**POL 222: Women, Politics, and Public Policy**

Jaime Hough (rhymes with “rough” or “tough”)

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**Office Hours:** 11:00 to Noon, MWF.

**Required Texts:** Unless explicitly noted, all course materials will be located on Blackboard under the folder which corresponds to the week when the materials are due.

**Course Description:**

This course is an introduction to women's participation in politics, with an emphasis on America. We will analyze structural and attitudinal conditions limiting women's political roles and contemporary efforts to change women's status in society through politics. This class will develop the use of an intersectional lens of analysis, based on the heterogeneous nature of women’s lives, for policy and politics. Using this lens will look at pressing policy issues of our day as well as the history and future of women’s political lives as shaped by policy.

This course aims to develop two sets of skills. The first set of skills are academic in nature and include critical thinking, argumentation, and writing. The second set of skills are the core of a liberal arts education. These skills deal with how to be a better person in the world: how to hold an idea and assess its merit without accepting it as true or condemning it as false, how to challenge your deeply held beliefs, and how to see issues from multiple sides.

**Goals:**

By the end of this class you will be able to:

* Understand the how policy shapes women’s lives and how women shape policy in the contemporary U.S.
* Apply multiple lenses (e.g. intersectional, 2nd wave feminist, queer) to understand politics and policy issues
* Analyze how our subject positions influence our interactions with and thoughts about policy and politics
* Contextualize feminist movements in history, location, and goal
* How differing ideologies affect interactions with women, views on feminism, and policy regarding “women’s issues”
* Define and understand how feminism interacts with institutions at the local, state, and federal levels
* A workable knowledge of feminist praxis

**Recurring Questions:**

Who do I see represented? Who or what do I not see? Why do I see certain people, objects and groups and not others? What does that mean for the polis? What does that mean for me and my life?

**Attendance and Participation**

Your attendance is necessary for the success of this class! Your insights, informed opinions, questions, humor, and experience are vital components of a successful learning environment. Be advised that attendance requires that you be mentally, not just physically, present in the classroom. You are expected to complete readings prior to the assigned class and come to class with questions and discussion points. On days that assignments are due they will be due at the beginning of class. If you are ill or otherwise unable to make it to class your assignment is still due at the beginning of class. I recommend sending the assignment with a friend or, if that is not possible, emailing it to me by the start of class.

In addition to being prepared students are expected not to bring distractions into the classroom. Distractions include but are not limited to: laptops, phones, newspapers, work for other courses, knitting, and crosswords. If you are engaging with these or other materials in a way that limits your involvement in class or distracts your peers I reserve the right to ask you to leave class.

**Respect**

Politics is more than an intellectual exercise. Politics is the way that people seek to live together in communities. Policy is not an abstraction but a material representation of communal values. While we will certainly incorporate political theory and political practice into this course that is not the primary aim of our time together. Our first goal is to measure ideas. This class is about tackling difficult questions about identity and beliefs and how we live together on this campus and in our communities. If this class is successful then you will question deeply held beliefs and you will learn to argue the benefits of policy you vehemently disagree with this. This process can and should be difficult and at times uncomfortable. To be productively uncomfortable we must first know that we can be vulnerable. Therefore, at all times, every member of this class is expected to be respectful of the viewpoints, opinions, experiences and questions that are shared in this classroom. Anyone exhibiting disrespectful behavior will be asked to leave the classroom and will forfeit any points for QCQ cards or in-class activities that day. I reserve the right to pursue further disciplinary action in accordance with the College of Liberal Arts’ classroom civility statement listed below.

**Classroom Civility**

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.

**Academic Dishonesty**

Plagiarism, simply defined, is the attempt to pass off another’s work as your own. Plagiarism takes many forms: failure to cite appropriately, copying another’s work exactly or almost exactly, or presenting another person or group’s ideas as your original thoughts. Any and all instances of plagiarism in this class will be punished by an automatic “F” for the course. They will also be reported to the Dean of Students Office.

Don’t risk it! If you’re not sure if it is plagiarism don’t guess! Go to the writing center or make use of the OWL here, <http://owl.english.purdue.edu/owl/resource/589/02/>

If you are still confused then ask me at least 24 hours before the assignment is due.

Finally, NEVER plagiarize because you are in a rush to get an assignment done. An “F” on one assignment is much, much better for your grade in this class and your career as a whole then failing the course because of turning in plagiarized work.

“As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together – We are Purdue.”

**Students with Special Needs**

This classroom strives to be a welcoming space for all students. If you are eligible for academic accommodations because of a documented disability please schedule a meeting with me as soon as possible so we can work out a plan to make sure that you are able to get the most out of this course.

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at : [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 and <http://www.purdue.edu/caps> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

**Assignments and Grading**

The goal of all assignments in this class is to promote learning. For our purposes, learning will be defined as the process whereby information you incorporate information you did not have before into your world view.

***25 QCQ Cards at 5 pts./ea. (125)***

Quote—A quote you selected from the reading.

Comment—A comment you have about either the quote you chose or the reading as a whole.

Question—A question you have about the reading.

All three of these should be written on a 3x5 card and brought to class. Cards will be turned in at the end of each class period. Out of roughly 30 days of class you are responsible for 25 QCQ cards. Cards will receive a grade of “0” for cards that are not turned in or cards that are missing an element. Cards which contain all elements will automatically receive at least 3 points. Cards will receive the full 5 points if they exhibit critical thinking which seeks to make connections between the text and a meaningful part of your life and/or other texts from this or other courses.

Occasionally, we will have days when several texts are assigned. On these days students are only required to turn in a QCQ card relevant one reading due to the constraints of the medium. However, students retain the option of engaging with both texts and turning in a QCQ card for each if they choose. What students may not due is receive credit for more than one QCQ card per reading.

***12 original blog posts at 10 pts./ea. (120)***

For twelve weeks out of our sixteen week semester you will be responsible for posting to our course discussion board. The primary goal of these posts is to promote class discussion and to assist you in refining concepts you want to include in your projects. For full credit posts need to reference one of the texts (an assigned reading or documentary) covered that week. Posts should be between 250-300 words and need to be on the blog by 11:59 p.m. Wednesday night. We will not have a blog due during spring break or the last week of the semester. For full points post on time, discuss one course text, and meet the minimum word count.

***24 comments/responses at 5 pts./ea (120)***

The rules governing comments are largely the same as those governing blogs. You will be graded on two per week. Individual responses should be between 100 and 150 words in length. They are due at 11:59 p.m. on Saturday and are governed by the respect clause of the syllabus. You do not need to post any comments on weeks that blogs are not due.

***Projects—You must complete a total of 200 points worth of projects over the course of the semester.***

There is one mandatory project, worth a total of 100 points, which the whole class will complete. This project is the Follow an Issue project which is done in four increments worth 25 points each. Instructions for each installment can be found in the “Mandatory Projects” folder on Blackboard.

In addition to those you must complete 100 points worth of elective projects. There are multiple possible elective projects on Blackboard in the folder of the same name. Projects which take less time to complete are worth fifty (50) points and projects which take more time to complete are worth one hundred (points). For those who wish to turn in two shorter projects one project will be due March 9th and one will be due May 2nd. If you chose to do one longer project it will be due May 2nd. You are welcome to choose an elective project from Blackboard or to create your own. If you do create your own please email me with your project proposal before beginning your project.

For each project you will be graded on the accompanying essay which you turn in. Guidelines for each project, including the accompanying report, can be found on Blackboard. In general, I will expect you to connect your project to at least two course materials (assigned readings, films, or other media watched in class).

“C” level work will briefly tell me ***what*** connections you perceive between individual elements of your project to individual course materials. “B” level work will tell me about ***what*** connections you see between course materials and ***how*** they connect to your project. At this level I expect to see you making an effort to think about your project and the class as whole entities (rather than breaking each down into its separate components) and thinking about how these entities connect. “A” level work will tell me about ***what*** connections you see between course materials, ***how*** they connect to your class and ***why*** these connections are valuable. At this level I expect to see you thinking about the class and your project as one thing with your project filling a gap in the existing course syllabus and seamlessly integrated into the existing course structure.

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| **Day** | **Topic/Due Dates** | **Reading** | **Documentary** |
| **Week One: Introductions** | | | |
| Jan. 8 | Introductions |  |  |
| Jan. 10 | Introductions  **Due: Introductory Cards** | Syllabus |  |
| Jan. 12 | Sex & Gender: What are they? |  |  |
| **Due: Intro Quiz** |
| **Week 2: Feminisms** | | | |
| Jan. 15 | MLK Jr. Day.  **No Class.** |  |  |
| Jan. 17 | Feminisms. | Bring examples you were familiar with before class that define feminism in some way.  What Kind of Feminist Are You? Quiz | Makers 1 and Makers 2 |
| Jan. 19 | What kind of feminist are you? | *Feminism: A Movement to End Sexist Oppression*, excerpt. |  |
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| **Week 3: Privilege & Intersectionality** | | | |
| Jan. 22. |  |  | Makers 3 |
| Jan. 24 | Privilege & Intersectionality | “Intersectionality 101” |  |
| Jan. 26 | Standpoint Theory and Epistemology | “The Feminist Standpoint” |  |
| **Week 4: Gender and Civil Society** | | | |
| Jan. 29 | Our founding contract | The U.S. Constitution |  |
| Jan. 31 | Social Contract theory and the Constitution | *The Social Contract in America* excerpt. |  |
| Feb. 2 | Social Contract Theory and Gender  **Due: Follow an Issue Project, Part 1** | *The Sexual Contract* excerpt. |  |
| **Week 5: Women and Work** | | | |
| Feb. 5 | What is women’s work and what is it worth? | “The Devaluation of Women’s Work” and  “Putting a Price Tag on Women’s Unpaid Labor” | “Makers: Women in Business” |
| Feb. 7 | The Second Shift | “Once The Baby Comes” and  “The Marriage Agreement” |  |
| Feb. 9 | Who can opt out and why would they want to? | “America’s Stay at Home Feminists” |  |
| **Week 6: Reproductive Justice** | | | |
| Feb. 12 | What is reproductive justice? | “Understanding Reproductive Justice” and  *The War on Choice* excerpt |  |
| Feb. 14 | Why do we need it? | **“**The Last Person You’d Expect to Die in Childbirth” |  |
| Feb. 16 | What would it look like? |  |  |
| **Week 7: Women’s Health** | | | |
| Feb. 19 | Can we understand women’s health without understanding women’s pain? | “Grand Unified Theory of Female Pain” and  “How Doctors Take Women’s Pain Less Seriously” |  |
| Feb. 21 | Why do doctors take women’s pain less seriously? | “The Girl Who Cried Pain” |  |
| Feb. 23 | Fat Health | *Weighing In* excerpt  “First, Do No Harm,”—read as many as you can |  |
| **Week 8: Pornography** | | | |
| Feb. 26 | Pornography | “The Ordinance” and  “The Indianapolis Ordinance” from *Pornography and Civil Rights* | “After Porn Ends” OR  “The Price of Pleasure” (Kanopy) |
| Feb. 28 | Average Global Penis Size |  |  |
|
| March 2 | **Due: Follow an Issue Project, Part 2** |  |  |
| **Week 9: The Other Side of the Coin** | | | |
| March 5 | The Other Side of the Coin | Omnibus Budget Reconciliation Debate in the House, October 2001. | “Virgin Daughters” (YouTube) OR “The Purity Myth” (Kanopy) |
| March 7 | Christian Patriarchy and Political Activism | “Inside The Duggars’ Dark World” |  |
| March 9 | Creating Gilead  **Due: Your first elective project due by 11:59 p.m.** |  |  |
| **Week 10: Spring Break** | | | |
| March 12 | **No Class.** |  |  |
| March 14 | **No Class.** |  |  |
| March 16 | **No Class.** |  |  |
| **Week 11: Trump’s America** | | | |
| March 19 | America in 2015 | “GOP Rape Advisory Chart”  and “Political Correctness” | “Welcome to Leith” (Netflix) |
| March 21 | America in 2016 | “Woman Hatred On The Rise”  *Racism without Racists* excerpt |  |
| March 23 | Is this your America? |  |  |
| **Week 12: Where are the men?** | | | |
| March 26 | Where are the men? | “Feminism and MRAs” Parts 1 and 2  “On Minimization as a Patriarchal Reflex” | “Tough Guise 2” |
| March 28 | Good Intentions | “Academic Men Explain Things To Me”—as many as you can |  |
| March 30 | Men: Our Most Important Allies | “The Lonely Legion”  “No Time for Bullies” |  |
| **Week 13: Women and Food** | | | |
| April 2 | Farming While Female |  | “A Place At The Table” (Hulu) |
| April 4 | Women and SNAP | Indiana application for SNAP benefits.  “Legislative History of the Food Stamp Program” |  |
| April 6 | Spent.  **Due: Follow An Issue Part 3** |  |  |
| **Week 14: Women and Police** | | | |
| April 9 | The Systems We Have | “Policing is a Dirty Job, But Nobody’s Gotta Do It” and  “Field Trip to the Museum of Human History” | Last Week Tonight:  Police Militarization  Police Accountability  Civil Forfeiture |
| April 11 | There Are Other Worlds Than These | **“**Ain't Never Scared" | “I Want A Dyke For President” |
| April 13 | What Systems Do You Want? |  |  |
| **Week 15: Women and Aging** | | | |
| April 16 | What does it mean to age? | “Sex and the Single Senior” |  |
| April 18 | Guest Lecture: Juanita Crider | “Sex After Dementia” |  |
| April 20 | Women, Aging, and Care | “Feminism and Feminist Gerontology” |  |
| **Week 16: Wrapping Up** | | | |
| April 23 | Feminist Party Platform Review |  |  |
| April 25 | Feminist Party Platform Finalization |  |  |
| April 27 | Take Time to Dream Before You Lead  **Due: Vote Run Lead Project**  **Due: Follow an Issue Project Part 4** |  |  |

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. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

***This is a working syllabus. As such, I retain the right to change it at any time throughout the semester. You will be notified, as soon as possible, of any changes.***