POLITICAL SCIENCE 354
Politics and Women
Section XX
Course date & time, Course Location
Fall 20XX Syllabus

Name: Dr. Jennifer Ring
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Webcampus: https://wcl.unr.edu
Department Website: www.unr.edu/cla/polisci

Course Description:
A course on women’s involvement in American politics from the early nineteenth century to the present, studied through the lens of race and gender relations. The course discusses the intersecting construction of race and gender from slavery to contemporary issues, beginning with a theoretical discussion of the concepts themselves, and moving through American history from the 1830’s to the present by highlighting specific decades and moments:

1. The Intersection of Race and Sex: Slavery and the early nineteenth-century women’s rights movement
2. 1848-1920: the fight for women’s suffrage
3. World War II to the 1950’s: The “Feminine Mystique”: Mid twentieth century race and sex segregation
4. 1960’s-1970’s The Civil Rights’ Movement and the emergence of “second wave” feminism: Title VII and sexual harassment; Title IX, gender and sports
5. Contemporary Issues: Student Presentations

This class does not have any prerequisite or co-requisite requirements.

Required Texts and Course Materials:

- Paula Giddings, When and Where I Enter: The Impact of Black Women on Race and Sex in America
- Stephanie Coontz, A Strange Stirring: The Feminine Mystique and American Women at the Dawn of the 1960’s

On electronic Reserve at the Knowledge Center:
- Bell hooks, Ain’t I A Woman: Black Women and Feminism
- Mary Jo and Paul Buhle, The Concise History of Woman Suffrage:
• Declaration of Rights and Sentiments
• Speeches of Sojourner Truth
• Nell Irvin Painter, *Sojourner Truth: A Life, A Symbol*
• Betty Friedan, *The Feminine Mystique*
• Michael Kimmel, *The Masculine Mystique* (in *Manhood in America: A Cultural History*)
• Toni Morrison, *Race-ing Justice, En-gender-ing Power*
• Eileen McDonagh and Laura Pappano, *Playing With the Boys: Why Separate is not Equal in Sports*

Other items may be added as appropriate

Additional required readings noted in the syllabus can be found at [www.wcl.unr.edu](http://www.wcl.unr.edu).

**All books are available at the UNR Bookstore.**

**Core Objectives and Student Learning Outcomes:**

This course will satisfy Silver Core Objective 10 (Diversity & Equity). Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

This is achieved through history of the construction of racialized gender in American history from slavery to the present, through the independent research projects undertaken by students on a variety of issues characterizing gender through the lens of race, religion, and ethnicity in US History, and through the various writing components of this course.

At the end of this course, students will be able to meet the following learning outcomes:

• Select an apply appropriate methods of inquiry to analyze complex questions about gender difference and/or equity

• Articulate an awareness of some of the central historical and present diversity issues addressed in the course, including race, ethnicity, gender, social class, religion, sexual identity, ability, national origin, or other identities

• Analyze and interpret information about cultural differences, cultural rules, and gender biases in racial, religious, and ethnic groups within the United States

• Analyze ways in which the history of cultural groups in the United States differ and how such differences position them in relation to one another
• Articulate ways in which social identities such as race, class, and gender intersect in order to influence individual life experiences and/or perspectives

• Integrate, synthesize, and apply knowledge of issues of gender and sexuality in both focused and broad interdisciplinary contexts.

These outcomes are achieved through two exams, a research paper and presentation, and other written assignments as highlighted in the syllabus. These exams and assignments require students to effectively compose and communicate their ideas through writing and formal presentation.

**Class Policies and Procedures:**

• Students with disabilities: Please see me to make appropriate accommodations. Please refer to disability services section below for more information.

• Zero tolerance for plagiarism or cheating. All written words must be your own. Using the internet, previously published, or another student’s words instead of your own will result in failing the assignment, which is tantamount to failing the class. Please see the academic dishonesty section below.

• No open laptops in class unless you require one to take notes and request permission to use it. You will be asked to sit at the front of the class if you’re required a laptop for notes. No phones, no texting, no tweeting, no facebook, no earbuds during class time.

**Description of Assignments:**

**Research Presentation:**
Students will conduct research on a subject of their choice, and make a presentation in class about their topic. The subject of research can be anything you want to study in more depth on the subject of gender and race in the United States. Submit a one-page typed proposal of your research project at the end of the fifth week of class. I will approve your topic, perhaps make some suggestions, and group you with others who are doing related research. Your research will be scheduled for presentation during the last few weeks of the semester, either alone or with other students working on a similar topic. You may choose to write a convention research paper if you prefer: 7-9 pages in length. Details will be forthcoming at the appropriate time.

Topics can be either historical or contemporary. I prefer that you try to think of something that you are actually interested in without just “choosing a topic” from a list that I provide. Nonetheless, preliminary suggestions include topics such as:

- Sexual violence in professional sports
- Sexual violence
- Women in high tech industries
Women in the music industry
Women in the film industry (gender and racial biases in the Academy Awards and in access to directing and producing films, roles for women, etc.
Gender segregation in the workforce
Gendered salary inequity
Women political candidates on local, state and national levels
Sexual assault on college campuses, in the military, etc.
Same-sex marriage
Reproductive freedom
Women in collegiate and professional sports
Body image, weight issues, eating disorders...by race
Women and fundamentalist religions in the U.S.

...others you may think of.

**Grading Criteria:**

The breakdown of your grade is based on the following:

- 30 points: Attendance (1 point for each class session attended).
- 30 points: One take-home midterm after either sections 1 and 2 or sections 3 and 4
- 30 points: in-class presentation or paper on your research topic. One-page typed proposal is due Thursday, February 19.
- 10 points for class participation and extra credit opportunities that may arise

All grading will be on a 0-100 scale. The following correspond to the approximate letter grades in my class:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
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<tr>
<td>90-93.99</td>
<td>A-</td>
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<td>87-89.99</td>
<td>B+</td>
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<td>84-86.99</td>
<td>B</td>
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<td>80-83.99</td>
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<td>77-79.99</td>
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Late assignments will be graded down 1/3 of a letter grade for a maximum of a week late.

**Course Calendar / Topics and Readings:**

**Section 1 (CO 10)**

Tension Between Race and Sex: Slavery and Women’s Rights
Weeks 1,2 January 20-29
Introduction: Race and Sex in American Slavery
Reading: e-reserve hooks, *Aint’ I a Woman* Black Women and Feminism?
Film selection: either, *Dark Girls*, *Black Is...Black Ain’t*, or *Race: The Power of an Illusion*.

Week 3 February 3, 5:
Race and Sex in Slavery: The Grimke Sisters of Carolina; Elizabeth Cady Stanton and Susan B. Anthony
Reading: Giddings, *When and Where I Enter*, pp. 33-83

Week 4, February 10-12:
Anti-Slavery and Women’s Rights 1840 World Anti-Slavery Convention and the 1848 Seneca Falls Convention
Reading: e-reserve The Concise History of Woman Suffrage: *Declaration of Rights and Sentiments*

Week 5, February 17, 19
Sojourner Truth and Frederick Douglass; the debate over the Fifteenth Amendment
Reading: Giddings, 120-170

RESEARCH PROPOSALS DUE

Section 2 (CO 10)

Radical Suffragists and their Legacy
Week 6, February 24, 26:
Old Moderates, Young Radicals in the New Century
Film: “Iron Jawed Angels”

The Equal Rights Amendment and the Great Depression
Reading: Giddings, 231-258 (1940’s and 50’s)

FIRST MIDTERM OPTION

Section 3 (CO 10)

Mid Twentieth Century to the Civil Rights Movement: Sex Segregation and the Feminine Mystique

Weeks 7,8 March 3-12
Reading: Stephanie Coontz, *A Strange Stirring*, pp.1-100
Film: “The Life and Times of Rosie the Riveter”
Film: “Race: The Power of an Illusion – The House We Live In”
Film: an episode of Madmen

*****Week 9 March 17, 19: Spring Break*****

Section 4

Title VII, Workplace Equality and Sexual Harassment; Title IX and Sex Segregation in Sports
Weeks 10, 11 March 24-April 2
Reading: Coontz, A Strange Stirring, pp.101-165
Giddings, 259-275, 299-335
e-reserve: Toni Morrison, Race-ing Justice, En-gender-ing Power
McDonagh and Pappano, Playing With the Boys
Films: Anita Hill and Clarence Thomas (ABC Frontline and PBS)
Film: Nine for IX ,“Branded”

SECOND MIDTERM OPTION

Section 5 (CO 1-3)

Student Presentations
Weeks 12-16, April 7-May 5

Academic Dishonesty:

Cheating, plagiarism or otherwise obtaining grades under false pretenses" constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno General Catalog and the Office of Student Conduct (http://www.unr.edu/student-conduct/policies/university-policies-and-guidelines/academic-standards/policy)

Disability Services:

Any student with a disability needing academic adjustments or accommodations is requested to speak with me and the Disability Resource Center as soon as possible to arrange for appropriate accommodations. You can refer to the Disability Resource Center website at http://www.unr.edu/drc.
**Academic Success Services:**

Your student fees cover usage of the Tutoring Center (784-6801 or www.unr.edu/tutoring-center) and University Writing Center (784-6030 or http://www.unr.edu/writing-center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

**Audio and Video Recording:**

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.