# Course Information

## Women and American Politics

**Class Number**

PLSI 0468

**Section**

01

**Semester**

Fall 2021

**Description**

Prerequisite: Upper-division standing or consent of the instructor. Examination of women's participation in the American political sphere and the broader role of gender in U.S. politics. Study of the institutional, structural, and cultural challenges facing women in American politics; ways in which gender affects campaigning, representation, and leadership styles; the effects of women's representation on policy and political participation.

### Schedule Information

* Humanities Building 286 — **TTh** 10:00 to 11:40

# Who is your professor?

Greetings, scholars! My name is Amanda Roberti (she/her) and I am excited to be your professor for Women and American Politics this semester. I always find gender to be an interesting topic, but it is a particularly good year to study gender and politics. We have more women than ever in US history represented in our Congress, we just had our first woman nominated as president of a major political party, and we have our first woman of color VP nominee of a major political party! What a fascinating time!

Gender and politics is my main research background; I studied at Rutgers University in New Jersey where they have an entire center dedicated to the field (Center for American Women and Politics, CAWP), and my PhD program was the first of its kind to allow students to specifically study gender and politics as a subfield (alongside mainstream subfields like theory, American politics, comparative, and IR). Many of the authors we will be discussing are ones I am proud to say I have studied under. And I’m thrilled to pass on this knowledge and radical tradition to you all.

Please watch my introductory video for more about me. I truly can’t wait to meet you all! This will be a really fun and enlightening semester!

## Amanda Roberti

Assistant Professor

### Contact

**Email:** aroberti@sfsu.edu

### Office Location

HUM 565

### Office Hours

Wednesdays from 1pm – 4pm

### About

Amanda Roberti — Ph.D. PhD, Political Science – concentrations in Women and Politics, American Politics, Public Policy, and Public Law. My research focuses specifically on abortion policy in the US, reproductive justice, gender and rhetoric, conservative women in the US, and US states. MA, Political Science, Women’s and Gender Studies – Rutgers, Newark BA, Political Science, Philosophy – Kutztown University, PA Certified to teach in Women’s and Gender Studies Fun facts: I lived in Philadelphia for about 7 years, I’ve traveled across the country twice, I moved during the pandemic from New Jersey to work at SFSU, I’m an avid hiker and hula hoop dancer!

# Student Learning Outcomes

* Demonstrate an understanding of the historical context in which women in the United States have entered into the political sphere.
* Demonstrate understanding of the ways in which gender interacts with U.S. political institutions such as parties, elections, social movements, and elected offices.
* Demonstrate oral and written ability to critically analyze the ways in which political behaviors may be gendered among elected officials and the greater polity.
* Demonstrate ability to develop and apply a gendered lens through which to analyze current issues concerning women in American politics.

# Policies

## COVID-19 and Our Campus

Your health and safety is our paramount concern at SF State. During the COVD-19 pandemic, every member of our Gator community is expected to do their part in keeping fellow students, faculty, and staff safe and well. Feeling well and safe will support you in focusing on your academic success.

Information is changing rapidly, as our health professionals, scholars, and researchers are learning more about COVID-19, and as such, we encourage you to frequently check your San Francisco State University email account and <https://news.sfsu.edu/campus-plan/students-families>for the most current information.

* You are encouraged to keep your emergency information updated on Campus Solutions in order to receive campus emergency alerts: https://upd.sfsu.edu/ENSFAQ
* You are also encouraged to provide your contact information to receive city of SF emergency alerts, including COVID-19 updates and instructions for public safety: https://sfdem.org/get-cityalerts
* If you have any questions regarding COVID-19 or your own health during this time, please reach out to Student Health Services: https://health.sfsu.edu
* If you are feeling overwhelmed, you are encouraged to connect with our on-campus health professionals in Counseling & Psychological Services: https://caps.sfsu.edu
* If you are looking for education on how to keep yourself and your loved ones healthy, then reach out to our Health Promotion & Wellness Team: https://wellness.sfsu.edu

## Personal Identity Policy

All humans have the right to be addressed in accordance with their personal identity preferences. In some cases, you may prefer to be called by a name other than what is listed on the course roster. For example, you want to be called the shortened version of a name (for example, “Alex” as opposed to “Alexander/Alexandra”). Sometimes this means that though your given name might be coded as one gender, you identify as another, and use a different name and pronoun. In all cases, faculty will use the name you provide, rather than the name provided by the campus database. I will provide my pronouns and for those who are comfortable, you may share yours as well!

## Accommodations for Religious Holidays Policy

The SFSU community recognizes and takes pride in the diversity of religious and spiritual backgrounds of its student body and strives to make every reasonable effort to give its students the opportunity to observe their recognized religious holidays. The Academic Senate Policy on the Observance of Religious Holidays indicates that, “The faculty of San Francisco State University shall make reasonable accommodations for students to observe religious holidays when such observances require students to be absent from class activities….” Refer to the policy for further information, including  implementation procedures, found here: <https://cs.sfsu.edu/sites/default/files/AcademicSenateSyllabiPoliciesSP09.pdf>.

## Course Culture

**My classroom is based on mutual respect.** Students need to **respect** the professor and other students in the course. Controversial topics may arise in political classes, opinions will likely differ, but the tone and tenor of class shall always remain cordial and civil. I seek to provide an intellectual environment where students can feel free to express their views without ideological or partisan oppression from the professor or other students. As this is college, we are all adults, and fully expect our conversations to reflect that fact.

## Class Attendance Policy

As this is a synchronous course, students are expected to attend all scheduled zoom meetings as they would a regular in-person class. I would absolutely prefer web cameras on, as this allows myself, and your fellow classmates to fully engage. If there is a privacy issue, please reach out to me ASAP and we can discuss it.

As a rule, I typically allow 3 absences. Life happens, and I understand. More than that and you start missing significant information and run the risk of falling behind. Please notify me of any expected or unexpected absences.

## Plagiarism Policy

Plagiarism is the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source.

Plagiarism is not acceptable in this course. I unfortunately have experienced plagiarism in my years of teaching, and I have always taken swift action. Cite your sources! It only makes the paper better! If you are unsure of how to cite, no worries, I am here to help you. I can work with you to find the right citation style and figure out what needs to be cited. I can also help provide handy resources (some I still use myself!)

For more information on Standards for Student Conduct, visit the Office of Student Conduct site, here: <https://conduct.sfsu.edu/standards>.

## Turn It In

In this course, we will be employing software from TurnItIn.com as a tool for learning how to correctly cite resources. Turnitin.com is useful in helping to determine whether or not a writer is relying too heavily upon sources and whether a writer has given appropriate credit to an author or source. Students will be assigned a username and will be expected to submit their papers on the assigned due date to Turnitin.com, which in turn produces an “originality” report. This report will compare the student’s paper to content on the Web, to the Turnitin.com database of previously submitted papers, and to databases of common full-text journals. In creating an account, students agree that by taking this course, all required papers will be reviewed by Turnitin.com and acknowledge that their papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism. All identifiers (student name, ID #, etc.) will be removed from the paper before it is uploaded into Turnitin.com. Use of Turnitin.com services is subject to the Terms and Conditions of Use, which are posted on the Turnitin.com website.

## Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

## University Grading Information

Information regarding grades: <https://cms.sfsu.edu/content/grades-student-information>.

## How to Appeal a Grade

How to appeal a grade: <https://senate.sfsu.edu/policy/grade-appeal-practices-and-procedures-current>.

## Academic Calendar

To review course drop, withdrawal, instruction dates, or other information related to important dates at the university, visit the SF State academic calendar, here: <https://webapps.sfsu.edu/public/webcal/acadcalendar>.

## How to Enroll in/Drop a Class

How to enroll in/drop a class: <https://cms.sfsu.edu/content/registering-classes>.

## Syllabus Change Policy

Disclaimer: This syllabus is subject to change.

## Resilient Teaching & Learning Plan

Our campus community is often called to demonstrate compassionate resiliency by adapting and responding to a number of unexpected events, or disruptions, such as personal illness or injury, the COVID-19 pandemic, or unhealthy air quality and power outages due to wildfires. A disruption is a situation that will prevent you, me, or the entire class from participating in 'class as usual' for a reason we could not have predicted at the beginning of the semester. Our goal as a learning community is to do our best to keep teaching and learning with as little interruption as possible, so here’s my plan to keep teaching in the event of a possible class disruption:

**If I’m out:**

How I will communicate my absence: Via email (so be sure to check your sfsu emails often)

How I expect you to participate in my absence: Complete any assignments I indicate in my email.

Possible alternative assignments in my absence: Watch a documentary and reflect on it via an online forum.

**If you’re out:**

How you can communicate your absence: Please email me as soon as you know you’ll be out!

How you can keep pace with the course in your absence: Try not to miss more than 2-3 classes but check in with me to make sure you can make up any missed deadlines.

Possible alternative assignments in your absence: I am willing to extend deadlines for assignments.

**If the campus is closed:**

How I will communicate with students about next steps: Via email!

How the course will change: It largely will not – it will move to a synchronous online format. All assignments and responsibilities will stay the same.

Possible low-bandwidth assignments in case poor access: Personal reflection papers on readings/documentaries.

For more information and to help you prepare to “Keep Learning,” visit the Instructional Continuity website.

The Instructional Continuity website provides a collection of resources on many topics that support teaching and learning during times of disruption and unforeseen events, including instructor planning guides on resilient teaching, teaching modalities, equity and inclusion, academic integrity, technology, and well-being.

# Activities

Students will complete several assignments, culminating with a final analytical research paper.

|  |  |  |
| --- | --- | --- |
| Name  | Contribution to Grade  | Description  |
| Reflection Papers  | 20%  | Students will write four well-written reflection papers based on prompts presented in iLearn. The prompt questions will focus on the past two or more chapters we have read in the book, and discussed in class. Make sure you answer questions thoroughly and thoughtfully. Responses should be opinionated, but analytical in nature and fully supported by scholarship and evidence. The papers must also include **proper citation** of any scholarly works used—this can include our text book, articles, news articles, etc. The approximate length will likely be around 500 – 750 words (which is about a page and a half – not too bad!)  |
| Quizzes  | 20%  | Students will be responsible for taking 5 multiple choice quizzes via iLearn. These quizzes are meant to assess reading comprehension and understanding of concepts. Sometimes we have to simply familiarize ourselves with the scholarly terminology, concepts, and statistics and quizzes are a quick and dirty way to solidify that in our minds.  |
| News  | 20%  | Students will work in pairs (because much of your post-college careers will involve working directly with others on projects!) to find a current news article about gender and politics. I am a news fanatic and am always reading stories from reputable news outlets such as the NY Times, the Atlantic, WSJ, Time, CNN, BBC, among others including local papers such as the SF Chronicle, and LA Times (now that I live in California!) So, each week, one pair will present on a news article to kick off our class time. I’ll allow about 15 minutes for the presentation of the article – what was it about? details? how does it relate to class? does it address some of the questions we are asking? is it a good example of some of the concepts we discuss? – and questions/discussion afterwards. The article may not even be explicitly about gender, but you and your partner may have noticed something gendered about the way it was written or the topics discussed within.  |
| Analytical Final Paper  | 40%  | This is the big final paper – but don’t be nervous about it. We will walk through every step of this paper together throughout the semester, starting with a topic that interests you. We will then construct annotated bibliographies and/or outlines with the help of our trusted librarian, who has all of the best resources at her fingertips. We then move on to our drafts, which we will peer review so that we are helping each other do our best. The final paper is due at the end of the semester. You will construct a thesis on the implications of demographic changes in politics. You can decide what specific topic to focus on based on your own interests. For example, Latinx voter mobilization, conservative women’s claims of feminism, masculinity in campaigns, or Black women policymaker’s policy priorities. Whatever topic you choose, we will work together throughout the semester to construct an intersectional analytical research paper that explores gender and identity in politics.  |

# Schedule

The schedule will be provided on iLearn in the individual weeks, as well as below.

|  |  |  |
| --- | --- | --- |
| Date  | Topics & Activities  | Deliverables  |
| August 24 & 26  | Introductions to Each Other, Syllabus, and Course  | Read Chp. 1 Gender Backlash (Sanbonmatsu)  |
| August 31 & September 2  | Women’s Rights Movement in the US  | Read Chp. 2 Read [Forget Susan B. Anthony](https://www.washingtonpost.com/news/monkey-cage/wp/2014/03/31/forget-susan-b-anthony/?arc404=true)  |
| September 7 & 9  | Feminism and “Identity Politics”  | Read Chp. 3 Read [“Until Black Women are Free”](https://www.newyorker.com/news/our-columnists/until-black-women-are-free-none-of-us-will-be-free) Reading Paper 1 Due Tuesday  |
| September 16 NO CLASS SEPT 14 – Election Day  | Gender and Pop Culture  | Read Chp. 4 Watch: Miss Representation Quiz #1 Thursday  |
| September 21 & 23  | Women in the Polity  | Read Chp. 5 Gender, Public Opinion, and Political Reasoning (Huddy, et al)  |
| September 28 & 30  | Women in Political Movements  | Read: Motivated by Change: Political Activism of Young Women in the2008 Presidential Campaign (Booth-Tobin & Han) Who Made the Women’s March? (Berry & Chenoweth) Reading Paper 2 Due Tuesday  |
| October 5 & 7  | Women as Political Candidates  | Read Chp. 5 Conservative Women Run for Office (Schreiber) When Race, Gender, and the Media Intersect (Gershon) Quiz #2 Thursday  |
| October 12 & 14  | Representational Theory  | Descriptive Representation: Understanding the Impact of Identity on Substantive Representation of Group Interests (Swers & Rouse) Reading Paper 3 due Tuesday  |
| October 19 & 21  | Women and Political Parties  | Read Winter, Nicholas. 2010. “Masculine Republicans and Feminine Democrats: Gender and Americans’ Explicit and Implicit Images of the Political Parties.” Political Behavior. 32, pp. 587-618. Crowder-Meyer, Melody and Rosalyn Cooperman. 2018. “Can’t Buy Them Love: How Party Culture among Donors Contributes to the Party Gap in Women’s Representation” Journal of Politics. Quiz #3 Thursday  |
| October 26 & 28  | Women as Legislators  | Read Chp. 7 Read Carroll, S. 2002. “Representing Women: Congresswomen’s Perceptions of Their Representational Roles” Paper topics due  |
| November 2 & 4  | Women in the Executive  | Read Chp. 8 Readings TBD Quiz #4 Thursday  |
| November 9 (NO MEETING NOV. 11 – VETERAN’S DAY)  | Women in the Judiciary  | Read Chp. 9 Annotated bibliography/outline due! (you may prefer one over the other)  |
| November 16 & 18  | Gendered Rhetoric  | Readings TBD Reflection Paper 4 Due Tuesday  |
| November 23 & 25 NO CLASSES  | NO CLASSES – Fall Recess  | Work on your papers!  |
| November 30 & December 2  | Gender and Policy: Pick a policy and we’ll talk about it!  | Reading TBD Quiz #5 Thursday  |
| December 7 & 9  | Floating week – in case we get behind, peer reviews  | Paper drafts due Tuesday for peer review  |

We do not have exams in this course. Just quizzes, assignments, and your paper. Final papers are due via Turn It In on Thursday, December 16 by 11:59pm.

# Objectives

Here are some of the objectives we will reach in this course. Keep them in mind while reading and working on assignments. I will too!

## Identify the ways in which gender matters in politics.

Students will constantly ask the question, “does gender matter” in political representation, and participation. We will read literature from gender and politics scholars to identify the ways it matters (and some ways it doesn’t) in terms of how political leaders represent their constituents, what kinds of policies arise on the political “agenda,” how political leaders are portrayed in the media, and how voting and participation differs by gender.

## Critique the use of gendered language and claims

Students will come across many claims of “true” representation. We will ask, “what are the different types of representation,” “who \*gets\* to represent women,” and “how do representatives use language to signify their representation?” More specifically, we will critique whether the language match the actual policy outcomes?

## Analyze the implications of a changing demographic

Via a final analytical paper, students will construct a thesis on the implications of demographic changes in politics. Students can decide what specific topic to focus on based on their own interests. For example, Latinx voter mobilization, conservative women’s claims of feminism, masculinity in campaigns, or Black women policymaker’s policy priorities. Whatever topic you choose, we will work together throughout the semester to construct an intersectional analytical research paper that explores gender and identity in politics.

## Connect Individual Experiences

Students will connect their experiences to the broader concepts we learn in class to better understand how their lives are impacted by and impact politics.

# SF State Policies

## Disclosures of Sexual Violence (Title IX)

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

* The SAFE Place – (415) 338-2208; [psyservs.sfsu.edu/content/safe-place](http://www.sfsu.edu/~safe_plc/)
* Counseling and Psychological Services Center – (415) 338-2208; [psyservs.sfsu.edu](http://psyservs.sfsu.edu/)

## Disability Access

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The [Disability Programs and Resource Center](http://www.sfsu.edu/~dprc) (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email to [dprc@sfsu.edu](http://mailto:dprc@sfsu.edu) .

## COVID-19 and Our Campus

Your health and safety are our paramount concern at SF State. We ask every member of our campus community to join a pledge to make and follow plans to keep fellow students, faculty, and staff safe and well. Feeling confident, safe and well will help you focus on your academic success. To participate in this class, all students are expected to:

* stay informed on the most up-to-date information related to SF State’s COVID-19 response and Campus Comeback plan
* plan ahead for possible class disruptions due to COVID-19 or other unexpected events, such as unhealthy air quality caused by smoke
* take care of yourself and others by staying home when you aren’t feeling well or believe you have been exposed to COVID-19, and
* follow all required health and safety guidelines, including verifying your proof of vaccination or exemption status before coming to class; and wearing a multilayered mask over your nose and mouth at all times when indoors on campus; and wash your hands as often as possible (i.e. soap and water, hand sanitizer).

For more information about SF State’s response to COVID-19 and how you can keep yourself and others safe and well, visit the [Campus Comeback Website](https://together.sfsu.edu/) . To plan for how you will maintain your academic success when unexpected events disrupt regular teaching and learning activities, follow the information on the course syllabus and consult the Keep Learning guide.

Per Academic Senate policy resolution SU21-292

# Materials

You will need one book for this class: "Women, Power, and Politics" by Han and Heldman; Oxford; ISBN: 9780190620240.

All other readings, web linked articles, and videos will be provided on iLearn under the appropriate week.

## (Required) *Women, Power, and Politics*

**Author(s)**

Han and Heldman

**Publisher**

Oxford

**ISBN**

9780190620240

# Grades

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| --- | --- |
|  |  |
| 100.00% - 93.00%  | A  |
| 92.99% - 90.00%  | A-  |
| 89.99% - 87.00%  | B+  |
| 86.99% - 83.00%  | B  |
| 82.99% - 80.00%  | B-  |
| 79.99% - 77.0%  | C+  |
| 76.99% - 73.00%  | C  |
| 72.99% - 70.00%  | C-  |
| 69.99% - 67.00%  | D+  |
| 66.99% - 63.00%  | D  |
| 62.99% - 60.00%  | D-  |
| 59.99% - 0.00%  | F  |