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Rutgers University
Wednesdays 12:35-3:35 PM
Eagleton Drawing Room
Office hours: by appt.

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Women and American Politics
Political Science 335/Women's and Gender Studies 336
Spring 2020

Course description

We will analyze the participation of women in American political life; examine women's public roles and the effects of feminism in altering women's public roles in both historical and contemporary contexts; delve into women's participation in electoral politics; study women's behavior and influence as public officials; and analyze the intersection of gender with other categories such as race/ethnicity and political party. Over the course of the semester, we will analyze the historic 2018 midterm election, study the 2016 and 2020 presidential elections, and examine the relationship between gender and policymaking.

This course is designed to introduce students to the study of gender and U.S. politics including the central questions, concepts, and debates in the field. Students will develop a theoretical framework and analytic tools for studying gender and politics. The course is also intended to teach students about the research process and to strengthen students' analytic, critical thinking, written, and oral communication skills.

This class is offered in conjunction with the Douglass Residential College PLEN (Public Leadership Education Network) Forum. The PLEN Forum provides students with a unique opportunity to hear and learn first-hand from political women about their experiences and paths to politics. A portion of about seven class sessions over the course of the semester will be devoted to PLEN Forum discussions with political women. These sessions are informal, and PLEN speakers expect students to ask lots of questions and engage them in discussion. Students should take notes during PLEN sessions and draw upon the PLEN sessions just as they would draw upon class readings and lectures in completing their written assignments for class. The dates for PLEN sessions are: February 12, February 26, March 4, March 11, March 25, April 8, and April 22. These dates are subject to change.

Course requirements

- 20% Class participation
- 15% Reading-check quizzes
- 20% Essay #1
- 20% Essay #2
- 25% Essay #3

The format for our class will be a combination of lecture, discussion, and small group work. Students should come to class prepared to discuss the assigned readings for that class. Reading-check quizzes will be held during some classes to ensure students are completing the reading assignments prior to class. Class participation grades will be based on students' oral participation in class discussions and participation in small group work.

Essays should be 4-5 pages in length in addition to a cover page. It is expected that students will cite lectures, PLEN sessions, class discussions, and group work in the essay assignments. It is required that students submit hard copies of the first two essays in class AND upload them to Canvas. Essay assignments will not be accepted via other means (i.e., submitting essays via email, Google Docs, or other means is not permitted). The third essay will only be uploaded to Canvas. In the unlikely event of a medical emergency on the due date of an essay, students should be prepared to provide a dean with documentation.

The first two essays are due at the start of class on March 4 and April 15. The essay assignments will be handed out in class; no outside research will be required. A late essay will be penalized 1/3 of a letter grade each day that it is late. The third and final essay is due during finals week on Monday May 11 at 5:00 p.m. via Canvas. For this essay, Canvas will close at 5:00 p.m. sharp on May 11 and no late essays will be accepted. Please plan accordingly.

Course policies

The readings listed on the syllabus are required. I will provide discussion questions each week to guide students' reading.

The use of cell phones/smart phones is disruptive and is therefore prohibited during class. If students are using those devices during class, they will be asked to leave the classroom for the remainder of that class period. Students are permitted to use laptop computers and tablets during approved periods of class for note-taking and other class-related work only. Those using laptops or tablets for purposes unrelated to our class must leave the classroom for the remainder of that class period. *Paper and pencil notetaking is strongly recommended and always permitted.*

All assignments for this class will be run through Turnitin.com to check for plagiarism. Note that assignments will be kept by Turnitin and will be used to check submissions by others; this will be done independent of any copyright claims by the author of the document.

*** Please take a moment to familiarize yourself with the university's academic integrity policy: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>

University policy: Absences

Students are expected to attend *all* classes. **If you expect to miss a class, please use the university's reporting website and explain the date and reason for the absence:**

<https://sims.rutgers.edu/ssra/>

Students who are expected to miss more than one class should see a dean of students for assistance to help verify these circumstances.

My contact information

The best way to reach me is by email (sanbon@rutgers.edu). Please email me to schedule an appointment.

Required Books

These three required books are available at Barnes and Noble. The book by Susan Ware is also available electronically through the Rutgers Library. The books by Abrams and Dittmar et al. will be available on reserve at the Douglass Library.

* Ware, Susan. 2015. *American Women's History: A Very Short Introduction*. New York: Oxford University Press.

<https://catalog-libraries-rutgers-edu.proxy.libraries.rutgers.edu/vufind/Record/5516579>

* Abrams, Stacey. 2019. *Lead from the Outside: How to Build Your Future and Make Real Change*. Picador (reprint edition). ISBN: 978-1250214805

* Dittmar, Kelly, Kira Sanbonmatsu, and Susan Carroll. 2018. *A Seat at the Table: Congresswomen's Perspectives on Why Their Presence Matters*. New York: Oxford University Press. ISBN: 0190915730

Recommended Book

* Strunk, William and E.B. White. *The Elements of Style*, 4th Edition. Pearson. ISBN: 9780205309023

Recommended Journal Issue

* *Daedalus: Journal of the American Academy of Arts & Sciences*. 2020. "Women & Equality" Volume 149, Issue 1. <https://www.amacad.org/daedalus>

Required Readings on Canvas

All other readings listed on this syllabus are required and are available on Canvas.

Week 1 January 22 Introduction

1. Center for American Women and Politics (CAWP) website: <http://cawp.rutgers.edu/facts>

Week 2 January 29 Women, Gender, and the United States

1. Ware, Susan. 2015. *American Women's History: A Very Short Introduction*. New York: Oxford University Press. Introduction and Chapters 1 and 2.
2. Glick, Peter, and Susan T. Fiske. 2000. "Gender, Power Dynamics, and Social Interaction." In *Revisioning Gender*, Ed. Myra Marx Ferree, Judith Lorber, and Beth B. Hess. Walnut Creek, CA: Altamira Press. 265-398.
3. Romero, Mary. 2018. *Introducing Intersectionality*. Medford, MA: Polity. Chapter 1, "Identifying Intersectionality."

Week 3 February 5 The 2016 and 2020 Presidential Elections

1. Dittmar, Kelly. 2017. *Finding Gender in Election 2016: Lessons from Presidential Gender Watch*. Barbara Lee Family Foundation and Center for American Women and Politics. <http://cawp.rutgers.edu/sites/default/files/resources/presidential-gender-gap-report-final.pdf>
2. Schwartzman, Paul. 2019. "'We won't go back': Ocasio-Cortez answers Trump's rallying cry with one of her own." *The Washington Post*. 19 July.
3. Sullivan, Margaret. 2019. "How sexist will the media's treatment of female candidates be? Rule out 'not at all.'" *The Washington Post*. 17 February.
4. Lucey, Catherine. 2019. "Trump Campaign Launches Effort to Court Female Voters." *Wall Street Journal*. 16 July.
5. Visit 2020 presidential candidate websites

Week 4 February 12 Political Campaigns

1. Dittmar, Kelly. 2019. *Black Women in American Politics 2019*. Higher Heights and CAWP. <https://cawp.rutgers.edu/research/women-color-politics>
2. Humes, K.R., N.A. Jones, and R.R. Ramirez. 2011. *Overview of Race and Hispanic Origin: 2010*. U.S. Department of Commerce, U.S. Census Bureau.
3. Dittmar, Kelly. 2019. *Unfinished Business: Women Running in 2018 and Beyond*. Center for American Women and Politics, Eagleton Institute of Politics, Rutgers, The State University of New Jersey. <https://womenrun.rutgers.edu/>

Week 5 February 19 Challenges to Women's Leadership

1. Pew Research Center. 2018. *Women and Leadership 2018*. September.
2. Krook, Mona Lena, and Juliana Restrepo Sanin. "The Cost of Doing Politics? Analyzing Violence and Harassment Against Female Politicians." *Perspectives on Politics*. DOI: <https://doi.org/10.1017/S1537592719001397>

Week 6 February 26 Gender and Pathways to Office

1. Sanbonmatsu, Kira, Susan J. Carroll, and Debbie Walsh. 2009. *Poised to Run: Women's Pathways to the State Legislatures*. Center for American Women and Politics, Eagleton Institute of Politics, Rutgers, The State University of New Jersey. https://cawp.rutgers.edu/sites/default/files/resources/poisedtorun_0.pdf
2. Sanbonmatsu, Kira. 2015. "Electing Women of Color: The Role of Campaign Trainings." *Journal of Women, Politics, & Policy*. 36 (2): 137-160.
3. Abrams, Stacey. 2019. *Lead from the Outside: How to Build Your Future and Make Real Change*. Picador (reprint edition). (Preface and Chapters 1-3) (pp. xi through p. 78)

Week 7 March 4 Women's Movements

FIRST ESSAY DUE (please bring a hard copy to class and upload to Canvas)

1. Ware, Susan. 2015. *American Women's History: A Very Short Introduction*. Chapter 4.
2. Cobble, Dorothy Sue. 2010. "Labor Feminists and President Kennedy's Commission on Women." In *No Permanent Waves: Recasting Histories of U.S. Feminism*, ed. Nancy Hewitt. New Brunswick, NJ: Rutgers University Press. 144-167.
3. Evans, Sara M. 2003. *Tidal Wave: How Women Changed America at Century's End*. New York: Free Press. Chapter 2, "Personal Politics", pp. 18-60.

Week 8 March 11 Party Politics

1. Freeman, Jo. 1987. "Whom You Know versus Whom You Represent: Feminist Influence in the Democratic and Republican Parties." In *The Women's Movements of the United States and Western Europe: Consciousness, Political Opportunity, and Public Policy*, Mary Fainsod Katzenstein and Carol McClurg Mueller (eds). Philadelphia: Temple Univ. Press.
2. Deckman, Melissa. 2016. *Tea Party Women: Mama Grizzlies, Grassroots Leaders, and the Changing Face of the American Right*. New York: NYU Press. Chapter 3, "A New Civic Motherhood? The Evolution of Conservative Women's Political Rhetoric."
3. Schreiber, Ronnee. 2018. "Is There a Conservative Feminism? An Empirical Account." *Politics & Gender* 14: 56-79.

Week 9 March 18 NO CLASS – SPRING BREAK

Week 10 March 25 Women’s Voting Rights and Electoral Behavior

1. Ware, Susan. 2015. *American Women’s History: A Very Short Introduction*. Chapter 3.
2. Carroll, Susan J. 2018. “Voting Choices: The Significance of Women Voters and the Gender Gap.” In *Gender and Elections: Shaping the Future of American Politics*, 4th edition, Eds. Susan J. Carroll and Richard Fox. New York: Cambridge University Press.
3. Hardy-Fanta, Carol, Pei-te Lien, Dianne Pinderhughes, Christine Marie Sierra. 2016. *Contested Transformation: Race, Gender and Political Leadership in 21st Century America*. New York: Cambridge University Press. Chapter 1, “Dual Narratives.”

Week 11 April 1 Grassroots and Local Politics

1. Krauss, Celene. 1998. “Challenging Power: Toxic Waste Protests and the Politicization of White, Working-Class Women.” In *Community Activism and Feminist Politics: Organizing Across Race, Class, and Gender*, Ed. Nancy A. Naples. New York: Routledge.
2. Kjaer, Ulrik. 2019. “Patterns of Inter-Level Gender Gaps in Women’s Descriptive Representation.” *Lex Localis* 17 (1), 53-70.
3. Dittmar, Kelly, Kira Sanbonmatsu, and Susan Carroll. 2018. *A Seat at the Table: Congresswomen’s Perspectives on Why Their Presence Matters*. New York: Oxford University Press. Chapters 1 and 2.

Week 12 April 8 Women in Congress

1. Dittmar et al. *A Seat at the Table*. Chapters 3 to 8.

Week 13 April 15 Gender and Institutions I

SECOND ESSAY DUE (please bring a hard copy and upload to Canvas)

1. Smooth, Wendy. 2008. “Gender, Race, and the Exercise of Power and Influence.” In *Legislative Women: Getting Elected, Getting Ahead*. Beth Reingold, Ed. Boulder, CO: Lynne Rienner. 175-196.
2. Center for American Women and Politics (CAWP). 2019. “Women in State Legislative Leadership 2019.” Fact Sheet. Center for American Women and Politics, Eagleton Institute of Politics, Rutgers, The State University of New Jersey.

Week 14 April 22 Gender and Institutions II

*** PLEN Spring Forum * (Reception to Follow)**

1. Abrams, Stacey. 2019. *Lead from the Outside: How to Build Your Future and Make Real Change*. Chapters 4 to 9 (pp. 79-206)

Week 15 April 29 Gender and Public Policy

1. Michener, Jamila, and Margaret Teresa Brower. 2020. "What's Policy Got to Do with It? Race, Gender & Economic Inequality in the United States." *Daedalus: Journal of the American Academy of Arts & Sciences*. 149 (1): 100-118. https://doi.org/10.1162/DAED_a_01776
2. McBride, Dorothy E., and Janine A. Parry. 2016. *Women's Rights in the USA: Policy Debates and Gender Roles*. New York: Routledge. "Work and Pay" <http://bit.ly/2PPGAgz>

Monday, May 11

THIRD ESSAY DUE by 5:00 p.m. via Canvas

* Please note that Canvas will close at 5:00 p.m. sharp. No late essays will be accepted. *

Statement as a Responsible Employee

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit endsexualviolence.rutgers.edu

Student-Wellness Services at RUTGERS

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

<http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled,

participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>