

POL222: Women, Politics, and Public Policy

FALL 2015, Purdue University

MWF 10:30-11:20 (004), 2:30-3:20PM (005)

BRNG 1245

Instructor: R. Walker-Kulzick, Ph.D. candidate

Office Hours: Monday & Wednesday 11:30AM-2:30PM **and by appointment**

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Course Objectives

This course is designed to encourage students to think critically about politics and public policy issues pertinent to women and issues of gender. It builds on a series of theoretically based readings as well as a variety of assignments designed to facilitate learning and push your thinking about various topics and questions. We seek to understand women's policy issues, women in the political system, and how gender operates in both American society as well as throughout the globe.

By the end of the course students should be able to do the following:

- Explain the historical foundations of feminism both in the United States and elsewhere
- Present contemporary policies, ideas, and knowledge surrounding gender, women, and men
- Identify primary arguments and ideas about gender, gender politics, and policies that affect women
- Apply differing concepts from course readings to discussions, activities, and written work
- Think critically about the role of gender in own lives and educations

I hope to facilitate open and vibrant discussion about women, politics, and public policy. This class is intended to be a challenge, but at the end of the semester I hope you will have had a thought-provoking learning experience. I am here to facilitate your pursuit of knowledge and intend to help you along this journey as best I can. I hope that each of you will be comfortable approaching me with questions or comments about the course. All I ask is that each student have a positive attitude, work hard, and come to class and contribute.

Course Caveat

I will do my best to stick to the plan outlined in this syllabus, but the schedule and assignments are subject to change in the event of extenuating circumstances. For example, in the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances.

Required Texts

¹ Please allow 24 hours for me to respond to emails. I strongly encourage you not to wait until the last minute to contact me with any problems accessing course materials, turning in assignments, or setting up appointments.

Gender Basics: Feminist Perspectives on Women and Men, Second Edition

Anne Minas

Wadsworth

ISBN: 0-534-52839-2

Miss Representation (film) – Available to rent or buy on Amazon.com or Google Play or free to view on Netflix

MAKERS: Women Who Make America (film) – Available for free on Netflix or Amazon.com to rent or buy

Killing Us Softly 4 (film) – Available via web link provided on Blackboard

Caveat: Please pay attention throughout the syllabus to assigned readings. Some readings will come from required textbooks, some will be excerpts that I will have placed on Blackboard, and some may be URLs that I expect you to access.

Grading Scale

Attendance & Participation: 10%	Video Responses & Project Implicit: 10%
Mock Congress: 20%	Activities: 5%
Quizzes: 10%	Check-ins: 5%
Midterm Exam: 20%	Final Exam: 20%

With a possible 24 extra points (see “Extra Points” section)

Introductory Assignment: +2

A+ 97-100	B+ 87-89	C+ 77-79	D+67-69	F 0-59
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D-60-62	

Class Conduct Expectations and Policies

Daily Readings/Videos/Podcasts: Each student should complete each reading, assigned podcasts, and videos for every day/week. Completing these assignments is a vital aspect of learning this course material. I will post discussion questions to guide you through each textbook chapter, academic article, or book chapter. These are not due to me nor are they graded. They are for you to follow if you’d like (which I strongly suggest).

Each of you should be prepared for class, and part of being prepared for class is having completed the assigned readings AND bringing them with you to class.

Late work: All assignments must be turned in by the specified time. In the event of extenuating circumstances I will consider extending the deadline, but this is always at my discretion and I reserve the right to deny any deadline extension requests. In the event that it is permissible for a deadline to be amended for an individual student, I also reserve the right to request written verification regarding these

circumstances and deadline extensions will be contingent upon providing this verification.

Electronic Devices: Please do not use laptops, cell phones, or MP3 players during class. Any use of electronic devices during class will distract you (and likely others) from the material at hand and detract from your learning experience in this class.

Class discussion: Class discussion is an invaluable aspect of this course. During class discussion I expect students to be respectful and speak to each other *only* in ways that you would like to be spoken to.

Emergencies and Missed Classes: If you are going to miss a class (for being sick, family emergency, car trouble, etc.) please notify me via email that you will be absent. I do not expect absences to occur often, as they will require you to miss opportunities to gain greater knowledge. Additionally, I may request written verification regarding absences, particularly if an absence requires you to miss an assignment or exam.

Office Hours: I have office hours for *you*. I am here to help each student understand, synthesize, and apply the information in this class. I want to see each of my students succeed not only in this class, but academically overall. Please use this time to see me to discuss assignments, problems, or questions. If the office hours listed above conflict with other obligations, please email me and set up an appointment and I will make myself available. When you attend office hours please be sure to bring your class notes, relevant assignments, and required readings with you.

Students with Disabilities

Students with disabilities must be registered with the Disability Resource Center in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

Writing Center Resource

Purdue University provides an online writing lab (OWL). I strongly suggest that you consult this resource when writing your response papers.

<http://owl.english.purdue.edu/>

Campus Computer Labs

Throughout the course of the semester you are expected to use online resources to facilitate your acquisition and application of knowledge. Below is a link to on-campus computer facilities to make using this resource easier.

<http://www.itap.purdue.edu/learning/facilities/instructionallabs/>

Statement on Academic Integrity

If students engage in academic dishonesty it can lead to failure on the assignment in question, the course, or referral to the Office of the Dean of Students. Here is Purdue's statement on academic honesty: Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5,

Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

Use of Copyrighted Materials

"Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise. Students enrolled in, and authorized visitors to, Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course or the University generally.

Notes taken in class are, however, generally considered to be "derivative works" of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials. No individual is permitted to sell or otherwise barter notes, either to other students or to any commercial concern, for a course without the express written permission of the course instructor. To obtain permission to sell or barter notes, the individual wishing to sell or barter the notes must be registered in the course or must be an approved visitor to the class. Course instructors may choose to grant or not grant such permission at their own discretion, and may require a review of the notes prior to their being sold or bartered. If they do grant such permission, they may revoke it at any time, if they so choose." [Purdue CIE]

Course Requirements

ATTENDANCE & PARTICIPATION: Students should plan to attend every class barring extenuating circumstances. Attendance and participation are distinctly different, however. While attending class is a necessary condition for participating in class, it is not sufficient. Participating in on-going class discussion and activities is an invaluable part of this learning experience. I expect each student to arrive to class prepared (having completed all readings and assignments) and ready to engage with each other about the daily readings and topics.

ACTIVITIES: For specific assigned days I will provide an in-class activity assignment. Students should come to class prepared based on the prompt I provide to discuss, present, or participate in the given activity. Each prompt will include the selection of class appropriate information, images, or other content of your choosing that relates to the week's readings and topics that you will provide for class discussion and activity purposes. You should also submit a short (1-2 single-spaced paragraphs – *typed, printed, and stapled*) reflection on the activity in which you are

expected to directly relate the activity to relevant course readings (this includes accurately citing the readings and drawing clear connections between the activity and the readings and concepts).

MOCK CONGRESS: Towards the end of the semester each student will present a policy proposal to the class based on the policy problem they have selected and defined throughout the course of the semester. Each student will be assigned to a political party (Republican or Democrat) and write and present their policy proposal. Testimony will last about 10 minutes and you should expect questions and debate following your testimony. You can use props, videos, or other multimedia aids as necessary. Select your topic early and come see me to have it approved. There will be no overlap between issues, so issue/topic selection is on a first-come-first-serve basis. After all testimony is completed the class will engage in a final debate on the proposals and vote on each proposed bill. The instructor will serve as the President.

I have posted a document with full assignment description and instructions on Blackboard under the “Mock Congress” tab.

Policy Problem Approval Deadline: Wednesday, September 16

Preliminary Policy Proposal due: Friday, October 16 (due by midnight)

Testimony & Debate begins: Friday, November 13

EXAMS: There are TWO exams in this class – a midterm and a final exam. The midterm will take place in class on the day specified on the syllabus. The final exam date and time will be announced at a later date. If you arrive late on the day of either exam, you will not be granted additional time to complete your exam.

QUIZZES: At random times throughout the semester I will give *unannounced* quizzes. These quizzes are intended to gauge student’s understanding of the reading and class material. Quiz format will vary but quizzes will generally cover material relevant to each week (class notes and readings). Quizzes are also intended to prepare you for the exams and other assignments. I will hand back quizzes and we will review them in class. I urge you to keep them in a class portfolio to review prior to the exams.

VIDEO SCREENINGS & RESPONSE ESSAYS: At specified times throughout the semester, I have provided information about films for you to view out of class and write video response essays. These essays will be due on Blackboard uploaded as a Word document before the beginning of class on the day specified. You should directly relate the response to relevant course readings (this includes accurately citing the readings and drawing clear connections between your observations about the film and the readings and concepts).

For your essay, please answer the following questions:

What do you think is the perspective of the filmmaker? Why?

What do you find interesting about this film? Why?

How does this film relate to course material?

Response essays should be no longer than 2 single-spaced pages (12 pt, Times New Roman Font, Office Default Margins).

Essays are DUE at the specified times on the rubric.

I have 3 films for you to choose from. You must choose 1 film to view and write a response. These responses are due at specified times on the syllabus. For example, if you choose to view *Miss Representation* and write a response, you must submit it at the specified time on the timeline below. **If you choose not to write a response for each video, you should still view the film and come to class prepared to discuss the film.**

NOTE: You may do more than one of these assignments and I will use your highest grade.

Submit these assignments on Blackboard (as a Word document) before class on the day each assignment is due.

PROJECT IMPLICIT ASSIGNMENTS: I have provided an additional tab on Blackboard with specific instructions. Please view this link and the attached instructions.

I have provided 3 Project Implicit tests for you to take with corresponding dates and deadlines. Choose 1 PI to complete and write a reflection essay. PIs and essays are due at specified times on the syllabus. For example, if you choose to complete the Gender-Career PI assessment, you should submit it at the specified time on the timeline below. **If you choose not to write a response for each PI, you should still fully complete the PI test and come to class prepared to discuss the test.**

For each test, complete the test and accompanying questionnaire at the end. Review your final output after you have taken the test. Reflect on the information provided.

Write a 1-2 page single spaced, 12 pt. Times New Roman font paper reflecting on the following items:

What are the sources of the results of this test? Consider each of the possible test outcomes and what may be the source of these outcomes. Do you agree or disagree with your test results? What do you think about the implicit biases the test purports to measure? Do you think we should try to overcome these biases? What do you think are the sources of these biases? Are they problematic?

How does Project Implicit test relate to the material we are covering in class? You must cite specific readings and make clear and accurate connections to the readings.

You *do not* have to reveal your test results in your response if you do not feel comfortable doing so.

NOTE: You may do more than one of these assignments and I will use your highest grade.

Submit these assignments on Blackboard (as a Word document) before class on the day each assignment is due.

CHECK-INS: At two points during the semester each student is to come to my office hours OR schedule an appointment with me to check in about their progress in the course. This allows us to discuss each student's individual progress in the class and discuss any questions about course content or assignments throughout the semester as opposed to waiting until the end of the semester to address questions, problems, concerns.

The first check-in is WEEK 7 – October 5-9

The second check-in is WEEK 13 – November 16-20

INTRODUCTORY ASSIGNMENT:

First and Last Name:

Why are you taking POL222?

Year of Study (e.g. Freshman):

What do you hope to learn in POL222?

Hometown:

What do you want to do with your life?

Major & Minor: What is one unique fact about you?

What is your favorite TV Show?

Due in class: Monday, August 24

READING SUMMARIES*: For 1extra point per summary, you can turn in up to 2 reading summaries a week.

This applies only to assigned readings and excludes podcasts and video clips.

Reading summaries should be turned in on Blackboard in a Word document by Friday at midnight of each week.

You cannot turn in a summary for reading from week one in week three. All summaries must be on assigned weekly readings.

Summaries should be no more than 2-3 paragraphs (or roughly one page).

Summaries should address the following:

The first 2 paragraphs should address:

What is the main point(s) the author(s) makes?

What evidence does the author(s) provide to make these points?

Are there any new terms or concepts the author(s) introduces? If so, what are they?

Briefly explain these concepts.

The final paragraph should (3-6 sentences) should address:

Any questions you have about the author's main points, evidence, or the concepts that have been introduced.

Any issues, questions, or competing ideas you would like to raise about the reading.

How does this reading relate to, support, or contradict other course readings, activities, assignments, podcasts, or films?

*A summary is not a step-by-step walk through of every point made by the author in a given reading. You should demonstrate that you have identified each author's main argument, the supporting evidence, and new concepts clearly and coherently. Do not use a series of quotations to explain a reading. Each summary must be able to be read on its own and be clear enough that had I never read the reading, I could grasp the main concepts from the summary.

Note on assignments: The purpose of a variety of assignments is to give every student an opportunity to learn the material and demonstrate that they have done so in differing ways. Each student has different needs and aptitudes and there are multiple and varying opportunities in this course to demonstrate an understanding of the material.

WEEKLY TOPICS, READINGS, AND ASSIGNMENTS

Subject to Change

GB= Minas "Gender Basics" BB = Blackboard

Otherwise noted – find on blackboard or URL link, print, read, and bring to class

DATE	TOPIC	READING	ASSIGNMENT
WEEK 1	What is gender?		
August 24	Introduction to POL 222 Defining gender, understanding outcomes	Syllabus	Intro assignment due today (see instructions)! Syllabus quiz
26	What is gender?	Eckert 1-7 (BB) Connell (BB) 1-11 APA pg. 1 (BB) Podcast – Gender vs. Sex (BB) Video Clip: Professor Raewynn Connell (BB) Video Clip: Laverne Cox and Katie	

		Couric (BB)	
28	What is power? What is oppression?	GB (Frye) 10-16 GB (Kaufman) 23-29	
WEEK 2			
31	How do people become gendered?	Eckert 7-13 (BB) Baby X (BB)	VR Due: Killing Us Softly – Due Today!
September 2	Gendered bodies, gendered behavior	Weitz 3-10 (BB) Why Our Culture Is Obsessed With Thinness (BB) Stern in Lind 22-29 (BB) Garber – The Atlantic (BB) Dove Evolution Video (BB)	
4	Gendered body images, pop culture, and gender socialization Activity Today (see instructions)	Caruthers – OUP – (BB) Understanding Implicit Bias – slides 1-3 (BB) Activity Today! (see instructions)	Project Implicit – Weight Assessment – Due Today! Activity Today! (see instructions)
WEEK 3	Feminism		
7	NO CLASS	NO CLASS	NO CLASS
9	What is feminism? Where did it come from?	Hole and Levine in Freeman 437-447 (BB) Sinopoli 118-122; 123-125 (BB) How Feminism Works (BB) Alice Stokes Paul –	

		Video Clip (BB)	
11	Women's liberation	Sinopoli 150-155 (BB) Friedan 57-78 (BB) Sinopoli 156-163 (BB) Video Clip: "The Feminist Mistake" (BB)	
WEEK 4			
14	Race and the feminist movement	hooks video clip (BB) GB 39-44 Lorde video clip (BB) Audre Lorde Parts I and II (Podcast) (BB)	
16	The successes and failures of feminism. Are we post-feminist? Who gets to be a feminist?	Douglas – Enlightened Sexism, 1-22 (BB) GB 522-525 Kaminer (BB) Kliff (BB) Traister 221-238 (BB)	Policy Proposal Topic Approval Deadline
18	Feminism Activity Today (see instructions)	Activity Today	Activity (see instructions)
WEEK 5			
21	Women & representation. Women's issues, men's issues	Lawless and Fox 4-12 (BB) Podcast- "Are Female Politicians	

		Better for Women?" (BB)	
23	Women in parties and representing women	Lawless and Fox 75-94 (BB) Schreiber 39-53 (BB) Marcotte (BB)	Video Response: Miss Representation – Due Today!
25	Women in Congress	Fox (in Carroll and Fox) 187-209 (BB)	
WEEK 6	Women in politics		
28	Women in executive	Traister 63-84 (BB) Sheeler article (BB)	
30	Midterm Review Today	Midterm Review Today	Midterm Review Today
October 2	MIDTERM	MIDTERM	MIDTERM
WEEK 7	CHECK IN 1 Women's policy issues	CHECK IN 1	CHECK IN 1
5	Rape & sexual assault	Podcast – "A Brief History of Rape" GB 324-330 GB 330-336 GB 341-342 Desmond-Harris (BB)	
7	Rape as a campus problem?	Rolling Stone UVA Article (BB) Kitchener (BB) Marcotte (BB)	
9	Rape and the law	Lind (BB) (1) Lind (BB) (2) Video Clip: "Rape is	

		your fault” (BB) Short clip: Right to Remain Silent – begin at 32 minutes and play until about 35.21 (BB)	
WEEK 8	Women’s policy issues		
12	NO CLASS	NO CLASS	NO CLASS
14	Domestic and intimate partner violence	GB 203-208 GB 208- 213 GB 213 – 220 9 facts about violence against women everyone should know (BB)	
16	Reproductive health	GB 392 – 394 GB 395 – 398 “Is Plan B Access Bad for Girls?” (Podcast) (BB) Video Clip: When Abortion was Illegal: Untold Stories (BB)	Preliminary Policy Proposal Due Today
WEEK 9	Women’s policy issues		
19	Abortion laws and women’s health	Griswold v. Connecticut (BB) Roe v. Wade (BB) Casey v. Planned Parenthood (BB) Abortion Legality Timeline (BB) Review – State by	Video Response: MAKERS Part II Due Today

		State Abortion laws (BB)	
21	Overflow/catch up day		
23	Overflow/catch up day		
WEEK 10			
26	Activity Today (see instructions)	Activity today (see instructions)	Activity today (see instructions)
28	Marriage & Parenthood	Paul (BB) Coontz – (BB) Yglesias (BB) GB 463-469	
30	Women in the work place	Berry – pages 1 -25 (BB) GB 110-118 Onion (BB) Weissmann (BB)	Project Implicit – Gender-Career Assessment – Due Today!
WEEK 11			
November 2	Women in the work place	“Unbalancing work-life balance” – Podcast (BB) “Why is bossy a bad word”– Podcast (BB) Grose (BB) Sandberg and Grant – NYT (BB)	
4	Work-Family Policy	FMLA 1 and FMLA 2- (BB) Mundy (BB) Cunha (BB)	

		Traister – New Republic (BB)	
6	Intersectionality	Mann 160-161; 172-186; 189-199 (BB) Kimberle William Crenshaw (Video) (BB) Intersectionality Pizza (Video) (BB)	Project Implicit – Race Assessment Due Today!
WEEK 12			
9	Marriage, sexuality, and privacy	Perry (BB) Loving v. Virginia parts I and II (Podcast) (BB) Bowers v. Hardwick (BB) Lawrence v. Texas (BB) Watch TedX video (BB)	
11	Overflow/Catch up day		
13	Testimony begins	Testimony begins	Testimony begins
WEEK 13			
	CHECK IN 2	CHECK IN 2	CHECK IN 2
16			
18			
20			
WEEK 14			
23			
25	NO CLASS	NO CLASS	NO CLASS
27	NO CLASS	NO CLASS	NO CLASS
WEEK 15			
30			
December 2			
4			
WEEK 16			
7			

9			
11	Final exam review/debate overflow	Final exam review/debate overflow	Final exam review/debate overflow
WEEK 17	Exam week	Exam week	Exam week
December 14-18			