterns of inequality. We will focus on social problems which differentially impact men and women, exploring policy solutions and evaluating evidence that these policies meet their statutory objectives. Specifically, we will look at policy in the area of family and reproductive rights, social welfare, education, and employment. In the process of evaluating these programs, we consider the intersection between gender and other social categories, such as race and class. Exploring this intersectionality will afford insight into the diversity of needs and preferences among women, as well as highlight the challenges of designing effective social policy.

EXPECTED LEARNING OUTCOMES

Through active participation in this class:

- You will be able to compare and contrast common theories of the origins and magnitude of gender differences in American society.
- You will understand the gendered implications of public policy and be able to identify areas where policy has an effect on men which differs from women.
- You will be able to critically evaluate empirical evidence used in policy analysis.
- You will understand how an intersectional approach to the study of gender, race, and class adds complexity and value to the study of social inequality and public policy.

- You will gain insight into the interplay between law governing reproductive rights at the federal and state levels.
- You will gain knowledge of the link between reproductive rights and social welfare policy.
- You will learn about the work-family conflict and its implications for occupational segregation, the wage gap, and the status gap.
- Your reading comprehension of complex, scholarly texts will improve.

GENERAL EDUCATION CURRICULUM (GEC) REQUIREMENTS

This course satisfies the requirements for either *The Individual in Society* (Objective 6) or *American Culture* (Objective 7).

COURSE POLICIES

- **Academic Misconduct:** The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at <http://www.arc.wvu.edu/admissions/integrity.html>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter. Academic misconduct will result in an unforgivable F.
- **Disruptive Students:** Disorderly or disruptive conduct that substantially threatens, harms, or interferes with university personnel or orderly university processes and functions will not be tolerated. You will be asked to leave the classroom if your behavior disrupts the learning environment of the class. Students responsible for disruptive behavior in the classroom may be administratively withdrawn from the course.
- **Incompletes:** Incompletes will not be granted without prior approval from the instructor. This means you must ask for an incomplete and document the need for it prior to the final exam date set by the university.
- **Make-Up Exams or Assignments:** Consistent with WVU guidelines, students absent from regularly scheduled examinations because of authorized University activities will have the opportunity to take them at an alternate time if documentation is provided. Make-up exams will also be provided for students who can document extenuating circumstances including accidents or family emergencies.
- **Social Justice Statement:** West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.
- **Accommodations for Students with Disabilities:** If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class. Please advise me and make appropriate arrangements with Disability Services (293-6700).

- Changes to the Course Schedule: The instructor may modify the course schedule to accommodate the pace of the course. Modifications may include changes to the assigned readings or due dates for assignments. These modifications will be posted as announcement on eCampus and announced in class.

GRADING

- Grade Assignment: 100-90 A, 89-80 B, 79-70 C, 69-60 D, 59-0 F. Plus and minus grades will be assigned.
- Late Assignments: Late assignments will be penalized one full letter grade for each day past deadline.
- Appeals: Grading appeals must be made in writing within one week of the day on which the exam or paper is returned.
- Excessive Absence: Attendance is required. Please attend every class, and send an email when extenuating circumstances prevent you from attending. Habitual lateness or early departure will count as absences. If you are asked to leave class because you are being disruptive, it will count as an absence. More than 3 undocumented absences during the semester will result in a lower course grade.

REQUIRED TEXTS

Conway, M. Margaret, David W. Ahren, and Gertrude A. Steurnagel. 2005. *Women and Public Policy: A Revolution in Progress*. Washington, DC: CQ Press.

Ford, Lynne E. 2011. *Women and Politics: The Pursuit of Equality*. Boston, MA: Houghton Mifflin Company.

Additional readings will be available on eReserve, JSTOR and through Google Scholar.

eCAMPUS

Throughout the semester, readings, slides, announcements, notes of clarification, and grades will be placed in the WVU eCampus classroom. You will also use eCampus to submit your assignments and participate in online discussions. Be certain to do a browser check-up during the first week of classes so that you will be able to see and access all the features in the WVU eCampus classroom.

If you have a technical problem or cannot enter the WVU eCampus classroom, contact the OIT Help Desk by phone at 304-293-4444 or online at <http://oit.wvu.edu/support/helpdesk/index.html>

In the event of a technical problem, assignments must be submitted by email. Problems with eCampus are not an acceptable justification for submitting late work.

This class will use the WIMBA live classroom for virtual office hours and class during extreme winter weather conditions. It can be reached by clicking on the old-timey computer icon in the “Course Content” section of the course page. You must download and test the WIMBA live

classroom software before entering the classroom. More information about how to use WIMBA is available on the WIMBA Classroom Getting Ready Guide found in the “WIMBA Live Classroom” folder on the homepage of the POLS 337 classroom.

SPECIAL COURSE POLICY ON WEATHER ACCOMMODATIONS

In the event of extreme winter weather, please check your email one hour prior to the start of class. If the weather is very poor, the instructor will teach the class using the online WIMBA classroom feature in blackboard. She will notify you of this change via your mix account. The link to the WIMBA classroom is available on blackboard. The lecture will be archived for five days, for those who are not able to access the web during the regularly scheduled class time. It is important to take notes when viewing the online lecture. It will only be accessible during the 5 day period following the regularly scheduled class.

COURSE REQUIREMENTS

- Book Review (15 percent): You will select a book from a list of options and write a structured review which relates the book to the course readings. Details are posted under Assignments on eCampus.
- Gender Norms Paper (15 percent): You will write a paper about violating gender norms. This is a “hands-on” assignment. Details are posted under Assignments on eCampus.
- Interview Project (15 percent): You will conduct an interview that covers a topic addressed in class. You have the option of either writing a paper about what you’ve learned or giving a PowerPoint presentation. Details are posted under Assignments on eCampus.
- Midterm Exam (20 percent) and Final Exam (20 percent): Exams will consist of a mix of multiple choice, short answer, and essay questions. Exams will be closed-book.
- Discussion Forum Topic (5 percent): Each student will also design one forum topic during the course and invite discussion. An example is provided on eCampus. The forum schedule is posted on eCampus under “Course Content.”
- Discussion Forum Participation (10 percent): Students will participate weekly in online discussions. One comment per week is required, but two or more are encouraged. Students will be penalized for comments that are abusive to other classmates or comments that contain foul language.
- Attendance is required. Excessive absence (> 3-4 absence) will result in a lower grade.

PAPER POLICY

You will not receive paper copies of the syllabus or assignments. This information is posted online and you are welcome to print it at your own discretion. In addition, you will not submit hard copies of papers or assignments. Instead, please upload them to the course’s eCampus page. The instructor will use the track changes function in MS Word to provide feedback on your assignments.

COURSE SCHEDULE

WEEK 1: THEORIES OF GENDER DIFFERENCE

August 23

- Dietz, Tracy L. 1998. "An Examination of Violence and Gender Role Portrayals in Video Games: Implications for Gender Socialization and Aggressive Behavior." *Sex Roles* 38 (5/6): 425-442.

August 25

- Ford Chapter 1
- Leaper, Campbell and Carly Kay Friedman. 2007. In "The Socialization of Gender." *Handbook of Socialization: Theory and Research*. JE Grusec and PD Hastings [eds]. New York: Guilford Press. [Online at http://www.sscnet.ucla.edu/CBD/downloads/week9_LeaperCh22.pdf]

WEEK 2: DR. CASSESE IS ATTENDING THE APSA MEETING.

August 30 ~ Class is cancelled due to the APSA meeting.

September 1 ~ Class is cancelled due to the APSA meeting.

WEEK 3: EDUCATIONAL OPPORTUNITIES FOR WOMEN I

September 6

- Ford Chapter 6
- NWLC, 2010. "It's Your Education, How Title IX Protections Can Help You." [Online] <http://www.nwlc.org/sites/default/files/pdfs/NWLCItsYourEducation2010.pdf>

September 8

- Conway, Ahren, and Steurnagel Chapter 2
- NWLC. 2010. "Debunking the Myths about Title IX and Athletics." [Online] http://www.nwlc.org/sites/default/files/pdfs/debunking_myths_november_2010.pdf

WEEK 4: EDUCATIONAL OPPORTUNITIES FOR WOMEN II

September 13

- Sommers, Christine Hoff. 2000. "The War Against Boys." *The Atlantic*. [Online at <http://www.theatlantic.com/doc/200005/war-against-boys>]
- Sadker, Myra and David Sadker. 1995. *Failing at Fairness* [excerpt, eReserve]

September 15

- USDE. 2007. *Encouraging Girls in Math and Science* [Online] <http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072003.pdf> p11-39 (of the 55 page pdf, page numbers on the report don't match)

WEEK 5: WOMEN IN THE WORKFORCE

September 20

- Ford Chapter 7 and Chapter 9 (Educational, Employment and Economic Opportunities section only)

September 22

- Conway, Ahren, and Steurnagel Chapter 6

WEEK 6: WORK-FAMILY CONFLICT

September 27 ~ *Gender Norm Papers are Due!*

- Stone, Pamela. 2007. *Opting Out: Why Women Really Quit Careers and Head Home*. Berkeley: University of California Press. [Excerpt, eReserve]

September 29

- Ford Chapter 8 and Chapter 9 (Marriage and Family Rights section only)
- Conway, Ahren, and Steurnagel Chapter 8

WEEK 7: FAMILY AND REPRODUCTIVE ISSUES I

October 4

- Rose, Melody. 2006. *Safe, Legal, and Unavailable: Abortion Politics in the United States*. New York: CQ Press. [Excerpt, eReserve]
- Ford Chapter 8

October 6

- Conway, Ahren, and Steurnagel Chapter 4

WEEK 8: MIDTERM EXAM

October 11 ~ *Midterm Exam*

- Bring 1 or 2 Blue Books with you to class. They can be purchased at the bookstore.
- Blue books will be recirculated prior to the start of the exam.

October 13

- Film – No assigned readings.

WEEK 9: FAMILY AND REPRODUCTIVE ISSUES II / INTERSECTIONALITY

October 18

- Wright, Richard. 1994. “The Evolutionary Psychology of the Female Mind: Feminists Meet Mr. Darwin” *The New Republic* [eCampus]
- O’Callaghan, Tiffany. 2009. “The Science of One-Night Stands” *Time* (<http://healthland.time.com/2009/08/11/the-science-of-one-night-stands>)

October 20

- Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43 (6): 1241-1299 (Online at: http://www.iref.uqam.ca/prog_trois_cycle/Textes/Crenshaw_Mapping_Margins.pdf)

WEEK 10: INTERSECTIONALITY

October 25

- Roberts, Dorothy. 1999. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage Books. [Excerpt, eReserve]

October 27

- Camasso, Michel J. 2007. *Family Caps, Abortion, and Women of Color*. Oxford, UK: Oxford University Press [Excerpt, eReserve]

October 28 ~ Last day to drop this course with a W!

WEEK 11: VIOLENCE AGAINST WOMEN

November 1

- Visit the U.S. Department of Health and Human Services' Office of Women's Health Website [<http://www.womenshealth.gov/violence-against-women/types-of-violence/>]. Follow the links to read about the different kinds of violence against women.
- Mumford, Carrie and Peggy C Giordano. 2008. "Teen Dating Violence: A Closer Look at Adolescent Romantic Relationships." *The National Institute of Justice Journal* 261: 34-40. [Online] <https://www.ncjrs.gov/pdffiles1/nij/224089.pdf>

November 3 ~ Schedule your interview presentation!

- Lisak, David and Paul M. Miller. 2002. "Repeat Rape and Multiple Offending Among Undetected Rapists." *Violence and Victims* 17(1): 73-84.

WEEK 12: VIOLENCE COMMITTED BY WOMEN

November 8

- Conway, Ahren, and Steurnagel Chapter 9

November 10 ~ Schedule Subject to Change

- Blee, Kathleen M. 2002. *Inside Organized Racism: Women in the Hate Movement*. Berkeley: University of California Press [Excerpt, eReserve]
- *Depending on the number of students who sign up to present, these readings may be rescheduled to accommodate presenters.*

WEEK 13: INTERVIEW PROJECTS AND PRESENTATIONS

November 15

- Interview projects and presentations.
- For students who choose the paper option, your paper is due today.
- A schedule of presenters will be uploaded to eCampus by November 3th. Look for it under “Course Content.”

November 17

- Interview projects and presentations.

WEEK 14: HAPPY THANKSGIVING

November 22 ~ Thanksgiving Recess

November 24 ~ Thanksgiving Recess

WEEK 15: WOMEN AS POLITICAL PARTICIPANTS II

November 29

- Ford Chapters 2 & 3
- Walsh, Debbie and Kathy Kleeman. 2011 “For a Woman to Reach the White House, the 2012 Elections Will Be Key.”
- [Online] http://www.cawp.rutgers.edu/press_room/news/documents/11-04-01_WashingtonPost.pdf.

December 1 ~ *Book Review Papers are Due!*

- Ford Chapters 4 & 5
- Heflick, Nathan A. and Jamie L. Goldenberg. 2009. “Objectifying Sarah Palin: Evidence that Objectification Causes Women to Be Perceived as Less Competent and Less Fully Human.” *Journal of Experimental Social Psychology* 45 (3): 598-601. (Google Scholar through the WVU library site)

WEEK 16: GENDER DIFFERENCES IN POLITICAL LEADERSHIP

December 6

- Sanbonmatsu, Kira, Susan J. Carroll, and Debbie Walsh. 2009. *Poised to Run: Women’s Pathways to the State Legislatures*. Center for American Women in Politics. [Online] <http://www.cawp.rutgers.edu/research/reports/PoisedtoRun.pdf>.

December 8

- Dolan, Kathy and Kira Sanbonmatsu. 2008. “Gender Stereotypes and Attitudes toward Gender Balance in Government.” *American Politics Research* 37(3): 409-428.

FINAL EXAM ~ December 12 from 8am – 10am¹

¹ The date and time are subject to revision by the registrar’s office.