Instructor: Professor Carisa R. Showden  
Office: 323 Curry Building  
Office Hours: Tuesdays 12:30 – 1:00 p.m.;  
Thursdays 3:30 – 5:00 p.m.,  
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Catalog Description:
This course examines women’s political socialization, the relationship between daily life and political decision-making, cultural politics and grassroots organizing, and women’s patterns of participation in mainstream electoral politics and representative institutions. The course considers how women resemble and differ from men and from each other as political actors and the reasons for these similarities and differences. While primarily focused on women and politics in the United States, this course will also examine women’s political activity in a comparative perspective, particularly in the first three units.

Student Learning Objectives:
By the end of the semester, students should be able to
1. Explain how, why, and when “woman” is and is not a politically significant identity;  
2. Explain how and why identity politics is different from interest group politics;  
3. Explain what “women’s issues” are;  
4. Explain some of the processes of political socialization and how intersectionality affects these processes;  
5. Explain and analyze the effects of political socialization on the framing of public policy debates, policy needs, and policy outcomes;  
6. Define and distinguish between traditional, grassroots, and cultural politics;  
7. Analyze and compare the missions and effectiveness of grassroots organizations;  
8. Explain when, how, and why women and men govern differently.

Required Texts, available at the EUC Bookstore, unless otherwise noted:
4. E-reserve & Blackboard readings: available on the course Blackboard site.

Recommended Text
Tues., Feb. 5th: The Politics of Employment Policy
1. Conway, Chapter 5
2. Henderson, Chapter 4, pp. 103- top of 130 only.
   http://www.nytimes.com/interactive/2009/03/01/business/20090301_WageGap.html (be sure to roll over the dots to see disparities in individual occupations)

Thurs., Feb. 7th: The Politics of Economic Equity Policy
1. Conway, Chapter 6
2. Henderson, finish Chapter 4 (pp. 130-134)
3. Henderson, Chapter 8

   Recommended Reading:
   Conway, Chapter 7

1. Conway, Chapters 3 and 4
2. Henderson, Chapter 9

   Recommended Reading:
   Henderson, Chapter 6

Thurs., Feb. 14th: Public Policies Regarding Physical Autonomy and Sexual Violence
1. Henderson, Chapters 11 and 12
2. Conway, Chapter 9, pp. 210-217 only

   Recommended Reading:
   “War’s Overlooked Victims” The Economist, Jan. 13, 2011:

Tues., Feb. 19th: MIDTERM EXAM

Unit 3: Outside the Electoral Arena: Cultural Politics and Grassroots Organizing

Thurs., Feb. 21st: Consciousness Raising, Cultural Politics, and Collective Action
1. “Rah-Rah-Radical: The Radical Cheerleaders’ Challenge to the Public Sphere.” (Margaret E. Farrar and Jamie L. Warner, 2006) (Blackboard)
3. “No Cultural Icon: Marisela Norte.” (M. Habell-Pallán, 1997) (e-reserve)

Tues., Feb. 26th: Consciousness Raising, Cultural Politics, and Collective Action (cont)
Tues., April 2\textsuperscript{nd}: Women and Political Participation: Engaging Minority Women
1. Carroll and Fox, Chapter 5
2. Carroll and Fox, Chapter 6
3. View in class: \textit{Engage Her: Getting Minority Women to Lead and Vote}

\rightarrow \textbf{Research Paper due in class today (Tues., April 2\textsuperscript{nd})}

Thurs., April 4\textsuperscript{th}: Women and Political Participation: Political Ambition
2. “Religion, Race, and Gender Differences in Political Ambition” By R. G. Moore (\textit{Blackboard})

Tues., April 9\textsuperscript{th}: Women as Candidates and Office Holders: The Role of Family and Image
1. Carroll and Fox, Chapter 1
2. Carroll and Fox, Chapter 2

\textit{Recommended Reading:}
Carroll and Fox, Introduction

Thurs., April 11\textsuperscript{th}: Women as Candidates and Office Holders: Money and Party Politics
1. Carroll and Fox, Chapter 7
2. Carroll and Fox, Chapter 8

\textit{Recommended Reading:}
Carroll and Fox, Chapter 10

Tues., April 16\textsuperscript{th}: Women as Candidates and Office-Holders: The Role of the Media
1. Carroll and Fox, Chapter 9
2. Hawkesworth, Chapter 9 “Virtual Politics” excerpt (pp. 295-299) (\textit{Blackboard or recommended text})

\textit{Recommended Reading:}
Hawkesworth, remainder of Chapter 9

Thurs., April 18\textsuperscript{th}: Women and Power: How Women Govern
1. Henderson and Jedyel, Chapter 1, pp. 22-36 only.
2. “Women as Officeholders: Linking Descriptive and Substantive Representation” (Beth Reingold, 2008) (\textit{Blackboard})
3. Watch in class: (excerpts from) \textit{92Y: Nancy Pelosi in Conversation with Dr. Gail Saltz}

Tues., April 23\textsuperscript{rd}: How Women Govern II: Women in Congress
Watch in class: (excerpts from) \textit{14 Women}

\rightarrow \textbf{Member of Congress Profiles Paper Due at the beginning of class}
6. Participation (10%):

This class only works if students do the reading in advance and come prepared to discuss it. Regular, active participation helps you get more out of the material, helps your classmates learn from you, and helps me assess how well you are understanding the readings and lectures. If you don’t do the reading and don’t participate in class discussion, not only will you learn very little this semester, you will be bored out of your skull, and so will I!

Participation includes asking questions about the reading, responding to questions that I and the other students pose, active listening, and connecting ideas that different people have raised or from a variety of materials that we’ve read. Please note: I will pass around a sign-in sheet every day after the first week of class. It is your responsibility to sign-in so that you can be counted as in attendance for that day.

Extra Credit Opportunities:

While there are many worthy events on campus every semester, this term there are two in particular that are relevant to this course and that I highly encourage you to attend for your own edification and enjoyment. As an added inducement, I’m offering “extra credit” to those who attend and submit a one-two paragraph summary of the event and reflection on its connection to our course material: up to two points per event/summary; you may attend one event or both. They are not required. Points for attending one event will be added to your lower exam score. If you attend two events, points from the second event will be added to your research paper grade.

1. Tuesday, March 19, 4pm, Virginia Dare Room, Alumni House:
   Lecture by Charlotte Bunch, Founding Director and Senior Scholar, Center for Women's Global Leadership, Rutgers University. Lecture title: "Women's Human Rights Globally: A Retrospective 20 Years After the UN World Conferences in Vienna, Cairo, and Beijing."

2. Wednesday, March 27, 7:30pm, Curry Auditorium (225 Curry):
   Film Showing: “A Place of Rage”

Grading Scale:

I use a standard “ten-point” grading system. For example:
93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B, etc.

In assigning grades, I follow the University’s Undergraduate Bulletin “Grading System for Undergraduates”:

A Excellent—indicates achievement of distinction and excellence in several if not all of the following aspects: 1) completeness and accuracy of knowledge; 2) intelligent use of knowledge; 3) independence of work; 4) originality.

B Good—indicates general achievement superior to the acceptable standard defined as C. It involves excellence in some aspects of the work, as indicated in the definition of A.