

### **From Protest to Policy: Gender in Political Process**

**Course Description:** How does gender make a difference in politics? Do women legislate differently? Do women have different legal rights than men? What issues become political when women decide to act? This course will explore the role of gender difference in political action and outcome by examining social movements, interest groups, and the three branches of government. Students will be encouraged to explore their specific political interests through a gendered lens. By examining how political change and process is and is not influenced by gender, the course will add depth to our understanding of the explicit inclusion of gender in the public sphere. The course will draw both from the feminist theory tradition and the American politics literature in order to pose innovative questions about how we enter politics as gendered subjects and how the intersections of American culture and identity with the institutions of American politics produce unique opportunities for political and social change.

As a hybrid course, the content will be organized such that instructor presence both in-person and online will maximize student learning. Thus, the class will be organized around a variety of activities, including structured, interactive lectures, use of networked communication, and assignments drawing on online resources.

#### **Course Objectives:**

In this course, you will be learning the following:

- Course Content:
  - **Identify** and **apply** core terms of gender analysis to the study of politics. You will come to understand how scholars come to value a gendered approach to political questions.
  - **Analyze** the effects of gender in political contexts. Think about how issues come to be gendered, how people's genders influence policy, and how the law comes to identify and treat people based on gender.
  - **Apply** previous research to contemporary politics. Investigate how the history of gender and politics informs our present and whether older theories apply to current conditions.
- Skills:
  - **Critical Thinking:** **Evaluate** and **critique** arguments and evidence made by others and yourself.
  - **Research:** **Create** research questions, **collect** your own secondary sources, and **apply** them in your assignments.
  - **Writing:** **develop** complete arguments and **defend** them in coherent language.

**Prerequisites:**

- The course is designed as an introduction to the study of gender and politics, providing a wide overview of the questions and answers researchers have studied and provided. Thus, course material should be accessible to a wide variety of knowledge levels.
- While a working knowledge of the structure of the U.S. government (functions of the three federal branches, electoral procedures, purpose of appeal courts, etc.) is useful, the course does not assume advanced knowledge about political institutions or political behavior. In the introductory lectures, I will present working knowledge about the institution or behavior we are studying.
- The course does not assume any advanced knowledge of gender, sexuality, and women's studies. In the first week, we will spend time developing frameworks for the study of gender.
- Students should have a curiosity about gender and politics as many of the assignments ask you to combine your own interests or knowledge about the world with course material.
- Students are expected to complete a lot of writing. While the course is designed to help improve your writing and analytical skills, basic competency in written English is required.

**Technology prerequisites:**

- Students will need access to the following:
  - Daily access to an internet-enabled computer with a web browser compatible with Blackboard.
  - The capacity to watch, listen, or read subtitles of video lectures.
  - Adobe Acrobat to download and engage class readings.
  - Some word processor (Google Docs, Microsoft word) to compose written assignments.
  - The capacity to download and use Zoom.
  - The capacity to capture video and upload it (see <https://bbhelp.cit.cornell.edu/student-use-of-video-in-blackboard/> for how to upload a video to blackboard – instead of Kultura, we use Panopto).

**Technology Support**

If you ever have issues with technology, you can either post in the Discussion Board forum, "Technology Questions and Concerns" where our Online Teaching Assistant will help, or email [support@wm.edu](mailto:support@wm.edu).

### Why a hybrid course?

Our class takes place in two main venues: online and in-person. While most of your classes probably contain some mix of these elements (you've probably used Blackboard before), this class spends the majority of our interaction online and one week in person.

**The online components** allow you to complete the majority of the coursework and work towards measurable progress on our learning outcomes.

- **Online lectures** clarify and contextualize the your reading and viewing assignments
- **Reading and Videos** provide the basis of expert knowledge to help ground your knowledge and provide a basis for your own critical analysis.
- **Discussion Board conversations** stimulate lively interaction with your classmates, so you all benefit from an exchange of ideas and multiple perspectives.

All of these can be accomplished regardless of where your summer plans have taken you, so we achieve similar learning experiences without sharing the same space.

**The in person components** allow you a unique opportunity to engage with practitioners of politics in Washington D.C.

We will meet in person on **June 3, 4, 5, 6, 7** from **5:00pm-7:30pm** in the William and Mary Washington D.C. Center, located at 1779 Massachusetts Ave, NW Suite 705 Washington, DC 20036.

- Each class session will be centered on a visit by a **political practitioner**.
  - You will be provided a biography of the person at the beginning of the class.
  - You will **generate questions** before the class meeting.
  - Then our guests will share with you their experiences and expertise and allow you significant time to examine how their experiences relate to our own studies and discussions of gender and politics.
- The in-person week takes advantages of our location (Washington D.C.) so you can examine how **theory** translates into **practice**.

## Course structure

As a hybrid online course, we will foster a seamless community that will blend both online and in-person aspects. We will have six modes of engagements:

- 1) **Online Lectures/Weekly memos:** For the four weeks of online instruction, there will be introductory lectures that will review concepts from the reading and introduce additional concepts and case studies to help extend the reading. At the end of each week, I will prepare a memo that recaps what has been going well in the class and areas for improvement. These memos will be paired with online office hours, where you should engage with any questions you may have regarding the class.
- 2) **Online Discussion Board:** The online discussion board will be our main space for full-class engagement. You will be expected to post once or twice weekly on given topics and assignments and to engage with the posts of your peers. This will simulate an asynchronous classroom discussion, where you generate knowledge with your peers. Professor McKinney will be an active member of discussion board discussions.
- 3) **Study Group:** Each student will be assigned to a smaller group of 5-6 people who will complete one to two weekly assignments in conversation with one another. You must coordinate with your group and engage in quality discussion around assignments and lectures. I will check in with each study group each week to provide additional help.
- 4) **Office Hours:** Students are **required** to submit at least one question about class content, procedures, or concepts each week. I will either address questions directly if they require immediate attention or integrate answers to your questions in the weekly memos. If you have other questions, feel free to post them in the Help Forum online where I or other students can answer them.
- 5) **In-person engagements:** In the first week, we will organize a block of time for synchronous video chat. I will circulate a doodle poll to find the best times for these video-chats. Being available and online is best, but if you are unable to attend, the sessions will be recorded for viewing after the chats.
- 6) **Week in D.C. In-person Speakers:** The week of the class in D.C. will be structured a bit differently. While you are still expected to do reading in preparation for each of our speakers, in-class time will be structured around expert speakers, who will lecture the class each evening.

See the class schedule for associated assignments and expected online engagement. Success in this course will require participating in our online community and creating a strong sense of learning from one another, so you will need to be an active participant in all forms of engagement.

### **Communication Expectations and Best Practices:**

Because this is a hybrid course, all participants must be clear on the expectations for engagement. We will not always be available at the same time, but without sustained and enthusiastic engagement, the class will not work.

#### **What you can expect from me:**

- Lectures will be posted in a timely manner and I will provide thoughtful engagement with your posts on the discussion board, including posts in the help forum will be responded to within 24 hours.
- All assignments will be accompanied with detailed instructions and will be graded in a timely manner. Namely, I will respond to Discussion Board comments within 48 hours and will grade end of week assignments within 72 hours.
- I will be present for some time each day, either asynchronously or via video or text chat.

#### **What I will expect from you:**

- This class requires about 20-30 hours/week. About 6-8 of those hours will be spent watching lectures, engaging on discussion boards, or engaging in your small groups or in group chats. You should be spending at least an hour a day, four days a week on the discussion board/study group both writing your posts but also responding to other people's posts. **You should anticipate writing between 400-750 words per class (spread across multiple posts).** If you are spending significantly less time than that, then you are failing as a citizen of the class. If you find yourself devoting significantly *more* time than 30 hours a week, please communicate with me so we can find solutions together.
- You should be present for at least some period of time each day. You should be checking in to what is developing in the class each day, otherwise the content could become overwhelming. Class schedule is broken down into four main tasks per day, one major assignment at the end of each week, and a scaffolded final paper. You will be expected to complete assigned reading, engage with a video lecture, complete a daily quiz, and either post on the class discussion board or as part of your study group. Further details can be found in the class schedule at the end of the syllabus.

**Assignments:**

**1) Participation: 20%**

- Participation assignments (initial posts and daily quizzes) must be completed on the day assigned by **10 pm EST**. Responses are due **10 pm EST** on the following day unless otherwise noted. Please see the daily schedule for more information on the particular forms of participation.
- Participation will be graded daily, with up to 10 points for each day (for a final total of 200 possible points, excluding extra credit).

**2) End of Week Assignments: 50% (10% each)**

- End of week assignments all seek to have you extend the readings, lectures, and participation you have experienced through the week. End of week assignments are due on the **following Monday by 10 pm EST**.

**3) Final Paper: 30% DUE July 2 10 pm EST**

- The final paper will be a scaffolded 8-10 page research paper whose research question must fall under the broad notion of gender and politics. Throughout the course, you will have the opportunity to receive feedback on the process of paper development. The 30% will be broken up as follows:
  - i. Topic proposal: 5% **DUE June 3 10 pm EST**
  - ii. Annotated bibliography: 15% **DUE June 12 10 pm EST**
  - iii. Rough Draft: 20% **DUE June 21 10 pm EST**
  - iv. Peer evaluation: 15% **DUE June 25 10 pm EST**
  - v. Final Draft: 50% **DUE July 2 10 pm EST**

Late work will be penalized 1/3 of a letter grade for each late day. Extension requests will be evaluated on a case-by-case basis but are unavailable for participation or for the final draft of the final paper.

**Grading:**

***You are not your grade. A grade is not an evaluation of your intelligence, your worth as a person, your work ethic, or your abilities. A grade is an evaluation of the quality of the work you produce for this class.***

On all work completed for a grade, you will receive a number grade that corresponds to the degree to which you fulfilled descriptive elements on rubrics that will accompany all your assignments. In terms of content, you should consider the following:

A (90-99): Excellent work. Display a high level of expertise in composition, content, and argument and/or produces sophisticated arguments in favor of a particularly difficult idea. Ideally, “A” quality work will introduce me to new ways of thinking.

B (80-89): Above-average work. Displays in-depth command in composition, content, and argument and/or produces excellent work in favor of more pedestrian ideas. Ideally, “B” quality work demonstrates solid understanding and writing technique.

C (70-79): Average work. Displays adequate command in composition, content, and argument and/or competent work in favor of obvious ideas. Ideally, “C” work demonstrates adequate familiarity with the basics of argumentation, theory, and writing.

D (60-69): Below-average work. Displays inadequate command of composition, content, and argument and/or is inadequate in supporting obvious or factually incorrect ideas.

F (0-59): Substantially below-average work. Demonstrates a near total lack of command of composition, content, and argument and/or is almost completely devoid of what might qualify as support for an idea.

For final semester grades, the following numbers will correspond with letter grades:

A: 100-93      B+: 89.99-87      C+: 79.99-77      D+: 69.99-67      F: 59.99-0

A-: 92.99-90      B: 86.99-83      C: 73.99-76      D: 66.99-63

B-: 82.99-80      C-: 72.99-70      D-: 62.99-60

**Required Texts:**

**Need to purchase:** *Separate Roads to Feminism: Black, Chicana, and White Feminist Movements in America's Second Wave* by Benita Roth (any edition)

**All other readings will be available on blackboard.**

**Course Accessibility:** This is a class committed to access: I have tried to anticipate as many kinds of people and bodies as possible, but if there are any changes that we could implement that would facilitate your greater participation, don't hesitate to contact me. Access works best as a community effort. Please be aware of the access requests your peers make, and as much as possible, adopt these best practices:

*Disability Disclosure*

You **do not** have to disclose your disability status in order to request accommodations from me. I **do** want to know about what kinds of accommodations will make our classroom a productive learning environment for you, but I also want you to know that disclosure is a choice.

Disclosure isn't limited to disability status, either: it may come up with respect to past trauma, gender identity, sexuality, etc. I have a legal obligation to disclose sexual misconduct and civil rights violations to the college, so be aware of my legal obligations as well as the fact that in some situations, absolute privacy is impossible and undesirable. Risk is inherent in any space, but in order to manage that risk in as respectful a way as possible, please observe the following ground rules:

- We recognize that disclosure is a complex and personal decision, and it should be voluntary. If someone discloses an experience or disability status, they are disclosing to our classroom. Please don't discuss that information with people outside of our class without express permission.

If you have a disability and use accommodations, I encourage you to Student Accessibility Services (Campus Center, Room 109, 757-221-2510). Here is the College's suggested language vis a vis accommodation: "William & Mary accommodates students with disabilities in accordance with federal laws and university policy. Any student who feels s/he may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2509 or at [sas@wm.edu](mailto:sas@wm.edu) to determine if accommodations are warranted and to obtain an official letter of accommodation. For more information, please see [www.wm.edu/sas](http://www.wm.edu/sas)"

The accommodation letter will give you access to any accommodations that require College approval or resources. Having an accommodation letter also makes any non-cooperation with accommodations legally actionable. The College's website detailing its accommodation procedures can be found here: <http://www.wm.edu/offices/deanofstudents/services/studentaccessibilityservices/students/requesting-accommodations/index.php>

**Academic Honesty:** All students are expected to adhere to high standards of academic integrity. In this class that means that all work presented as original must, in fact, be original, and the ideas and contributions of others must always be appropriately acknowledged. Quotations must be acknowledged, but so must summaries, paraphrases, and the ideas of others. Section VI of the Honor Code outlines exactly what constitutes cheating and this class will adhere to those understandings. In cases of suspected violations of the honor code in your classwork, at the least, the assignment will be awarded a 0, and depending on the severity of the offense, you will fail the course. I reserve the right to use formal administrative channels to report plagiarism, cheating, or other violations of the Honor Code. Those policies can be found in Sections VIII and IX of the Honor Code.

## Week 1: Politics with a Gendered Lens

### 1.1 May 28 Introduction

<b>Reading</b>	“Introduction: Gender and Politics: A Gendered World, a Gendered Discipline” by Celis et.al.
<b>Video Lecture</b>	Introduction to the Course; Introduction: Gender and Politics
<b>Assignments</b>	<p><b>Quiz:</b> Check for Understanding <b>DUE May 28 10 pm EST</b></p> <p><b>Discussion Board:</b> Post a “Get To Know You” post! Include your <b>DUE May 28 10 pm EST</b></p> <ul style="list-style-type: none"> <li>• Include the following in your post:             <ul style="list-style-type: none"> <li>○ Name</li> <li>○ Major</li> <li>○ One fun fact about yourself</li> <li>○ A photo</li> <li>○ <b>Optional</b> – your preferred pronouns</li> </ul> </li> <li>• And answer the following questions:             <ul style="list-style-type: none"> <li>○ Why did you decide to take this course?</li> <li>○ What do you want to achieve in the course?</li> <li>○ What, specifically, do you want to improve during the course?</li> <li>○ What do you hope that success in this course will help you achieve in the future?</li> <li>○ <b>Optional</b> – What concern(s) you have about the course</li> </ul> </li> </ul> <p><b>Study Group:</b> You have been placed in small groups. In your group discussion board, each person is responsible for:</p> <ul style="list-style-type: none"> <li>• Posting a question you had about the reading <b>DUE May 28 10 pm EST</b></li> <li>• Responding to one other person’s questions about the reading <b>DUE May 29 5 pm EST</b></li> <li>• Responding to the responses others gave to your question <b>DUE May 29 10 PM EST</b>                      (3 posts total from each person)</li> </ul> <p><b>Survey:</b> What times are you available for a synchronous chat? <b>DUE May 28 10 pm EST</b></p>

### 1.2 May 29 What is Gender?

<b>Reading</b>	“Gender as Seriality” by Iris M. Young; “The Urgency of Intersectionality” (Video) by Kimberle Crenshaw
<b>Video Lecture</b>	Seriality and Intersectionality
<b>Assignments</b>	<p><b>Quiz:</b> Check for Understanding <b>DUE May 29 10 pm EST</b></p> <p><b>Study Group:</b></p> <ul style="list-style-type: none"> <li>• <b>Post:</b> Iris Young criticizes an approach very similar to intersectionality (the multiple genders approach) as a means for understanding the category of “woman.” But Kimberle Crenshaw argues that intersectionality is a crucial tool for understanding the dilemmas and challenges that arise when one is “impacted by multiple forces but then abandoned.” In your small group discussion boards, write 1-2 paragraphs explaining how Young and Crenshaw disagree. Provide one example of an issue of gender and how you would apply EITHER a serial OR intersectional approach. <b>DUE May 29 10 pm EST</b></li> <li>• <b>Respond</b> to 1 person’s example and argue why the approach they did not pick would either be a better or worse approach to the issue. <b>DUE May 30 10 pm EST</b></li> </ul>

### 1.3 May 30 Policy with a Gendered Lens

Reading	Orloff, Ann “Social Provision and Regulation: Theories of States, Social Policies, and Modernity” from <i>Remaking Modernity: Politics, History, and Sociology</i> Emanuela Lombardo and Petra Meier, “Policy” from <i>Oxford Handbook of Feminist Theory</i>
Video Lecture	Gender and Policy
Assignment	<p><b>Quiz:</b> Check for Understanding <b>Due May 30 10 pm EST</b></p> <p><b>Study Group: Post 1 DUE May 30 10 pm EST; Post 2 DUE May 31 10 pm EST</b></p> <ul style="list-style-type: none"> <li>• Each group is assigned a policy to consider. Do some quick internet research (Wikipedia is a sufficient introduction). Have a conversation (<b>at least 2 non-sequential posts</b>) that explores how that policy might potentially reflect the concepts of our readings (thinking historically, institutionally, intersectionally, “process as politics,” “policy creates politics,” etc.). Make sure to highlight how thinking about gender is important in understanding the policy. Finally, make sure your statements are tentative; while Wikipedia is acceptable for this assignment, do not assume you are now an expert on the policy in question.             <ul style="list-style-type: none"> <li>○ Group 1: Temporary Aid to Needy Families (TANF)</li> <li>○ Group 2: No Child Left Behind (NCLB)</li> <li>○ Group 3: The Americans with Disabilities Act (and the exclusion of gender dysphoria) (ADA)</li> <li>○ Group 4: Family Medical Leave Act (FMLA)</li> <li>○ Group 5: Title IX of the Education Amendments of 1972</li> <li>○ Group 6: Defense of Marriage Act (DOMA)</li> </ul> </li> </ul>

### 1.4 May 31 Day 4: Gendered Rights: Thinking Juridically

Reading	Volpp, Leti, “Feminist, Sexual, and Queer Citizenship,” from <i>The Oxford Handbook of Citizenship</i> ; Irene Khan, “Gender and Women's Rights” (Video)
Lecture	Citizenship and Rights
Assignment	<p><b>Quiz:</b> Check for Understanding <b>Due May 31 10 pm EST</b></p> <p><b>Discussion Board:</b></p> <ul style="list-style-type: none"> <li>• <b>Post:</b> Each person should find a video online that discusses some issue of gender and rights. Post the video to the study group and write 1-2 paragraphs on why you shared the video and what it tells us about gender and rights. <b>Due May 31 10 pm EST</b></li> <li>• <b>Comment:</b> Watch and comment on 2 people’s videos and share what you learned from the video and the reflection of your classmate. <b>Due June 1 10 pm EST</b></li> </ul>
End of week assignment	Create a 3-10 minute video where you pick one area of politics and explain how a gendered lens could improve our understanding of the area. Integrate the readings for the week in the video. – 10% of total grade <b>Due June 3 10 pm EST</b>
Final Paper	<b>Reminder: Topic Proposal DUE June 3 10 pm EST</b>

**June 3: End-of-Week memo** Professor McKinney will post a short video recapping the week and posing questions for next week. **Reminder!** Make sure to post to the office hours discussion board a question or comment about the class!

## Week 2: On Location in D.C.

### 2.1 June 3 Speaker 1: TBA

Reading	TBA
Lecture	Class: 5-7:30 pm EST
Assignment	<b>BEFORE the Speaker:</b> On the Discussion Board, generate 1-2 questions to ask. <b>AFTER the Speaker:</b> Write 250-500 words reflecting on how the cross-national, cross-cultural, or international perspective of the speaker or reading provides an opportunity to reconsider your own culturally grounded perspective. <b>DUE June 4 4 pm EST</b>

### 2.2 June 4: Speaker 2 TBA

Reading	TBA
Lecture	Class: 5-7:30 pm EST
Assignment	<b>BEFORE the Speaker:</b> On the Discussion Board, generate 1-2 questions to ask. <b>AFTER the Speaker:</b> Write 250-500 words reflecting on how the cross-national, cross-cultural, or international perspective of the speaker or reading provides an opportunity to reconsider your own culturally grounded perspective. <b>DUE June 5 4 pm EST</b>

### 2.3 June 5: TBA

Reading	TBA
Lecture	Class: 5-7:30 pm EST
Assignment	<b>BEFORE the Speaker:</b> On the Discussion Board, generate 1-2 questions to ask. <b>AFTER the Speaker:</b> Write 250-500 words reflecting on how the cross-national, cross-cultural, or international perspective of the speaker or reading provides an opportunity to reconsider your own culturally grounded perspective. <b>DUE June 6 4 pm EST</b>

### 2.4 June 6: TBA

Reading	TBA
Lecture	Class: 5-7:30 pm EST
Assignment	<b>BEFORE the Speaker:</b> On the Discussion Board, generate 1-2 questions to ask. <b>AFTER the Speaker:</b> Write 250-500 words reflecting on how the cross-national, cross-cultural, or international perspective of the speaker or reading provides an opportunity to reconsider your own culturally grounded perspective. <b>DUE June 7 4 pm EST</b>

### 2.5 June 7: TBA

Reading	TBA
Lecture	Class: 5-7:30 pm EST
Assignment	<b>BEFORE the Speaker:</b> On the Discussion Board, generate 1-2 questions to ask. <b>AFTER the Speaker:</b> Write 250-500 words reflecting on how the cross-national, cross-cultural, or international perspective of the speaker or reading provides an opportunity to reconsider your own culturally grounded perspective. <b>DUE June 7 4 pm EST</b>

**End of Week Assignment:** Write a 3-4 page reflection paper that considers the following question: how does international and cross-cultural context reaffirm, complicate, or negate the value of theories of gender and politics developed in the American context? How might you integrate the knowledge you gained from the speakers and the readings? 10% of final grade. **DUE June 10, 10 pm EST.**

**June 10: End-of-Week memo** Professor McKinney will post a short video recapping the week and posing questions for next week. **Reminder!** Make sure to post to the Office Hours discussion board a question or comment about the class!

### Week 3: Gender and Grassroots Politics

#### 3.1 June 10 Social Movement Emergence

Reading	Freeman, Jo, "The Origins of the Women's Liberation Movement," <i>American Journal of Sociology</i> , 1973 Roth, Benita, <i>Separate Roads to Feminism</i> , Chapter 2
Lecture	White Women's Movements
Assignment	<b>Quiz: Check for Understanding Due June 10 10 pm EST</b>  <b>Discussion Board: Due June 10 10 pm EST</b> Main discussion board: In the introduction video, I gave three models for thinking about social movement emergence. In a <b>first post</b> , discuss what aspects of these models show up in Roth and Freeman's discussion of the emergence of white women's movements. Be sure to delineate between the older (liberal) and younger (radical) feminist movements. In a <b>second post</b> , consider how either a dedication to feminism or identification as women influenced the emergence of white women's movements in the 1960s.
Final Paper	<b>Reminder! Annotated Bibliography DUE June 12 10 pm EST</b>

#### 3.2 June 11 Multiple Feminisms

Reading	Roth, Benita, <i>Separate Roads to Feminism</i> , Chapters 3 & 4
Lecture	Plural Feminist Movements
Assignment	<b>Quiz: Check for Understanding Due June 11 10 pm EST</b>  <b>Study Group:</b> <b>Post:</b> Think about the different ways in which white, black, and Chicana feminist groups emerged. In your small group discussion board, post one aspect of the movements that are similar and one aspect of the movements that make them different. <b>Due June 11 10 pm EST</b>  <b>Discussion Board:</b> <b>Respond:</b> After everyone has posted, I will conceptualize the examples into a potential theory of the emergence of feminist social movements. Post to the main discussion board, stating whether you agree or disagree with the theory and why. <b>Due June 12 10 pm EST</b>

#### 3.3 June 13 Social Movement Sectors

Reading	Roth, Benita, <i>Separate Roads to Feminism</i> , Chapters 5 David A. Snow "Framing Processes, Ideology, and Discursive Fields"
Lecture	Social Movement Sectors
Assignment	<b>Quiz: Check for Understanding Due June 12 10 pm EST</b>  <b>Discussion Board:</b> <b>Post:</b> Each individual should pick one of the following contemporary grassroots organizations or social movements: #MeToo ( <a href="https://metoomvmt.org/">https://metoomvmt.org/</a> ), Concerned

	<p>Women for America (<a href="https://concernedwomen.org/">https://concernedwomen.org/</a>), The Women’s March (<a href="https://www.womensmarch.com/">https://www.womensmarch.com/</a>), New Wave Feminists (<a href="https://www.newwavefeminists.com/">https://www.newwavefeminists.com/</a>), Sister Song (<a href="https://www.sistersong.net/">https://www.sistersong.net/</a>), Queer Nation (<a href="http://www.historyisaweapon.com/defcon1/queernation.html">http://www.historyisaweapon.com/defcon1/queernation.html</a>), Southern AIDS Coalition (<a href="https://southernaidscoalition.org/">https://southernaidscoalition.org/</a>), Moms Demand Action for Gun Sense (<a href="https://momsdemandaction.org/">https://momsdemandaction.org/</a>)</p> <p>Answer the following questions in a post:</p> <ol style="list-style-type: none"> <li>1) What is a frame you see deployed by the group?</li> <li>2) Does the frame generate a sense of injustice? How?</li> <li>3) Does the frame generate a sense of agency? How?</li> <li>4) Does the frame generate a kind of collective identity? What is it? How does it generate this identity?</li> </ol> <p>Be sure to give examples from what you found either at the group’s website or other places online. <b>DUE June 12, 10 pm EST</b></p> <p><b>Respond:</b> Pick <b>one</b> person who posted on the same organization as you did <b>AND one</b> person who picked a different organization and respond to their post, adding to their analysis by connecting it with your own. <b>DUE June 13, 10 pm EST</b></p>
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### 3.4 June 13 Interest Groups

Reading	Dana Strolovitch, <i>Affirmative Advocacy</i> , selections from Ch 2 & Ch. 3, pp 15-38; 46-66
Lecture	Interest Groups
Assignment	<p><b>Quiz:</b> Check for Understanding <b>Due June 13 10 pm EST</b></p> <p><b>Discussion Board:</b>  <b>Post:</b> Working on the same organization or social movement from last class, answer the following questions based on <i>Affirmative Advocacy</i>:</p> <ol style="list-style-type: none"> <li>1) Is this group an advocacy interest group? Why or why not?</li> <li>2) Which part of Strolovitch’s policy typology do the group’s primary issues fall under? Why?</li> <li>3) Based on the information you could find, does this group inadvertently (or purposefully) try to alleviate or exacerbate intersectional marginalization? How?</li> </ol> <p><b>DUE June 13 10 pm EST</b></p> <p><b>Respond:</b> Pick <b>one</b> person who posted on the same organization as you did <b>and one</b> person who picked a different organization and respond to their post in a what that adds to their analysis by connecting it with your own.  <b>DUE June 14 10 pm EST</b></p>
End of Week Assignment:	Intersectional Memo: Create a memo for a grassroots organization or interest group of 2-3 single-spaced pages outlining how intersectional analysis could influence one or more of the following: framing, issue selection and advocacy, mobilization. 10% of Final Grade <b>DUE June 17 10 pm EST</b>

**June 17: End-of-Week memo** Professor McKinney will post a short video recapping the week and posing questions for next week. **Reminder!** Make sure to post to the Office Hours discussion board a question or comment about the class!

## Week 4: Gender and Legislative practice

### 4.1 June 17 Gender and Elections

Reading	“Voting Choices: The Significance of Women Voters and the Gender Gap” by Susan Carroll in <i>Gender and Elections</i> 4 <sup>th</sup> Edition, edited by Susan J. Carroll, Richard L. Fox “Presidential Elections: Gendered Space and the 2016 Elections” by Duerst Lahti and Madison Oakley in <i>Gender and Elections</i> 4 <sup>th</sup> Edition, edited by Susan J. Carroll, Richard L. Fox “Girls Just Wanna Not Run: The Gender Gap in Young Americans’ Political Ambition” by Jennifer Lawless and Richard Fox
Lecture	Gender and Elections
Assignment	<b>Quiz:</b> Check for Understanding <b>DUE June 17 10 pm EST</b>  <b>Discussion Board:</b> Visit a website that breaks down election results from 2016, 2017, or 2018 by gender. <sup>1</sup> Post a graphic and explain how one would interpret it in order to explain why gender does or does not matter in an election. <b>DUE June 17 10 pm EST</b>

### 4.2 June 18 Gender and Political Parties

Reading	“Building a Base: Women in Local Party Politics” by Jo Freeman Selections from Ch 1 and Ch 4: <i>The Politics of Women’s Rights</i> by Christina Wolbrecht; 1-12; 119-133
Lecture	Women and Party Politics
Assignment	<b>Quiz:</b> Check for Understanding <b>DUE June 18 10 pm EST</b>  <b>Study Group:</b> In your group, each individual should pick either the Republican or Democratic Party. Quickly glance at the 2016 national party platform and craft a new plank to the platform integrating an issue related to gender. Post your new platform plank to the discussion board. <b>DUE June 18 10 pm EST</b>  <b>Discussion Board:</b> I will post a poll to the main discussion board of everyone’s platforms. Vote for which planks you would add to each party platform, basing your decision on the strategic considerations outlined by Wolbrecht. I will post results on June 21. People whose planks are adopted will get 2 participation extra credit points. <b>DUE June 19 10 pm EST.</b>

<sup>1</sup> for instance, <https://projects.fivethirtyeight.com/2016-swing-the-election/> <http://www.motherjones.com/politics/2016/11/maps-presidential-election-race-gender-age/#> [https://www.nytimes.com/interactive/2016/06/10/upshot/voting-habits-turnout-partisanship.html?\\_r=0](https://www.nytimes.com/interactive/2016/06/10/upshot/voting-habits-turnout-partisanship.html?_r=0) [https://www.washingtonpost.com/graphics/2017/local/virginia-politics/governor-exit-polls/?utm\\_term=.cac52cb66031](https://www.washingtonpost.com/graphics/2017/local/virginia-politics/governor-exit-polls/?utm_term=.cac52cb66031) <http://www.pewresearch.org/fact-tank/2018/11/08/the-2018-midterm-vote-divisions-by-race-gender-education/>

### 4.3 June 19 Gender and Descriptive Representation

Reading	Tracy Osborn, “Women State Legislators and Representation: The Role of Political Parties and Institutions” Fridkin and Kenney, “How the Gender of U.S. Senators Influences People’s Understanding and Engagement in Politics”
Lecture	Descriptive and Substantive Representation
Assignment	<p><b>Quiz:</b> Check for Understanding <b>DUE June 19 10 pm EST</b></p> <p><b>Study Group:</b> Interview 4 people you know and ask them what they know about a male senator not from the state they are from or live in and a female senator not from the state where they live in (For instance, what do you know about Chuck Grassley and what do you know about Dianne Feinstein?). Try and pick senators with comparable amount of time in public office. Report back your anecdotal evidence: Do people know more or less about the male senator? What do people know about each senator? How do you interpret your results? <b>DUE June 19 10 pm EST</b></p> <p><b>Respond:</b> Read the responses from all the others in your group. Write a second post on your thread discussing the similarities and differences you saw in others’ results. <b>DUE June 20 10 pm EST</b></p>

### 4.4 June 20 Gender and Policy Preferences

Reading	Reingold, “Policy Preferences” Reingold and Smith, Welfare Policymaking and Intersections of Race, Ethnicity, and Gender in U.S. State Legislatures
Lecture	Gender and Policy Preferences
Assignment	<p><b>Quiz:</b> Check for Understanding <b>DUE June 20 10 pm EST</b></p> <p><b>Discussion Board:</b> Visit the official website of 3 non-male legislators from any level of government (they should come from more than one party, for instance, two Republicans and one Democrat) and answer the following questions about each:</p> <ol style="list-style-type: none"> <li>1) Who is the legislator? What government are they from? What is their political party?</li> <li>2) What, if any, positions do they take on issues seem to align with the notion of substantive representation?</li> <li>3) What, if any, positions do they take on issues seem to mis-align with their party identity?</li> <li>4) Do these legislators belong to any gender-specific caucus? Do they hold any leadership roles? If so, which ones?</li> <li>5) How easy was it to find contact information for this legislator?</li> </ol> <p><b>DUE June 21 10 pm EST</b></p>
End of Week Assignment	Imagine in a counter-factual if women were still not allowed to vote or hold elected office in the United States. Write a 2-3 page paper imagining what a particular issue area or part of legislative/party politics would look like politically today. 10% of Final Grade <b>DUE June 24 10 pm EST</b>
Final Paper	<b>REMINDER: First Draft of Final paper DUE June 21 10 pm EST.</b>

**June 24: End-of-Week memo** Professor McKinney will post a short video recapping the week and posing questions for next week. **Reminder!** Make sure to post to the Office Hours discussion board a question or comment about the class!

## Week 5: Bureaucracy and the Courts

### 5.1 June 24 Women and Bureaucracy

Reading	Lipstick and Logarithms: Gender, Institutional Context, and Representative Bureaucracy Author(s): Lael R. Keiser, Vicky M. Wilkins, Kenneth J. Meier and Catherine A. Holland Women, Abuse, and the Welfare Bureaucracy Janice H. Laakso Denise J. Drevdahl
Lecture	Bureaucratic Representation
Assignment	<b>Quiz:</b> Check for Understanding <b>DUE June 24 10 pm EST</b>  <b>Study Group:</b> Pick <b>two</b> domains of bureaucratic organization (teachers, police, financial aid, welfare offices, health care, insurance, etc.). Answer the following questions: 1) Does active gender representation matter in this domain? Why or why not? 2) How would you measure whether there is active gender representation in this domain? 3) How could you encourage active gender representation in this domain? <b>DUE June 24 10 pm EST</b>

### 5.2 June 25 Judicial Representation

Reading	Female Judges Matter: Gender and Collegial Decisionmaking in the Federal Appellate Courts, Jennifer L. Peresie Gender, Race, and Intersectionality on the Federal Appellate Bench, Todd Collins, Laura Moyer
Lecture	Judicial Representation
Assignment	<b>Quiz:</b> Check for Understanding <b>DUE June 25 10 pm EST</b>  <b>Discussion Board:</b> Read the linked two articles on <i>Voisine v U.S.</i> Use the readings from today to argue one of the following positions (based on your reading): 1) Sonia Sotomayor’s dissent defies our expectations. 2) Sonia Sotomayor’s dissent confirms our expectations 3) Sonia Sotomayor’s dissent neither confirms nor defies our expectations. Make sure to clearly outline what your expectations are and explain your reasoning. <b>DUE June 25 10 pm EST.</b>  <b>Respond:</b> Find someone who disagreed with your position. Read their post, then respond with why you disagree with their conclusions. <b>DUE June 26, 10 pm EST</b>
Final Paper	<b>Reminder: Peer Evaluations DUE June 25 10 pm EST</b>

### 5.3 June 26 Gender and the Constitution: Equal Protection

Reading	Reva Siegel “Why Equal Protection No Longer Protects: The Evolving Forms of Status-Enforcing State Action”
Lecture	Gender and Civil Liberties: Equal Protection
Assignment	<b>Quiz:</b> Check for Understanding <b>DUE June 26 10 pm EST</b>  <b>Study Group:</b> Read the syllabus of the decision in <i>Obergefell v. Hodges</i> , then pick one or two articles that are part of the SCOTUS Blog coverage of <i>Obergefell v. Hodges</i> (the case that found laws banning same sex marriage unconstitutional) Write a post that relates the case to questions of equal protection, gender, and/or the potential limits to

	<p>constitutional protection on the basis of gender. Then, come to a conclusion: was the court right or wrong to decide that same sex marriage bans violate the equal protection clause? Why or why not? <b>DUE June 26 10 pm EST</b></p> <p><b>Respond:</b> Read one or two other people’s posts. Post a second time on your thread: what did you learn about gender or equal protection after reading their posts? <b>DUE June 27 10 pm EST</b></p>
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**5.4 June 27 Gender and the Constitution: Privacy**

Reading	Selections from Jed Rubenfeld, <i>The Right to Privacy</i> . 2-19; 47-67
Lecture	Gender and Civil Rights: Privacy
Assignment	<p><b>Quiz:</b> Check for Understanding <b>DUE June 27 10 pm EST</b></p> <p><b>Discussion Board:</b>                  Watch the clip from <i>The West Wing</i> that stages a debate on the right to privacy. Answer the following questions:</p> <ol style="list-style-type: none"> <li>1) What would Rubenfeld say was missing from this debate on the existence of the right to privacy?</li> <li>2) How does this debate about the right to privacy de-emphasize gender?</li> <li>3) Who do you agree with, the judge (against the right to privacy) or Sam Seaborn (in favor of the right to privacy)? Why? <b>Due June 27 10 pm EST</b></li> </ol>
End of Week Assignment	<p>Read one of the cases from <i>Feminist Judgments: rewritten opinions of the United States Supreme Court</i> that is posted on blackboard. Write a 3-4 paged double-spaced comparison of the original Supreme Court opinion and the feminist reimagining, including an evaluation of which piece is superior and why. 10% of final grade <b>DUE July 1 10 pm EST</b></p>

**July 1: End-of-Week memo** Professor McKinney will post a short video recapping the week and posing some final holistic thoughts about the course. **Reminder!** Make sure to post to the Office Hours discussion board a question or comment about the class!

**Final Paper Due July 2 10 pm EST 30% Final Grade**