

Gender in Domestic Politics
Women's Studies and Political Science 597A
Fall 2009

Thursday 2:30 p.m. – 5:30 p.m.
136 Burrowes Building

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Office Hours: T 1-3 p.m.
and by appointment
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COURSE DESCRIPTION.

This course will examine issues of gender in the contemporary domestic politics of the United States, and other countries around the world. We will explore a number of topics in this course including: the role that gender has played in traditional electoral politics, from the selection of candidates to the political campaigns and their reception in the media, and from sex and gender differences in political participation to the role that electoral institutions play in getting women elected. We will also examine the development of women's movements and women's organizational advocacy in different political contexts including countries undergoing transitions to democracy. Finally we will look at how gender influences citizenship and political regimes as well as the creation of public policy, focusing both on theoretical conceptions of citizenship as well as empirical studies of policy outcomes.

Students may choose to do either an American politics or a comparative politics for the course. All students will read a core set of readings. On occasion separate additional readings will be designated for each option. Students will write research proposals designed for the particular option they choose.

GRADES:

Grades will be determined using the following criteria:

a) class participation is worth 20% of your total grade. It is important for all members of the seminar to participate not just to indicate what you know but also because as academics we benefit when there is a wide range of perspectives and ideas generated in the class. This is even more important in an interdisciplinary class like this where people may have widely different understandings of the material and how to generate future knowledge. All of these perspectives will be needed. Therefore, in order to get above a B grade in class participation, you must participate regularly in the class discussions.

b) 4 papers coordinated with the weekly readings (for a total of 40% of your grade). Three papers will be a *discussion paper*, which should analyze the week's readings. I expect that students will be prepared to explain their ideas in class to the others as a basis for starting discussion. The other will require you to read one of the *supplementary readings* for the week and discuss how it fits with the week's readings. Each will be due by 9 a.m. the day the class meets. I will also expect the person who reads a supplementary reading to spend 10-15 minutes in class briefing their fellow classmates on the reading, its connections to the other readings of the day, and its contribution to the literature. For more information, see the description below.

c) one research proposal paper and proposal presentation worth 35% of your grade. These papers are due **Friday, April 27th by noon**. Because papers will be distributed to fellow students, late papers will be penalized!!

d) written comments on other students' research proposals. You will be graded on the care and clarity of your reviews. Your job as a proposal evaluator is worth 5% of your grade.

SEMINAR DISCUSSIONS

The point of seminar discussions is to allow us to work through difficult readings, to connect them to both literatures in women's studies and political science. I also believe it is fruitful to brainstorm on how and whether and where we could turn these questions into future research. Below are some questions that I believe can be taken from either a women's studies or political science perspective in order to analyze the readings. Important for our class will be bringing both perspectives to bear on the questions.

1. What are the major theoretical concepts? How does the author(s) definition differ from those used by other authors? How do the authors make those concepts concrete in their analysis/discussion?
2. What is the major question or puzzle is the author trying to address? How does it fit in with the other literature that we have read? Why/how is the question important?
3. What methodologies does the author(s) employ to address the major question? Why are they appropriate? Are there ways the author(s) could have realistically improved on them? How would changing the methodology have changed the article?
4. What conclusions does the author(s) draw about the puzzle or question s/he is trying to address? Which conclusions are particularly surprising given the literature?
5. What possibilities for future research are raised by the piece? Where are the theoretical or empirical questions that are left to be answered? What new evidence might be brought to the question?

SEMINAR PAPERS

On the days you choose to write *discussion paper*, you must turn in a 4-6 page paper analyzing the day's readings. These papers should analyze the works, which means you may critique the works, agree or disagree with the main arguments (giving some argument to support your opinion), or interpret them in light of other works you have read in the course. A good paper will provide some insight into the readings by showing how they are connected to the other literature in political science or women's studies, by discussing theoretical or methodological flaws and achievements that might lead to future research, or by analyzing the usefulness of the theoretical or methodological approach in understanding other political phenomena. This paper may also serve as a place to begin to develop ideas for your own further research.

On the days you are designated to write the *supplementary readings* paper, you must turn in a 4-6 page paper on one of the supplementary readings for the day. You should consult with me prior to the class about which supplementary reading you will analyze. The paper should discuss how this particular work fits in with the other readings for the week, and should also analyze the work in light of the other readings. This means you may critique the work, agree or disagree with the main arguments (giving some argument to support your opinion), or interpret it in light of other works you have read in the course.

THE RESEARCH PROPOSAL

Research proposals are an important part of our work as scholars. In an interdisciplinary class like this, the research proposals may vary considerably depending on your initial training, and the sort of research that you want to do in the future. Nonetheless, there are generally common elements, especially since there are a limited number of places

that fund research. Thus, when scholars seek funding for a research project, we are often asked to provide a description of our research plans that explains its significance and the methods we plan to use to a wide audience of scholars. Research proposals typically include an explanation of the research question (or hypothesis), the significance of this question to the larger subfield, and a plan of how you will study this question. That plan should include discussions of what sort of information you will use, how you will gather that information, and how exactly you will examine the important concepts involved in answering your research question. The topic of the research must in some way relate to the material or subjects covered in class.

The research assignment in this class is to write such a proposal. You are limited to twenty double-spaced pages of text (not including bibliography). Your research proposals should be written AS IF you were going to complete the research. That means you must be able to carry out the research you propose, and you must provide significant detail about how you will conduct the research.

Your written proposal will be judged as would grants on the relevance of the basic question to the field, and the soundness and quality of the argument and research design. As part of the research proposal you must present your proposal to the class and answer questions from your fellow students. Your presentation and "defense" of your proposal is part of your grade on the research proposal.

On October 22nd, we will meet to discuss this paper (although you are always welcome to come and talk about possible topics before that date). I will ask you to send me a short (1 page) memo before our meeting explaining your ideas about the research proposal.

Tentative Schedule and Readings

<u>Date</u>	<u>Theme and Readings</u>
8/27	Introduction: Studying Gender in Domestic Politics from a Cross-Disciplinary Perspective

Core Readings:

Conceptions of Gender and Women:

- 1) I.M. Young. 1994. "Gender as Seriality: Thinking about Women as a Social Collective." *Signs: Journal of Women in Culture and Society* 19(3): 713-738.
- 2) Maxine Molyneux. 1985. "Mobilization without Emancipation? Women's Interests, the State, and Revolution in Nicaragua." *Feminist Studies*, 11(2): 227-254.

Gender in the Discipline of Political Science:

- 3) Silverberg, Helene. 1990. "What Happened to the Feminist Revolution in Political Science." *The Western Political Quarterly*, 43(4 Dec.): 887-903.
- 4) Beckwith, Karen. 2005. "A Common Language of Gender?" *Politics & Gender* 1(1): 128-137.
- 5) Burns, Nancy. 2005. "Finding Gender" *Politics & Gender* 1(1): 137-141.

Other Readings:

- Tolleson-Rinehart, Sue and Susan Carroll. 2006. "'Far from Ideal': The Gender Politics of Political Science." *American Political Science Review* 100(4): 507-513.
- Virginia Sapiro (1981) "When are Interests Interesting? The Problem of Political Representation of Women" *American Political Science Review* 75(3): 701-716.

Irene Diamond and Nancy Hartsock (1981) "Beyond Interests in Politics: A Comment on Virginia Sapiro's "When are Interests Interesting?....." *American Political Science Review* 75(3): 717-721.

9/3 American Political Science Association Annual Meetings – no class

9/10 Gender and Political Institutions

Core Readings:

1. Mary Hawkesworth, "Congressional Enactments of Race-Gender: Toward a Theory of Raced-Gendered Institutions," *American Political Science Review*, 97 (4): November 2003: 529-550
2. Ritter, Gretchen. 2000. "Gender and Citizenship after the Nineteenth Amendment." *Polity* 32(3): 345-375.
3. Caraway, Teri L. (2004) "Inclusion and Democratization: Class, Gender, Race, and the Extension of Suffrage" *Comparative Politics*, 36(4): 443-460.
4. Seidman, Gay. 1999. "Gendered Citizenship: South Africa's Democratic Transition and the Construction of a Gendered State." *Gender and Society*, Vol. 13, No. 3 (Jun., 1999), pp. 287-307
5. McDonagh, Eileen. "Political Citizenship and Democratization: The Gender Paradox", *American Political Science Review*, 96:3, 535-552 (September 2002)
6. Htun, Mala. "What It Means to Study Gender and the State," *Politics and Gender* 1, no. 1 (Fall 2005).

Supplemental Readings:

Banaszak, Lee Ann; Karen Beckwith and Dieter Rucht. 2003. *Women's Movements Facing a Reconfigured State*. Cambridge: Cambridge University Press.

Charrad, Mounira. 2001. *States and Women's Rights: The Making of Postcolonial Tunisia, Algeria, and Morocco*. Berkeley: University of California Press.

Htun, Mala. 2003. *Sex and the State: Abortion, Divorce, and the Family under Latin American Dictatorships and Democracies* (New York: Cambridge University Press).

McDonagh, Eileen. 2009. *The Motherless State: Women's Political Leadership and American Democracy*. Chicago: University of Chicago Press.

Ritter, Gretchen 2006. *The Constitution as Social Design: Gender and Civic Membership in the American Constitutional Order*. Stanford: Stanford University Press.

9/17 Participation in Politics: Where does Gender Come In?

Core Readings:

1. Welch, Susan. 1977. "Women as Political Animals? A Test of Some Explanations for Male-Female Political Participation Differences", *American Journal of Political Science*, 21(4): 711-730.
2. Verba, Sidney; Nancy Burns, and Kay Schlozman. 1997. "Knowing and Caring about Politics: Gender and Political Engagement" *The Journal of Politics*, Vol. 59, No. 4 (Nov., 1997), pp. 1051-1072.

3. Doug McAdam. 1992. "Gender as a Mediator of the Activist Experience: The Case of Freedom Summer." *The American Journal of Sociology*, Vol. 97, No. 5 (Mar., 1992), pp. 1211-1240.

American Core Readings:

1. David E. Campbell and Christina Wolbrecht. 2006. "See Jane Run: Women Politicians as Role Models for Adolescents." *Journal of Politics* 68(May):233-47.
2. Pei-Te Lien. 1998. "Does the Gender Gap in Political Attitudes and Behavior Vary across Racial Groups?" *Political Research Quarterly*, 51(4, Dec.): 869-894.
3. Aronson, Pamela. 2003. "Feminists or 'Postfeminists'? Young Women's Attitudes towards Feminism and Gender Relations." *Gender and Society* 17(6): 903-922.

Comparative Core Readings:

4. Christina Wolbrecht and David E. Campbell. 2007. "Leading by Example: Female Members of Parliament as Political Role Models." *American Journal of Political Science* 51(October):921-39.
5. Miller, Robert L., Rick Wilford and Freda Donoghue. 1999. "Personal Dynamics as Political Participation." *Political Research Quarterly*, 52(2, Jun.): 269-292.
6. Hirschmann, David. 1991. "Women and Political Participation in Africa," *World Development* 19, 1679-1694.

Supplemental Readings:

- Andersen, Kristi. 1996. *After Suffrage: Women in Partisan and Electoral Politics Before the New Deal*. Chicago: University of Chicago Press.
- Christy, Carol. 1987. *Sex Differences in Political Participation: Processes of Change in Fourteen Nations*. New York: Praeger Publishers.
- Burns, Nancy; Kay Schlozman and Sidney Verba. 2001. *The private roots of public action : gender, equality, and political participation*. Cambridge: Harvard University Press.
- Harvey, Anna. 1998. *Votes Without Leverage: Women in American Electoral Politics, 1920-1968*. New York: Cambridge University Press.
- LeBlanc, Robin. 1999. *Bicycle Citizens: The Political World of the Japanese Housewife (Asia : Local Studies/Global Themes)* (Paperback). Berkeley: University of California Press.
- Inglehart, Ronald and Pippa Norris. 2003. *Rising Tide: Gender Equality and Cultural Change*. Cambridge: Cambridge University Press.

9/24

Gender and what we think about politics

Core Readings:

1. Norris, Pippa and Ronald Inglehart. 2000. "The Developmental Theory of the Gender Gap: Women and Men's Voting Behavior in Global Perspective." *International Political Science Review* special issue on Women and Representation. 21(4): 441-462.

2. Kaufman and Petrocik (1999) "The changing politics of American men: Understanding the sources of the gender gap" *American Journal of Political Science* 43 (3): 864-887.
3. Gurin, Patricia. 1985. "Women's Gender Consciousness." *Public Opinion Quarterly* 49: 143-163.

American Core Readings:

4. Mondak, Jeff, and MR Anderson (2004) "The knowledge gap: A reexamination of gender-based differences in political knowledge" *Journal of Politics* 492-512.
5. Sapiro, Virginia and Pam Conover. 1997. "The Variable Gender Basis of Electoral Politics: Gender and Context in the 1992 US Election." *British Journal of Political Science* 27: 497-523.
6. Schreiber, Ronnee. 2002. "Injecting a Women's Voice: Conservative Women's Organizations, Gender Consciousness, and the Expression of Women's Policy Preferences" *Sex Roles* 47:331-42.

Comparative Core Readings:

4. Frazer, Elizabeth, and Kenneth Macdonald. 2003. "Sex Difference in Political Knowledge in Britain." *Political Studies* 51 (March): 67-83.
5. Banaszak, Lee Ann. 2006. "Regime Effects and Gender Roles Attitudes in Unified Germany: State Policy, Employment and Religion." *Politics & Gender* 2(March 2006): 29-56.
6. Ray, Raka. 1999. "From Lived Lives to Political Activism." Chapter 2 of *Fields of Protest: Women's Movements in India*. Minneapolis: University of Minnesota Press.

Supplemental Readings:

- Luker, Kristin. 1984. *Abortion and the politics of motherhood*. Berkeley: University of California Press.
- Klatch, Rebecca E. 1987. *Women of the new right*. Philadelphia: Temple University Press.
- Inglehart, Ronald and Pippa Norris. 2003. *Rising Tide: Gender Equality and Cultural Change*. Cambridge: Cambridge University Press.

10/1 Gender and running for Political Office

Core Readings:

1. Dolan, Kathy. 2008. "Women as Candidates in American Politics." In *Political Women and American Democracy*. Edited by Christina Wolbrecht, Karen Beckwith, and Lisa Baldez. Cambridge: Cambridge University Press. Pp. 110-127
2. Kim Kahn (1994) "Does Gender Make a Difference: An Experimental Examination of Sex Stereotypes and Press Patterns in Statewide Campaigns" *American Journal of Political Science*, 38 (1): 162-195.
3. Plutzer, Eric, and John F Zipp. 1996. "Gender Identity and Voting for Women Candidates." *Public Opinion Quarterly* 60: 30-57.
4. Chang, C.C. and JCB Hitchon. 2004. "When does gender count? Further insights into gender schematic processing of female candidates' political advertisements." *Sex Roles* 51 (3-4): 197-208.

American Core Readings:

5. Banwart MC, Bystrom DG, Robertson T (2003) "From the primary to the general election - A comparative analysis of candidate media coverage in mixed-gender 2000 races for governor and US Senate" *American Behavioral Scientist* 46 (5): 658-676.
6. Carroll, Susan J. 2009. "Reflections on Gender and Hillary Clinton's Presidential Campaign: The Good, the Bad, and the Misogynic." *Politics & Gender* 5(1):1-20.
7. Fox, Richard and Jennifer Lawless. 2004. "Entering the Arena? Gender and the Decision to Run for Office." *American Journal of Political Science*, 48(2, Apr.): 264-280.

Comparative Core Readings:

5. Matland, Richard. 1994. "Putting Scandinavian Equality to the Test: An Experimental Evaluation of Gender Stereotyping of Political Candidates in a Sample of Norwegian Voters." *British Journal of Political Science* 24(2): 273-292.
6. Marx Ferree, Myra. 2006. "Angela Merkel: What Does it Mean to Run as a Woman?" (special issue on Bundestag 2005 elections) *German Politics & Society*, 24(1): 93-107.
7. Norris, Pippa and Lovenduski, Joni. 1993. 'If Only More Candidates Came Forward': Supply-Side Explanations of Candidate Selection in Britain." *British Journal of Political Science*, Vol. 23, No. 3 (Jul., 1993), pp. 373-408

Supplemental Readings:

- Dolan, Kathie. *Voting for Women: How the Public Evaluates Women Candidates*. Westview Press.
- Lawless, Jennifer and Richard Fox. 2005. *It Takes a Candidate*. Cambridge: Cambridge University Press.
- Kahn, Kim. 1996. *The Political Consequences of Being a Woman*. New York: Columbia University Press.
- Norris Pippa and Joni Lovenduski. 1994. *Political Recruitment: Gender, Race, and Class in the British Parliament*. Cambridge, UK: Cambridge Univ. Press
- Sanbonmatsu, Kira. 2006 *Where Women Run: Gender and Party in the American States* University of Michigan Press.
- OR See me for a series of articles on gender in the media, the gender gap, or gender stereotypes and running for office

10/8 Political Leadership and Gender

Core Readings:

1. Beth Reingold "Conflict and Cooperation: Legislative Strategies and Concepts of Power among Female and Male State Legislators." *Journal of Politics* 58 (May 1996): 464-85.
2. Lyn Kathlene (1994) "Power and Influence in State Legislative Policy-Making- The Interaction of Gender and Position in Committee Hearing Debates" *American Political Science Review* 88 (3): 560-576.
3. Lawless, JL (2004) "Politics of presence? Congresswomen and symbolic representation" *Political Research Quarterly* 57 (1): 81-99

4. Schwindt-Bayer, Leslie. 2006. "Still Supermadres? Gender and the Policy Priorities of Latin American Legislators." *American Journal of Political Science*, 50(3, Jul.):570-585.
5. Escobar-Lemmon, Maria and Michelle Taylor Robinson. "Women Ministers in Latin American Government: When, Where, and Why?" *American Journal of Political Science* 49(4): 829-844
6. Reingold, Beth, Kathleen A. Bratton, and Kerry L. Haynie. 2006. "Agenda Setting and African American Women in State Legislatures." *Journal of Women, Politics & Policy* 28 (Summer/Fall 2006): 71-96.

Supplemental Readings:

- Dodson, Debra. 2006. *The Impact of Women in Congress*. Oxford: Oxford University Press.
- Ferguson, Kathy. 1984. *The Feminist Case against Bureaucracy*. Philadelphia: Temple University Press.
- Swers, Michelle. (2002) *The Difference Women Make: The Policy Impact of Women in Congress*, University of Chicago Press.
- Thomas, Sue. 1994. *How Women Legislate*. Oxford: Oxford University Press.

10/15 Issues of Women's Representation

Core Readings:

1. Htun, Mala. 2004. "Is Gender like Ethnicity? The Political Representation of Identity Groups." *Perspectives on Politics*. 2(3, Sept.):
2. Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent "Yes"." *Journal of Politics*. 61(3, Aug.) : 628-657
3. Weldon, S. Laurel. 2002. "Beyond Bodies: Institutional Sources of Representation for Women" *Journal of Politics* 64(4): 1153-1174.
4. Paxton, Pamela, Melanie Hughes and Jennifer Green. 2006. "The International Women's Movement and Women's Political Representation, 1893-2003." *American Sociological Review* 71:898-920.
5. Krook, Mona Lena. 2008. "Quota Laws for Women in Politics: Implications for Feminist Practice." *Social Politics* 15 (3): 345-368.
6. Matland Richard. 1993. "Institutional variables affecting female representation in national legislatures:the case of Norway." *Journal of Politics* 55:737-55.

Supplemental Readings:

- Dahlerup, Drude. 2006. *Women, Quotas and Politics* (Routledge Research in Comparative Politics). New York: Routledge.
- Krook, Mona Lena. 2009. *Quotas for Women in Politics: Gender and Candidate Selection Reform Worldwide*. New York: Oxford University Press
- OR see me for a group of articles on women's proportion of legislatures or quota laws

Core Readings:

1. Beckwith, Karen. 2000. "Beyond Compare? Women's Movements in Comparative Perspective." *European Journal of Political Research* 37: 431-468.
2. Ferree, Myra Marx. 2005. "Soft repression: Ridicule, stigma and silencing in gender-based movements" In Daniel Myers and Daniel Cress, editors. *Authority in Contention*. JAI Press, Research in Social Movements, Conflicts and Change, volume 25. Pp 85-101.
3. Mohanty, Chandra t. 1991. "Introduction: Cartographies of struggle: Third World Women and the Politics of Feminism." In Mohanty, Chondray, A. Russo and L. Torres editors. *Third World Women and the Politics of Feminism*. Bloomington: Indiana University Press. Pp. 1-47.

American Core Readings:

4. Taylor, Verta. 1989. "Social Movement Continuity: The Women's Movement in Abeyance", *American Sociological Review*, 54 (5): 761-775.
5. McCammon, Holly J., Karen E. Campbell, Ellen M. Granberg, and Christine Mowery. 2001. "How Movements Win: Gendered Opportunity Structures and the State Women's Suffrage Movements, 1866-1919." *American Sociological Review* 66:49-70.
6. Strolovitch, Dara Z. 2006. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender." *Journal of Politics* 68 (4): 893-908.

Comparative Core Readings:

4. Jenson, Jane. 1987. "Changing Discourse, changing Agendas: Political Rights and Reproductive Policies in France" in Katzenstein Mary Fainsod and Mueller, Carol McClurg eds. *The Women's Movements of the United States and Western Europe*. Philadelphia: Temple University Press.
5. Baldez, Lisa. 2003. "Women's Movements and Democratic Transition in Chile, Brazil, East Germany, and Poland." *Comparative Politics* 35:253-272.
7. Ferree, Myra Marx. 2003. "Resonance and Radicalism: Feminist Framing in the Abortion Debates of the United States and Germany." *The American Journal of Sociology* 109(2): 304-344.

Supplemental Readings:

- Basu, Amrita. 1995. *The Challenge of Local Feminisms*. Boulder, CO: Westview Press.
- Mohanty, Chandra. 2003. *Feminism without borders: decolonizing theory, practicing solidarity*. Chapel Hill: Duke University Press.
- Molyneux, Maxine . 2001. *Women's Movements in International Perspective: Latin America and Beyond*. Basingstoke: Palgrave.
- Rupp, Leila. 1997. *Worlds of women : the making of an international women's movement* Princeton, NJ : Princeton University Press.
- Rupp, Leila and Verta Taylor. 1987. *Survival in the doldrums : the American women's rights movement, 1945 to the 1960s*. New York : Oxford University Press.
- Tripp, Aili, Isabel Casimiro, Joy Kwesiga and Alice Mungwa. 2008. *African Women's Movements: Transforming Political Landscapes*. Cambridge: Cambridge University Press.
- Whittier, Nancy. 1995. *Feminist Generations: The Persistence of the Radical Women's Movement*. Philadelphia: Temple University Press.

Strolovitch, Dara. 2007. *Affirmative Advocacy: Race, Class and Gender in Interest Group Politics*. Chicago: University of Chicago Press.

10/29 Individual meetings about papers **and**

Viewing of A Film in Progress on the Women's Movement

11/05 Women in Other Social Movements and Lesbian/Gay/Transgender Movements

Core Readings:

1. Robnett, Belinda. 1996. "African-American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization." *The American Journal of Sociology*, Vol. 101, No. 6 (May, 1996), pp. 1661-1693.
2. Beckwith, Karen. 1996. "Lancashire Women Against Pit Closures: Women's Standing in a Men's Movement." *Signs* 21(4).
3. Reif, Linda L. 1986. "Women in Latin American Guerrilla Movements: A Comparative Perspective." *Comparative Politics* 18, no. 2: 147-169.
4. Bernstein, Mary. 1997. "Celebration and Suppression: The Strategic Uses of Identity by the Lesbian and Gay Movement." *American Journal of Sociology* 103(3): 531-565.
5. Gamson, Joshua. 1995. "Must Identity Movements Self-Destruct? A Queer Dilemma" *Social Problems* 42, No. 3 (Aug., 1995), pp. 390-407
6. Soule, Sarah. 2004. "Going to the Chapel? Same-Sex Marriage Bans in the United States, 1973-2000." *Social Problems*, Vol. 51, No. 4 (Nov., 2004), pp. 453-477

Supplemental Readings:

- Fetner, Tina. 2008. *How the Religious Right Shaped Lesbian and Gay Activism*. Minneapolis, University of Minnesota Press.
- Fonow, Mary Margaret. 2003. *Union Women: Forging Feminism in the United Steelworkers of America*. Minneapolis, University of Minnesota Press.
- Raeburn, Nicole C. 2004. *Changing Corporate America from Inside Out: Lesbian and Gay Workplace Rights*. Minneapolis: University of Minnesota Press.
- Robnett, Belinda. 1997. *How Long How Long? African-American Women in the Struggle for Civil Rights*. Oxford: Oxford University Press.
- Rupp, Leila and Verta Taylor. 2003. *Drag Queens at the 801 Cabaret*. Chicago: University of Chicago Press.

11/12 Public policy: Family Policy and The Welfare State

Core Readings:

1. Orloff, Ann Shola. 1993. "Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States." *American Sociological Review* 58 (3 Jun.): 303-328.
2. Hancock, Ange-Marie. 2003. "Contemporary Welfare Reform and the Public Identity of the 'Welfare Queen.'" *Race, Gender & Class* 10(1): 31-.
3. Morgan, Kimberly. 2003. "The Politics of Mothers' Employment: France in Comparative Perspective", *World Politics*, Vol. 55, No. 2 (Jan., 2003), pp. 259-289

4. Skocpol, Theda, Marjorie Abend-Wein, Christopher Howard, and Susan Goodrich Lehmann. 1993. "Women's Associations and the Enactment of Mothers' Pensions in the United States." *The American Political Science Review*, 87 (3 Sep.): 686-701.
5. Moller, Stephanie. 2002. "Supporting Poor Single Mothers: Gender and Race in the U.S. Welfare State." *Gender and Society*, 16 (4, Aug.): 465-484
6. Bolzendahl, Catherine and Clem Brooks. 2007. "Women's Political Representation and Welfare State Spending in 12 Capitalist Democracies." *Social Forces*, 85 (4 Jun.): 1509-1534

Supplemental Readings:

- Hancock, Ange Marie. 2004. *The Politics of Disgust: Public Perceptions of the Welfare Queen*. New York: New York University Press.
- Morgan, Kimberly. 2006. *Working Mothers and the Welfare State: Religion and the Politics of Work-Family Policies in Western Europe and the United States*. Stanford University Press.
- O'Connor, Julia, Orloff, Ann Shola and Sheila Shaver. 1999. *States, Markets, Families: Gender, Liberalism and Social Policy in Australia, Canada, Great Britain and the United States*. Cambridge: Cambridge University Press.
- Sainsbury, Diane. 1996. *Gender, Equality and Welfare States*. Cambridge: Cambridge University Press.
- Skocpol, Theda. 1992. *Protecting Soldiers and Mothers : the political origins of social policy in the United States*. Cambridge, MA: Belknap Press of Harvard University.

11/19 Public Policy: TBA based on interest in the class (Possible subjects and readings below:

1. Lyn Kathlene (1995) "Alternative Views of Crime – Legislative Policy-Making in Gendered Terms" *Journal of Politics* 57 (3): 696-723 AUG 1995.
2. True, Jacqui and Michael Mintrom. 2001. "Transnational Networks and Policy Diffusion: The Case of Gender Mainstreaming." *International Studies Quarterly* 45: 27-57.
3. Weldon, Laurel. On women's movements and Violence against Women."
4. Kathleen Bratton and Leonard Ray (2002) "Descriptive representation, policy outcomes, and municipal day-care coverage in Norway" *American Journal of Political Science* 46 (2): 428-437.

11/26 No Class – Thanksgiving Break

12/3 ****No Class: Papers due****

Core Readings:

12/10 ****Class Presentations of Research Work****

We will use finals week to finish class presentations

Academic Dishonesty¹

The Department of Political Science, along with the College of the Liberal Arts and the University, takes violations of academic dishonesty seriously. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.

All course work by students is to be done on an individual basis unless an instructor clearly states that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. In an examination setting, unless the instructor gives explicit prior instructions to the contrary, whether the examination is in-class or take-home, violations of academic integrity shall consist of any attempt to receive assistance from written or printed aids, or from any person or papers or electronic devices, or of any attempt to give assistance, whether the one so doing has completed his or her own work or not.

Other violations include, but are not limited to, any attempt to gain an unfair advantage in regard to an examination, such as tampering with a graded exam or claiming another's work to be one's own. Violations shall also consist of obtaining or attempting to obtain, previous to any examinations, copies of the examination papers or the questions to appear thereon, or to obtain any illegal knowledge of these questions. Lying to the instructor or purposely misleading any Penn State administrator shall also constitute a violation of academic integrity.

In cases of a violation of academic integrity it is the policy of the Department of Political Science to impose appropriate penalties that are consistent with University guidelines.

¹Much of the text above has been directly obtained from the sections of the Princeton University website (<http://www.princeton.edu/pr/pub/rrr/99/pages/OI.htm>) concerning academic integrity (Rights, Rules, Responsibilities introductory text as well as pages 55-69) as well as from the website of the Department of Economics at The Pennsylvania State University.

Disabilities

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible. Reasonable accommodations will be made for all students with disabilities, but it is the student's responsibility to inform the instructor early in the term. Do not wait until just before an exam to decide you want to inform the instructor of a learning disability; any accommodations for disabilities must be arranged well in advance.