

PSPS 4070-001 Women in Politics

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Please check Blackboard regularly.

Meet: online
Office hours: Email

Course Goals

This course offers a general survey of how women as a group have engaged politics including: as outsiders through political participation, as insiders in government, and as the subject of policy action. The goal of this course is to create a forum for exploration. The intent is to create an understanding of women as political players in society: their history as outsiders, their ability to gain political power, and the evolution of a “women’s” public policy.

This course is designed to investigate several questions. Should women be treated as distinct from other political actors or should this distinction not be made in the study of different facets of political life, in particular American political life? Does separate policy treatment for “women’s issues” make sense? Should women’s politics and women’s policy be synonymous with a feminist agenda or should this topic be something broader? And finally, is America ready for a woman president?

You are expected to log on each class day and participate in the discussion board. This means being responsive to other students’ comments as well as contributing your own questions regarding the reading. “A” quality posts will be those that reference specific passages and page numbers in their posts, but a good general argument without specific references could easily be an “A-” or “B+” post.

Required Reading.

Matthews, Glenna. 1996. *The Rise of Public Woman: Women’s Power and Woman’s Place in the United States 1630-1970*. New York: Wiley & Sons.

Carroll, Susan and Fox, Richard, eds. 2006. *Gender and Elections: Shaping the Future of American Politics*. Cambridge: Cambridge University Press.

Han, Lori Cox and Heldman, Caroline, eds. 2007. *Rethinking Madam President: Are We Ready for a Woman in the Whitehouse?* Boulder, CO: Lynne Rienner Publishers.

Swers, Michelle. 2002. *The Difference Women Make: Women in the U.S. Congress*. Chicago, IL: University of Chicago Press.

Notes About Online Courses

Modules will open and close according to the schedule set below. The expectation is that you are reading at least one-two chapters from each book per day. You should be logging on as you finish reading each chapter to engage in the course board discussion. If you are not logging on and engaging the course board at least once every two days, you will not do well in this course.

When providing responses to your peers, there are a few rules of thumb to keep in mind. First, your comments must be thoughtful and substantive. Simply posting, “I agree with James,” or “Wow! This was an interesting article,” is not

enough. Additionally, you must be respectful of others on the course board. Offensive comments will be penalized. Finally, please proofread your comments. Correct grammar and spelling impacts how receptive others are to your comments.

Computer access! This course relies on Blackboard (<http://blackboard.uncp.edu/>), supplemental reading, and other web based activities. In addition to reliable computer access, you must have access to a word processing program (preferably MS Word), Adobe Acrobat Reader, an internet browsing software, and the most updated version of Flash Player. These basic software requirements will allow you to surf the web. You must check Blackboard regularly. All assignments, quizzes, and exams must be completed on time if it is to count for credit.

Grade Breakdown

Discussion papers	50%
Discussion board	30%
Policy paper	20%

Grading scale—

100-95 = A	83-80=B-	69-67= D+
94-91= A-	79-77= C+	66-63= D
90-88= B+	76-73= C	62-60=D-
87-84=B;	72-70= C-	59 and below F

Course Requirements

Weekly response paper- Students will submit a response paper reflecting upon the set of reading. This paper should help direct your discussion of the material online. The discussion paper should be a short reflective essay over the assigned reading. You will be required to submit a short response paper that provides your insights from thinking critically about the reading in light of what you have learned about politics in other courses. Your response paper may develop questions that have been reflected upon the discussion board, **but you must provide additional depth and analysis to your thoughts beyond what was discussed on the message board.**

Discussion papers should be **two to three pages at 1.5 spacing, Times New Roman, 1 inch margins, and error free.** You will not be able to summarize the reading in that space. Instead, papers should highlight what you found interesting in the reading, reflect on how this reading “fits with” or contradicts earlier reading/discussion, reflect on how this reading fits with theories or concepts that you have learned in other courses, and/or pose questions about the reading within the context of the class. You’re reflection may be on the entire set of reading for the day or a narrow part of the reading. Even if papers are touching on multiple ideas or subjects, they should be well-organized with a clear introduction, a concise thesis statement, and a defined conclusion.

Grading rubric for discussion papers

A: The paper is well written and demonstrates reflection on the entire set of reading. Rather than strictly summarizing, this paper will include the insights described above.

A- to B+: The paper is well written and demonstrates reflection on a small part of the reading. This paper summarizes as necessary and offers one or more of the insights listed above.

B to C+: This paper offers some of the insights listed above but is mostly summarizing the reading. Writing quality may need work.

C to C-: This only summarizes the reading and offers no evidence of reflection, or the paper has significant writing quality problems.

D+ and lower- Poor writing quality and incomplete summary.

Policy Paper- All students will be required to complete a policy analysis paper on a recent women's rights issue. Each student should select an issue and provide a policy summary of that issue area. This paper should include 1) a discussion of why the issue is considered a women's issue, 2) a brief discussion of the historical development of this issue in the U.S., 3) a discussion of current problems advocates are concerned with or enduring issues or threats to women's rights in this area, 4) propose possible solutions with supporting evidence that your solution is credible. Each of these sections of the paper should have separate headings.

Students must select topics and have had their topic approved by the professor by June 3rd and a list of key policy events and sources you are using in correct bibliography form are due on June 14. Papers should be 5-7 pages, 1.5 spacing, Times New Roman 12 point font, 1 inch margins, and error free. Students are expected to produce polished papers that are thoroughly revised, proofread, and spell-checked. Sources should be referenced using MLA, APA, or Chicago formats. Choose one citation method and stick to it. Students should include **at least five** outside sources, including 1) one academic book, 2) two peer-reviewed, scholarly journal article (JSTOR, available online through the library, is a great place to start), 3) one web based source, and 4) a government source.

Discussion Board Activity and Participation- Participation is based on your engagement on the class discussion board. I will track both **quality and frequency** of participation over the course of the term. All students are expected to both present thoughtful questions and responses. You are welcome to inquire about your participation grade at any point during the term. In addition to posting your own thoughts, you should also be engaging other members in the course.

Other Information

Disabled Students: Any student with a documented disability needing academic adjustments is requested to speak directly to Disability Support Services (located in the D.F. Lowry Building) and the instructor, as early in the semester as possible. All discussions will remain confidential. Please contact DSS at 521-6695. The syllabus is also available in alternate formats upon request. Please call the aforementioned number if you desire this.

"When testing accommodations or alternative testing is needed, students are responsible for discussing this issue with the professor to make the appropriate arrangements to have the exam administered. It is the responsibility of the student to schedule exams with DSS at least one week prior to the exam date. Failure to schedule an exam one week in advance may lead to DSS denying the requested time and date for the exam." For the Exam Proctoring Authorization Form and for more information, visit http://www.uncp.edu/dss/students/directions_for_accessing_exams_for_current_students.htm.

Academic Dishonesty: Academic dishonesty will not be tolerated. Any instance of academic dishonesty (plagiarism, cheating, etc.) found will result in an automatic “F” for that assignment and notification to the appropriate Deans.

From the UNCP Student Handbook: “Plagiarism is intentionally or knowingly presenting someone else’s words or ideas as one’s own. You avoid plagiarism by very carefully acknowledging the sources of ideas you use and by appropriately indicating any material that has been quoted [or paraphrased] (that is, by using quotation marks and properly acknowledging the source of the quote, usually with a clear reference source citation and page number).” If an instance comes up where you are unsure whether or not you should cite, play it safe and cite. Visit <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> for more information on plagiarism.

Conduct Expectations: Respect should be the dominate value observed by all in this course. This includes respecting others’ personal views during discussions.

Course Schedule

Historical development of women as political actors

Week 1- May 25- June 3 Women's Rights, Feminism, and a short history of women in the U.S.
Matthews book

Political participation and voting

Week 2- June 2- June 11

CHOOSE POLICY PAPER TOPIC—DUE JUNE 2

Carroll and Fox book

Women in Congress

Week 3- June 10- June 19

Swers book

EVENT LIST AND SOURCES FOR POLICY PAPER— DUE JUNE 10.

Women in government: case study of why a woman hasn't become president

Week 4- June 18- June 27—

Read Han and Heldman

Week 5- June 28 POLICY PAPERS ARE DUE