

POL 398 / GST 399 The Politics of the U.S. Women's Movement Fall 2014

Basic Information

Class meets: Tuesdays and Thursdays, 11:00-12:15 in 107 Bishop

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Office hours: Monday 1:30-4:30 PM and by appointment.

E-mail is an effective way to reach me, I check my messages several times a day. If you can't attend my office hours, talk to me and we can make an appointment. Never hesitate to talk to me if you have a problem, comment, or concern.

Course Description

Harold Lasswell defined politics as “who gets what, when, and how.” This class will examine how social movements have worked to bring marginalized groups into the political system and fundamentally redefine “who gets what, when, and how” in the United States. We will focus on one particular group that has been historically marginalized by the U.S. political system: women. We will examine when and how women have organized to form social movements around their gendered political identity. Our analysis will provide us with a better understanding of how politically marginalized groups influence, change, and are incorporated into existing political insinuations and structures.

There are many approaches to studying the U.S. women's movement or social movements in general. In this class we are going to critically examine the U.S. women's movement from the perspective of political science. We will primarily examine the first and second wave of the U.S. women's movement. Our exploration will focus on three areas of social movement research in relation to the U.S. women's movement:

- How does the political and gender opportunity structures influence the U.S. women's movement?
- What factors shape the behavior (i.e. mobilization, organization, and tactics) of women's movement organizations?
- How do counter-movements influence the behavior and success of the U.S. women's movement?

While these questions are highly motivated by politics and how social movements interact with formal political systems, we will take an interdisciplinary approach to answer these

questions. We will draw on theories and research about social movements not only from political science, but also history and sociology.

Course and Learning Objectives:

- In general, students will gain a better understanding of how political;y marginalized groups use social movements to gain access to and transform the U.S. political system.
- In class participation, students will develop an understanding of social movement theory and how it applies to the U.S. women's movement and critically analyze ideas presented in the readings, lecture, and class discussion.
- With the exams, students will apply their knowledge of social movement and the U.S. women's movements obtained in class discussion, lectures, and readings.
- In the paper assignment, students will apply material from both class and the readings to analyze to a particular policy campaign of the U.S. women's movement.

Class Practices and Policies

The class meets twice a week. I expect you to be there at **all times**. I will not take attendance in the class. It is the student's responsibility to come to class, arrive on time, and be prepared for class. It will be extremely hard to do well in this class if you do not regularly attend. A lot of material for the exams will only be covered in class. Additionally, all assignments must be turned in during class. You are paying far too much money for college not to attend. Moreover, I assume that since you are here to learn, you will want to come to class so you can do so. (If you are not here to learn, you should be asking yourself far bigger questions about why you are here!). This is a serious class for serious students – those of you looking to get a good grade while doing little or no work should seek a different instructor.

I will run the class in a variety of formats. You can expect a mixture of lecture, class discussion, small group projects, and individual projects. At all times, my aim will be to help you achieve a deep understanding of the material. Since so much of what I want you to learn will be dealt with only in class, it is important that you attend. Two things are very important to the success of this class: 1) your participation in every class; and 2) that you have completed the readings **before** the class in which we will discuss them. You cannot learn from each other, and I cannot learn from you, if you are not prepared for class. I encourage you to ask questions you may have about lectures, class discussions, readings, and things you see in the news. Do not be passive; class will be much more interesting and you will learn the material better if you are an active participant.

I expect you to observe common courtesy when you are in class. Please come on time: lateness is very rude! Please turn off cell phones. Please leave the newspaper, crossword puzzles, and other work at home. **NO LAPTOPS ALLOWED**. If I see you using electronics, work

for other classes, or non-class related material you will lose all participation points for that day. If this happens 3 or more times in the class you will get a zero for participation for the semester. I do not teach in your bedroom; therefore, please do not sleep in my classroom. I expect you to be mentally present as well as physically present in class; this is the best way to ensure that you learn the course material.

During our discussions I want everyone to feel free to share their opinions with each other. Each of us brings a unique perspective to the class and we can all learn from this diversity. In order to make this possible you need to be respectful of other people's opinions, even if they are the direct opposite of your own beliefs. I will not tolerate personal attacks on each other or the use of disrespectful language. There is no room for an atmosphere of intimidation, and I will not tolerate it in this class. If there are any issues that you feel uncomfortable with please feel free to talk to me.

I will not discuss or send grades via e-mail. E-mail is not a secure form of communication, meaning anyone can read your messages. In order to protect your privacy I will not e-mail you your grades. I am happy to discuss your grades with you in person anytime during office hours or by appointment.

Required Books

The readings for this class can be found on Black Board. You need to print out the readings on Black Board and bring them to class with you so they are handy for discussion. Not bringing the readings to class will result in a lower participation grade.

Grading

Grades for the class will be based on participation, a final research paper, and two exams. A total of 100 points are available. Below you will find a description of each of the factors that go into the final grade, the due dates, and the grade distribution.

Table 1: Assignments and Due Dates

	Points Available	Due Dates
Participation	15	everyday
Paper Assignment	25	See outline below
Exam 1	30	October 7 th
Exam 2	30	December 9 th at noon
Total	100	

Participation. Participation in class discussions and other classroom activities is extremely important; as a result participation is worth 15% of your final grade. This means if you fail

to participate the highest grade you will be able to receive in this class is a B. Participation will be assessed in two different ways. First, there will be a variety of in-class and out-of-class assignments throughout the semester that will count for participation. Second, your in-class contributions will also count towards participation. You are expected to be engaged in class discussions, ask questions, and contribute to group work. Participation is not simply about quantity or quality. While taking notes and listening attentively is important, it does not count as class participation. You should participate on a regular basis in a meaningful way.

Writing Assignments. There is one research paper where you will examine a specific policy campaign. Details about the assignment will be handed out in class. We will work on the paper throughout the semester. As a result there are multiple due dates associated with different parts of the assignment. Make sure you stay on top of these deadlines because they will impact your final grade on the paper.

Table 2: Paper Assignments and Due Dates

	Points Available	Due Dates
Paper Topic	1	September 25 th
Paper proposal	3	October 16 th
Outline 1	3	October 30 th
Outline 2	3	November 13 th
Final paper	15	December 4 th
Total	25	

Exams. There will be two exams. Both exams will be essay format. The second exam is not cumulative. You will be expected to bring a blank blue book to class.

If you are absent for the midterm exam you will have the option to take a make-up midterm after completing your final exam. The make-up midterm exam will be a condensed midterm exam (fewer questions worth more points each). If you missed the midterm exam and would like to take the make-up exam you will need to inform me of this decision by e-mail no later than November 20th. Do not assume I will remember that you missed the first exam; you must send an e-mail.

Remember, if you are a political science major and wish to have this class count towards the major requirements you must receive at least a C.

Grade Appeal. I will not discuss changes in grades for 24 hours after a paper or exam has been handed back. If you feel that I missed an important point that you made or there is some other problem with your grade after 24 hours you may submit a grade appeal. Your appeal should be a typed argument for why your grade should be changed. It should be no longer than 1 page. You will need to hand the appeal and the original exam

Table 3: Grade Distribution

A	100 – 93
A–	92–90
B+	89–87
B	86–83
B–	82–80
C+	79–77
C	76–73
C–	72–70
D	69–60
F	59 and below

back into me for review. I will then ask you to schedule a time to meet with me to discuss the appeal. Appealing the grade does not mean that I will automatically increase your grade.

Other Important Policies

All students are expected to work independently on all assignments. Group and collaborative work is not permitted unless specific instructions are given. If you are not clear on how to properly give credit to others, please see me before turning in any assignment. I take this issue very seriously and will check all things turned into me for signs of plagiarism. Remember that if you can find it on the Internet, so can I. Proper citations must be used to acknowledge any ideas, concepts, theories, organizational formats, and writing that is not your own.

Students with disabilities: Reasonable accommodations will be made for any student with a documented disability to ensure that the student is able to participate in class to the best of their abilities. 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. It is also the student's responsibility to register with the disability services office on campus. 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.

If you did not attend the first day of class and/or added the class late, all class policies apply equally to you. It is your responsible to find out any information gone over during the class periods you missed. Deadlines **will not** be adjusted on an individual basis.

Course Outline¹

¹Any changes to this schedule will be announced verbally in class. It is the student's responsibility to note changes and adhere to the new schedule.

Week 1

Tuesday, August 26th: Class Overview

Thursday, August 28th: Studying Women's Movements.

- Beckwith, Karen. (2013) "The Comparative Study of Women's Movements" in *The Oxford Handbook of Gender and Politics*. Ed. Georgina Waylen, Karen Celis, Johanna Kantola, and S. Laural Weldon. Oxford: Oxford University Press.

Week 2

Tuesday, September 2nd: Organizing Around Gender Identities.

- Kretschmer, Kelsy and David S. Meyer. (2013) "Organizing Around Gender Identities" in *The Oxford Handbook of Gender and Politics*. Ed. Georgina Waylen, Karen Celis, Johanna Kantola, and S. Laural Weldon. Oxford: Oxford University Press.

Thursday, September 4th: The Political Identity of Motherhood.

- Langner, Carrie A., Jill S. Greenlee, and Grace Deason. (Unpublished) "Identity and Activism in an Era of Politicalized Motherhood"

Week 3

Tuesday, September 9th: 1st Wave –The Start of Mobilizing Women.

- Flexner, Eleanor. (1974) "The Seneca Falls Convention, 1848" in *Centery of Struggle The Women's Rights Movement in the United States*
- Flexner, Eleanor. (1974) "The Emergence of a Suffrage Movement" in *Centery of Struggle The Women's Rights Movement in the United States*

Thursday, September 11th: Tactics

- McCammon, Holly J. 2003. "Out of the Parlors and into the Streets': The Changing Tactical Repertoire of the U.S. Women's Suffrage Movements" *Social Forces* 81(3): 787-818.

Week 4

Tuesday, September 16th: Continued Organizing

- Flexner, Eleanor. (1974) "The Suffrage Movement Comes of Age" in *Centery of Struggle The Women's Rights Movement in the United States*
- Flexner, Eleanor. (1974) "New Life to the Federal Amendment" in *Centery of Struggle The Women's Rights Movement in the United States*

Thursday, September 18th: 1st Wave Framing and Rhetoric.

- Kraditor, Aileen S. (1981). "The Two Major Types of Suffrage Argument" in *The Ideas of The Women's Suffrage Movement/1890-1920*.

Week 5

Tuesday, September 23rd: Temperance as a Women's Movement.

- Giele, Janet Zollinger (1995) "Temperance: The Extension of Women's Power in the Home" in *Two Paths to Women's Equality: Temperance, Suffrage, and the Origins of Modern Feminism* New York: Twayne Publishers.

Thursday, September 25th: Comparison – Temperance and Suffrage.

- Giele, Janet Zollinger (1995) "Suffrage: Women as Citizens" in *Two Paths to Women's Equality: Temperance, Suffrage, and the Origins of Modern Feminism* New York: Twayne Publishers.
- Paper topic due today!

Week 6

Tuesday, September 30th: Counter-movement to 1st Wave.

- Kraditor, Aileen S. (1981). "The Rationale of Antisuffragism" in *The Ideas of The Women's Suffrage Movement/1890-1920*.

Thursday, October 2nd: 1st Wave Movement Success

- McCammon, Holly J, Karne E. Campbell, Ellen M. Granberg, and Christine Mowery. (2001) "How Movements Win: Gender Opportunity Structures and U.S Women's Suffrage Movements, 1866-1919." *American Sociological Review* 66(1): 49-70.

Week 7

Tuesday, October 7th: Midterm Exam

Thursday, October 9th: Work day on paper

Week 8

Tuesday, October 14th: Organizing Between Movements

- Taylor, Verta (1989) "Social Movement Continuity: The Women's Movement in Abeyance" *American Sociological Review* 54(5): 761-775.

Thursday, October 16th: The Start of a New Movement.

- Freeman, Jo. 1973. "The Origins of the Women's Liberation Movement" *American Journal of Sociology* 78(4): 792-811.
- Paper Proposal Due Today!

Week 9

Tuesday, October 21st: Cooperation and Tension in 2nd Wave

- Ryan, Barbra. 2006. “Political Activism and Discursive Politics in the ERA Campaign” in *The U.S. Women’s Movement in Global Perspective* Ed. Lee Ann Banaszak. Lanham, Maryland: Rowman & Littlefield.

Thursday, October 23th: Organizing in 2nd Wave.

- Reger, Jo and Suzanne Staggenborg. 2006 “Grassroots Organizing in a Federated Structure: Now Chapters in Four Local Fields” in *The U.S. Women’s Movement in Global Perspective* Ed. Lee Ann Banaszak. Lanham, Maryland: Rowman & Littlefield.

Week 10

Tuesday, October 28th: Insider/Outsider Tactics in the Pro-choice Movement

- Chapters 3 “Collective Action Through Established Means” *The Pro-Choice Movement: Organization and Action in the Abortion Conflict*.
- Chapter 4 “Confrontation and Direct Action” *The Pro-Choice Movement: Organization and Action in the Abortion Conflict*.

Thursday, October 30th: Tactics continued...

- Section 2 Outline Due Today!

Week 11

Tuesday, November 4th: Insiders and the movement.

- Chapter 6 “How Insider Feminists Changed Policy” *The Women’s Movement Inside and Outside the State*

Thursday, November 6th: Case Study on Venue and Tactics: Sexual Harassment Policy

- Chapter 2 “Speaking Out: Collective Action against Sexual Harassment in the Mid-1970s” in *The Women’s Movement Against Sexual Harassment* by Carrie N Baker.

Week 12

Tuesday, November 11th: Case Study on Venue and Tactics: Sexual Harassment Policy cont.

- Chapter 3 “A Winning Strategy: Early Legal Victories against Sexual Harassment” in *The Women’s Movement Against Sexual Harassment* by Carrie N Baker.

Thursday, November 13th: Changes between Feminist and the Parties.

- Freeman, Jo. (1986) “The Political Culture of the Democratic and Republican Parties” *Political Science Quarterly* 101(3): 327- 356.
- Section 3 Outline Due Today!

Week 13

Tuesday, November 18th: Focusing on Electoral Politics.

- Barasko, Maryann. (2006) “The Politics of Decisin making in the National Organization of Women” in *The U.S. Women’s Movement in Global Perspective* Ed. Lee Ann Banaszak. Lanham, Maryland: Rowman & Littlefield.

Thursday, November 20th: The Right’s Response.

- Schreiber, Ronnee. 2008 “Conservative Women’s Political Activism” in *Righting Feminism: Conservative Women & American Politics* Oxford: Oxford University Press.

Week 14 – Thanksgiving Break

Week 15

Tuesday, December 2nd Countermoblaization: Abortion

- Meyer, David S. and Suzanne Staggenborg. 1996. “Movements, Countermovements, and the Structure of Political Opportunities” *American Journal of Sociology* 101(6): 1628-1660.

Thursday, December 4th

- Final Paper Due.

Final Exam – Tuesday, December 9th Noon.