

**Fernando Tormos, Instructor**

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Office hours: Tuesdays and Thursdays 3:00-5:30pm and by appointment

## Course Description and Learning Outcomes

In this course we will study women's political participation and the ways in which politics and public policies shape women's lived experiences. We will assess the extent to which societal institutions reflect a feminist revolution. The objectives of this course are: 1) to *acquaint* students with feminist theories, research methods, and practices; 2) to *develop* students critical thinking and analysis skills; 3) to *train* students to conduct gender-based policy analyses. After completing this course, students will be able to discuss literature on women's policy issues and apply feminist research methods to the study of policy. There are no prerequisites to this course and students are not expected to have any prior knowledge of politics or women's policies.

## Required Course Materials

There are no required texts for this course. All course materials will be made available to students through the Purdue Humanities, Social Science, and Education Library (HSSE) and Blackboard. Any additional readings that are not listed in the course schedule will be provided electronically.

## Course Schedule

### Course introduction: Basic concepts (Week 1 and 2)

These class sessions will introduce students to our course. We will review the course policies, substantive content, and introduce ourselves. Students will get acquainted with basic concepts of politics, public policy, gender, and sexuality. As you are doing your readings, consider the following questions: How can we define politics and public policy? What is gender?

#### Assigned readings:

##### January 15

- Minas, Anne. 2000. "Introduction." in *Gender Basics: Feminist Perspectives on Women and Men*, Ed. Anne Minas. Wadsworth, 1-8. (BB and HSSE Reserves)
- Adolino, Jessica R. and Charles H. Blake. 2011. "The Policy Process." In *Comparing Public Policies: Issues and Choices in Industrialized Countries*. CQ Press, 8-30. (BB)

##### January 20

- Tilly, Louise A. and Patricia Gurin. 1992. "Women, Politics, and Change" in *Women, Politics, and Change*, Eds. Louise A. Tilly and Patricia Gurin. Russell Sage, 3-32. [https://www.russellsage.org/sites/all/files/tilly\\_chap1\\_0.pdf](https://www.russellsage.org/sites/all/files/tilly_chap1_0.pdf)

**January 22**

- Henderson, Sarah L. and Alana S. Jeydel. 2013. "Women impacting politics." In *Women and Politics in a Global World*. Oxford University Press, 1-5. (BB)
- Henderson, Sarah L. and Alana S. Jeydel. 2013. "Gendering Public Policy." In *Women and Politics in a Global World*. Oxford University Press, 99-102. (BB)

**Politics of difference (Week 3)**

These class sessions will focus on the different ways in which women are affected by gender structures and how distinct lived experiences shape a person's perspectives. Consider the following questions as you complete your assigned readings: Do all women share the same experiences and political interests? Is it better to think about women's perspectives rather than interests? How is gender different from sex?

**Assigned readings:**

**January 27**

- Frye, Marilyn. 1983. "Oppression." In *The Politics of Reality: Essays in Feminist Theory*. The Crossing Press, 1-16. (BB)
- Combahee River Collective. 1984. Combahee River Collective statement 1977: A black feminist statement. Reprinted in *Feminist frameworks: Alternative theoretical accounts of the relations between men and women*, eds. Alison Jaggar and Paula S. Rothenberg. NY: McGraw Hill. (BB)

**January 29**

- Lorde, Audre. 1984. "Age, Race, Class, and Sex: Women Redefining Difference." In *Sister Outsider*. The Crossing Press.
- Weldon, Laurel. 2011. Perspectives Against Interests: Sketch of a Feminist Political Theory of "Women." *Politics and Gender* 7(3): 441- 446.
- Angela P. Harris "Race and Essentialism in Feminist Legal Theory" *Stanford Law Review* 1990

**History of feminist political thought (Week 4)**

These sessions will acquaint students with the history of feminist political thought. Students will consider the differences between particular approaches to understanding feminism. Consider the following questions for class discussion: What are the differences between these approaches to feminism? Do they share any concerns or have any similarities?

**Assigned readings:**

**February 3**

- Ford, Lynne E. 2002. "Approaches to Feminism." In *Women and Politics: The Pursuit of Equality*. Houghton Mifflin Company, 20-28.

**February 5**

- Fraser, Nancy. 2013. "Prologue to a Drama in Three Acts" *Fortunes of Feminism: From State-Managed Capitalism to Neoliberal Crisis*. London: Verso.

## Intersectionality (Week 5)

### Assigned readings:

#### February 10

- Hankivsky, Olena. 2014. "Intersectionality 101." The Institute for Intersectionality Research & Policy, SFU.  
[http://www.sfu.ca/iirp/documents/resources/101\\_Final.pdf](http://www.sfu.ca/iirp/documents/resources/101_Final.pdf)
- Crenshaw, K. W. 1991. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, Vol. 43, No. 6.

#### February 12

- Patricia Hill Collins- "Developing Black Feminist Thought"
- Hancock, Ange Marie. 2007. "When multiplication doesn't equal quick addition: Examining intersectionality as a research paradigm." *Perspectives on Politics*, 5(1), 63-78.

## Feminist research methods (Week 6)

### Assigned readings:

#### February 17

- Hesse-Biber, Sharlene Nagy. 2014. "Chapter 1: A Re-Invitation to Feminist Research." In *Feminist Research Practice*, ed. Sharlene Nagy Hesse-Biber. Los Angeles: Sage Publications: 1-13.
- Harding, Sandra. 1987. "Introduction: Is there a feminist method?" In *Feminism and Methodology*, ed. Sandra Harding. Indiana: Indiana University Press: 1-14.

#### February 19

- Weldon, S. Laurel. "Inclusion and understanding: a collective methodology for feminist International Relations." In *Feminist Methodologies for International Relations*, eds. Brooke A. Ackerly, Maria Stern, and Jacqui True: 62-87.

## Assessing the feminist revolutions (Week 7)

### Assigned readings:

#### February 24

- Esping-Andersen, Gøsta. 2008. "Introduction." In *The Incomplete Revolution: Adapting to Women's New Roles*. Cambridge: Polity Press, 1-15.

#### February 26

- Marx-Ferree, Myra, Shamus Rahman Khan and Shauna A. Morimoto. 2007. "Assessing the Feminist Revolution: The Presence and Absence of Gender in Theory and Practice" In *Sociology in America*, ed. Craig Calhoun. Chicago: University of Chicago Press, .
- Mary Hawkesworth "Engendering Political Science" *Politics and Gender Symposium*

## Women and Institutional Politics (Week 8)

### Assigned readings:

#### March 3

- Sarah L. Henderson and Alana S. Jeydel. 2013. "Women and Institutional Politics" in *Women and Politics in a Global World*. New York: Oxford University Press, .

Suggestions for further reading (Data on Representation):

Global Database on Quotas for Women. A joint project of International IDEA and Stockholm University <http://www.quotaproject.org/>

CAWP Data on women in government in the US:

<http://www.rci.rutgers.edu/~cawp/pdf/elective.pdf>

<http://www.rci.rutgers.edu/~cawp/pdf/color.pdf>

UN Data on Women in Office

<http://www.un.org/womenwatch/daw/public/fact.htm>

Black Elected Officials in USA

[http://www.jointcenter.org/DB/table/graphs/beo\\_99.pdf](http://www.jointcenter.org/DB/table/graphs/beo_99.pdf)

#### March 5

- Karen Beckwith. 2014. "The Rocky Road to the White House for American Women." Scholars Strategy Network.  
[http://www.scholarsstrategynetwork.org/sites/default/files/ssn\\_basic\\_facts\\_beckwith\\_on\\_the\\_new\\_american\\_exceptionalism.pdf](http://www.scholarsstrategynetwork.org/sites/default/files/ssn_basic_facts_beckwith_on_the_new_american_exceptionalism.pdf)
- Towner, Terri L., and Rosalee A. Clawson. "A Wise Latina or a Baffled Rookie? Media Coverage of Justice Sonia Sotomayor's Ascent to the Bench." *Journal of Women, Politics, & Policy*, forthcoming.

## Women's mobilization (Week 9)

### Assigned readings:

#### March 10

#### Guest speaker: Dr. S. Laurel Weldon

- Weldon, S. Laurel. 2011. "Representing Women in Democratic Policy Processes." In *When Protest Makes Policy: How Social Movements Represent Disadvantaged Groups*. Ann Arbor: Michigan University Press, 30-56.
- Schreiber, Ronnee. 2013. "How Conservative Women's Organizations Challenge Feminists in U.S. Politics." Scholars Strategy Network.  
[http://www.scholarsstrategynetwork.org/sites/default/files/ssn\\_key\\_findings\\_schreiber\\_on\\_the\\_conservative\\_womens\\_political\\_movement.pdf](http://www.scholarsstrategynetwork.org/sites/default/files/ssn_key_findings_schreiber_on_the_conservative_womens_political_movement.pdf)

#### March 12

- Hawkesworth, Mary E. 2006. "Feminists Go Global: Reclaiming a History." In *Globalization and Feminist Activism*. New York: Rowman and Littlefield, 29-65.

#### March 17 and 19 SPRING BREAK (Week 10)

**March 24 (Week 11)**  
No Class- meetings with instructor

**March 26**  
Midterm Exam

**VAW (Week 12)**

**March 31**

**Assigned readings:**

- Weldon, S. Laurel and Mala Htun. 2013. "Why Autonomous Social Movements Hold the Key to Reducing Violence Against Women." Scholars Strategy Network.  
[http://www.scholarsstrategynetwork.org/sites/default/files/ssn\\_key\\_findings\\_htun\\_and\\_weldon\\_on\\_violence\\_against\\_women.pdf](http://www.scholarsstrategynetwork.org/sites/default/files/ssn_key_findings_htun_and_weldon_on_violence_against_women.pdf)

**Women and the Welfare State (Week 12)**

**April 2**

**Assigned readings:**

- Fraser, Nancy and Linda Gordon. 1994. "A Genealogy of Dependence"

**Political Economy of Gender (Week 13)**

**April 7**

**Assigned readings:**

- Ronnie Steinberg "How Sex Gets Into your Paycheck" 258-268

**Women in a globalized world (Week 13)**

**April 9**

**Assigned readings:**

- Sara Swider, "Working Women of the World Unite?" in *Global Feminism* eds. Aili Tripp and Myra Marx Ferree

**April 14 (Week 14)**

- Fraser, N. 2005. "Reframing Justice in a Globalizing World." *New Left Review* 36 (November-December): 69-88.

**April 16 Research Workshop**

**April 21 Research Workshop**

**April 23 Research Paper Presentations**

**April 28 Research Paper Presentations**

**April 30 Mock advocacy meetings**

**May 5 Mock advocacy meetings**

## Grading

The grading strategy for this course is designed to give students a chance to show what they have learned through class discussion of assigned readings, critical reviews, a policy research project, and a research paper presentation. Handouts will be distributed with guidelines for each assignment. Please use the APSA Style citation format for all writing assignments.

### Grade scale

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

### Evaluation

#### Class participation (15%)

Please come to class with the assigned readings, comments, and questions that you would like to raise during class discussion. If a student has to miss class for any reason, the student will be responsible for notifying the instructor in advance.

#### Critical Reviews (15%)

Students will choose two readings that they wish to review provided by the instructor. Reviews should be turned in no later than the day of the midterm exam. Reviews should follow the following format: What is the author's main argument? How is this argument supported? What critique do you have of the text? The reviews should be no longer than two double spaced pages in Times New Roman font 12 with 1" margins. For further suggestions refer to: Alex-Assensoh's (2008) "Teaching Critical Analysis Skills with Analysis Briefs: What They Are and How They Work."

#### Policy analysis paper (25%)

Stage I - Identify the problem and review the literature (3-4 pages)

Stage II - Policy history and interaction (4-5 pages)

Stage III - Policy analysis and conclusion (3-4 pages)

#### Research Paper Presentations (5%)

Students will present their research to the class and provide an understanding of the policy area in which they focused. A separate handout will be given out with further information.

#### MIDTERM (20%)

This evaluation consists of an in class component and a take home section. More information will be provided prior to the examination.

#### Policy Recommendations and Advocacy Project (20%)

This project will require students to prepare a series of policy recommendations, based on their gender-based policy analysis research paper. Students will have a mock meeting with the instructor in an attempt to convince a policy actor to adopt their recommendations.

**\*\*This course does not have a final exam**

**Attendance Policy**

Purdue's official attendance policy can be found at:

<http://www.purdue.edu/odos/services/classabsence.php>

Students are expected to come to every class with their reading materials and ready to actively engage in class discussion. Please avoid coming to class if you have any infectious sickness. If a student is unable to come to class, please notify the instructor through email in advance. Electronic devices are only accepted if they are being used to read the assigned reading. Students are encouraged to print the reading, bring the book, and avoid the use of electronic devices. Coming to class, engaging in class discussion, and making proper use of electronic devices are crucial components of the class participation grade.

**Late Policy**

Late assignments are only accepted under extenuating circumstances.

**Academic dishonesty and Student Code of Conduct**

Students are expected to be aware of the university policies against academic dishonesty and have knowledge of the Student Code of Conduct. Academic dishonesty will not be tolerated and will be reported to the pertinent university authorities. Papers will be checked with software for evidence of copying or cutting-and-pasting. Plagiarism will not be tolerated; students who cheat or copy will fail the course and be turned into the Dean of Students. If you have any questions concerning plagiarism, refer to the Purdue Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/printable/589>

**Course caveat**

The itinerary for the course and the readings assigned are subject to change. In case of any emergency or unforeseen obstacles the instructor will email students with information regarding the changes or accommodations made. 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 beyond the instructor's control. Every student is responsible for checking their mail and being informed about any changes to the course schedule.

**Accommodations**

Students that need special accommodations should register with the Disability Resource Center in the Office of the Dean of Students. Students may notify the instructor of any assistance needed at anytime throughout the semester.

**Online resources**

American Political Science Association. 2006. *Style Manual for Political Science*.  
Washington, DC: American Political Science Association.

<http://www.ipsonet.org/data/files/APSASStyleManual2006.pdf>.

Purdue Online Writing Lab (OWL)

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

Purdue OWL Handout on Avoiding Plagiarism

<http://owl.english.purdue.edu/owl/resource/589/01/>.

American Political Science Association website

[www.apsanet.org](http://www.apsanet.org)

C-SPAN Video Archive

<http://www.c-spanvideo.org/videoLibrary/>

Library of Congress

<http://www.loc.gov/index.html>

Stanford Encyclopedia of Philosophy

<http://plato.stanford.edu/>

New York Review of Books

[www.nybooks.com](http://www.nybooks.com)

London Review of Books

[www.lrb.co.uk](http://www.lrb.co.uk)