

AMH3931/11E6
Media, Politics and Women in Modern U.S.
Fall 2015

Instructor: Louise Newman, Associate Professor
MWF, period 7 (1:55-2:45), meets in Keene Flint 119
Office hours: Wed, 1-2pm and by appointment on Fridays, in Keene Flint 212
lnewman@ufl.edu
<http://people.clas.ufl.edu/lnewman/>

Course Description

To bring meaningful context to the current Presidential election of 2016, this course surveys the history of women in U.S. national politics—first by examining women’s political involvement as non-partisan activists and then as voters in relation to political movements of the late nineteenth and early twentieth centuries. Then we will consider the impact of second-wave feminism during the 1960s and 1970s, and finally we will focus on the Presidential elections of 2008 and 2012, and the Congressional elections (Senate & House) of 2010 and 2012.

Course Objectives

One of the course’s central objectives is to understand how American women wielded political power both *before* and after they were allowed to vote and how their political activities and values were refashioned once they were allowed to join the two major political parties. Another objective is to appreciate how recent the current partisan-polarization of Congress is—and to analyze the impact this polarization has had on issues that are often deemed of particular importance to women (reproductive rights, abortion, contraception, health services, sexual harassment, laws pertaining to divorce and alimony, etc.)

Questions that will concern us in this course include the following:

1. What are the historical considerations that bear upon women’s involvement in politics? Are there turning points (or important events) that have shaped the history of women’s involvement in politics?
2. How do racial and class considerations (intertwined with gender) affect women’s involvement in politics?
3. How have women shaped policy, which they have done for decades, even when they were unable to vote or hold office? How has their impact on policymaking altered in recent years given the highly partisan nature of Congressional politics?
4. What has been the Democratic and Republican parties policies/perspectives pertaining to women in politics?

5. Have women ever formed a voting block? Do women currently vote differently from men; do they value different issues or different qualities in leadership (i.e., is there a “gender gap”?).
6. What factors, apart from ascriptive traits of race and gender, determine whether women get elected to office? That is, to what extent are other considerations, such as party affiliation, open seat opportunities, fundraising capability, early starts, previous political experience, etc. important in successful campaigns? How does gender affect these other factors?
7. How has gender shaped the decisions women make about becoming candidates and how they run their campaign? Do female candidates have a stronger credentials and more experience relative to men who run for similar offices? Do female candidates draw upon or otherwise play to gender/race stereotypes in their campaigns? (Kathleen Dolan’s answer to this question is that women and men make similar decisions about how to portray their policy priorities, behaving like savvy partisan politicians and not playing to gender stereotypes, pp. 16-17).
8. What traits do voters consider more prominent in men (intelligence, decisiveness; strong leadership; political experience?); what traits do voters consider more prominent in women (honesty, consensus building, compassion, reform-minded?)
9. In what areas are men considered better leaders or policymakers than women? (e.g. national security, immigration); what policies or areas of government does the public expect women to be better at?
10. What are the limitations of the current research on women in politics? What additional research needs to be done? How would you design a research study to elicit this missing information?

Caveat

The course does not question the premise that women should have the right to vote, and participate fully and equally in American politics, but it does not take it as a given that women’s greater involvement, as leaders, office holders, policy-makers and citizens, automatically improves/advances society, strengthens democracy or results in the forwarding of women’s interests (whatever those might be).

Required Readings

Note: Because they are recently published and used copies are not widely available, the four required textbooks are costly (ranging from \$25-\$40 each). I understand that the required readings in this course are more expensive than those in other history courses, but I urge you not to forgo purchasing the four books listed below. Digesting their insights is crucial—both to your intellectual development and to successful completion of the course.

All the required texts will be available from Gator Textbooks, a local bookstore in the Creekside Mall on SW2nd Ave (just west of 34th St), and from online booksellers

like Amazon.com. If you call ahead to Gator Textbooks, 352 374-4500 Doby will be happy to hold a copy for you.

Required Books (Students must purchase all of the following)

- **Burrell, Barbara.** *Gender in Campaigns for the U.S. House of Representatives.* (Ann Arbor: University of Michigan Press, 2014).
Burrell argues that there are very few differences between female and male candidates' experiences and performance on the campaign trail in their runs for the House, although she acknowledges that "gendered moments" still sometimes occur—these moments continue to receive attention from the press because they appear unseemly and create controversy, but Burrell asserts that they are "increasingly uncommon in legislative races." (250)
- **Carroll, Susan J. and Richard Fox, eds.,** *Gender & Elections: Shaping the Future of American Politics.* 3rd ed (New York: Cambridge University Press, 2014).
UF library has both the first and third edition, but these two books contain different articles. The course is assigning articles from the third edition.
- **Dolan, Kathleen.** *When Does Gender Matter?: Women Candidates & Gender Stereotypes in America Elections* (New York: Oxford University Press, 2014).
This book has a great survey instrument (Appendix D) and excellent bibliography.
- **Rymph, Catherine E.** *Republican Women: Feminism and Conservatism from Suffrage to the Rise of the New Right* (Chapel Hill: University of North Carolina Press, 2006).

Factsheets and newspaper reporting

- The Center for American Women in Politics (CAWP) at Rutgers University makes available a lot of great information for free on their website. <http://www.cawp.rutgers.edu> You will have to have access to the internet and a printer so that you can download and print out their factsheets.
- *New York Times.* Daily reporting on the 2016 election. Available online, free to University of Florida students.

Articles/Chapters and Books (available at no cost as PDFs from ARES/Course Reserves. More articles may be added as the course proceeds.)

- **Bauer, Nichole M.** "Rethinking stereotype reliance." *Politics & the Life Sciences* 32.1 (Spring 2013): 22-42. This article compares the ways that

psychologists and political scientists try to determine whether gender stereotypes help or hurt female candidates. Jury's out.

- **Frederick, Angela Howard.** "Practicing Electoral Politics in the Cracks': Intersectional Consciousness in a Latina Candidate's City Council Campaign," *Gender & Society* 24.4 (August 2010): 475-498.
This article explores a fascinating case study (beginning on p. 481 under the subheading "The Candidate and the Context") of how gender considerations are present in a campaign that appears to be about ethnicity/class. Note how Ana Estrada's statements about affordability speak to the economic needs of single mothers who are Chicana and poor.
- **Gallagher, Julie.** "Waging 'The Good Fight': The Political Career of Shirley Chisholm, 1953-1982." *Journal of African American History* 97.3 (2007) 393-416. Chisholm was the first African American woman to seek the Democratic Party's nomination for President in 1972. This essay examines her impact on national politics, drawing from Chisholm's memoir of the same title, *Waging the Good Fight*.
- **Materson, Lisa.** "Introduction" in *For the Freedom of her Race*, pp. 1-11.
- **Rhode, Deborah L.** *What Women Want: An Agenda for the Women's Movement* (New York: Oxford University Press, 2014). Electronic book available to UF students (so purchase is unnecessary if you do not mind reading electronic copies of books online.)

Course grade is based on 1000 points, distributed as follows

- Quizzes and daily participation (100 pts)
- Midterm, due Mon, October 5, 2015 (200 pts),
- Short Presentations and writing assignments (400pts)
- Presentation/Final Project due Mon, December 7, 2015 (300 pts)

Overall letter grades for the course will be assigned according to the following scale:

Letter Grade	Total Points	GPA Equivalent
A	950-1000	4.0
A-	900-949	3.67
B+	875-899	3.33
B	850-874	3.0
B-	800-849	2.67
C+	775-799	2.33
C	750-774	2.0
C-	700-749	1.67
D+	675-699	1.33
D	650-674	1.0
D-	600-649	0.67
E	<600	0

Policies regarding attendance, participation and assignments

- Unlike most other history courses offered by the University of Florida, this course has a significant “workshop” component, which requires students’ presence in class every day. **Daily participation is critical to the pedagogy of the course, so attendance will be taken at every class meeting.** Students may have two “free” absences before grade deductions will be taken from the final course grade.
- Students must bring to class all the relevant texts and readings that will be covered in class that day. Failure to do so may result in students being dismissed from the class and counted as absent.
- No late work will be accepted unless accompanied by documentation from the Dean of Students or Health Services offices. However, in the case of unforeseen circumstances, students needing an **extension** of a deadline may request permission from the instructor **in advance of** the deadline.

- “Requirements for attendance, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”

General Policies

- Students are expected to arrive on time, be attentive and respectful during class, and remain until class is over. Habitual or severe lateness will be treated as an “absence” and penalized with grade deductions.
- Smart phones and computers are encouraged but students found using them inappropriately, e.g., emailing or using social media, will be asked to leave the classroom and will be counted as absent from the class.
- UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code also specifies a number of behaviors that are in violation of the code, along with possible sanctions. Please review the University’s student code of conduct and conflict resolution procedures. <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.
<<https://www.dso.ufl.edu/sccr/conflict-resolution/>.
- Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Instructors are not required to grant accommodation if the requests are made after the first week of the semester.
- Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. Summaries of these assessments are available to students at <https://evaluations.ufl.edu>.

Course Format

This course meets on a MWF schedule, from 1:55-2:45 in Keene Flint 119.

- Mon: **Class meets at 1:55. Attendance is required.**
Generally Mondays are devoted to discussing the assigned readings for the week. In some weeks, students may have to take an online quiz on the readings before Monday’s class and/or write a short comment (300-500 words) on some aspect of the reading.

Wed: **Class meets at 1:55. Attendance is required.**
Often Wednesdays will involve presentations and/or group work on the part of students. These activities are graded and cannot be made up.

Fri: **Class meets at 1:55. Attendance is required.**
There will be special events taking place in class on Fridays, and sometimes we will visit archives/libraries on campus in lieu of class. These activities are essential to the course and cannot be made up.

Weekly Schedule

Part 1. Historical Context, 19th and 20th centuries

Week 1
(8/24, 26, 28) **Introduction**
(Wed) Rhode, "Introduction," *What Women Want* (electronic book available from ARES), 1-8.

(Fri):
Dolan, "Candidate, Sex and Gender Stereotypes," in *When Does Gender Matter*, 1-17. (ARES)
Bauer, "Rethinking stereotype reliance." *Politics & the Life Sciences* 32.1 (Spring 2013): 22-42. (ARES)

Week 2
(8/31, 9/2, 9/4) **Historical Antecedents, 19th and 20th centuries**
Rhode, *What Women Want*, pages to be determined (ARES)
Materson, *For the Freedom of Her Race*, 1-11 (ARES)
Macmamus, "Voter Participation and Turnout," *Gender & Elections*, 3rd edition, 80-118. (purchase required)

Week 3
(---, 9/9, 9/11) **Women & the Republican Party, prior to 1980**
Rymph, *Republican Women* (purchase required)

Week 4
(--, 9/16, 9/18) **Women & Democratic Reforms, prior to 1980**
Gallagher, "Waging the Good Fight" (ARES)
Assignment Due Monday, 9/21 (100 points)

Part 2. Does Gender (and Race) Still Matter?, 21st century concerns

Week 5
(9/21, --, 25) **Candidates, Campaigns, Issues, 1980-2008**
Dolan, *When Does Gender Matter*, pages to be determined
Burrell, *Gender in Campaigns*, pages to be determined
Dittmar and Carroll, "Cracking the "Highest, Hardest Glass Ceiling" in *Gender & Elections*, 49-79.

Week 6
(9/28, 30, 10/2) **Candidates, Campaigns, Issues, cont.**
Burrell, *Gender in Campaigns*, pages to be determined
Frederick, "'Practicing Electoral Politics in the Cracks'" (ARES)
Smooth, "African American Women and Electoral Politics," in *Gender & Elections*, 167-189.

Week 7
(10/5, 10/7, 10/9) **Midterm – Take Home Essay due Monday 10/5 (200 pts)**

Part 3. Case Studies, 1992 to the present

- Week 8**
(10/12, 14, 16) **Year of the Woman [in Congress], 1992 and other Congressional Races**
Burrell, *Gender in Campaigns*, pages to be determined
Fox, "Congressional Elections: Women's Candidacies and the Road to Gender Parity," *Gender & Elections*, 190-210.
- Week 9**
(10/19, 21, 23) **Women as City Mayors and State Governors**
Burrell, *Gender in Campaigns* (purchase required)
Carroll & Fox, eds., *Gender & Elections* (purchase required)
- Week 10**
(10/26, 28, --) **Women for President and Vice President, 2008**
Burrell, *Gender in Campaigns* (purchase required)
Carroll & Fox, eds., *Gender & Elections* (purchase required)
- Week 11**
(11/2, 11/4, --) **"War on Women", 112th Congress, 2012**
Burrell, *Gender in Campaigns* (purchase required)
Carroll & Fox, eds., *Gender & Elections* (purchase required)

Part 4. Final Projects

- Week 12**
(11/9, --, 11/13) **Presentations (100 pts)**
- Week 13**
11/16, 11/18, 11/20) **Presentations, cont.**
- Week 14**
(---, ---, ---) **Thanksgiving Holiday**
- Week 15**
(11/30, 12/2, 12/4) **Looking Ahead to 2016: Clinton running for President**
- Week 16**
(12/7, 12/9) **Final Project due 12/7 (200 pts)**