

HIS 451/551: Women and Politics in the United States

TTH 3:30-4:45 in MHRA 1211

Professor: Dr. Mandy L. Cooper

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Office Hours: Tuesdays 12:30-1:30 in MHRA 2145, Wednesdays 1-3 via Zoom and by appointment

UNCG is located on the traditional lands of the Keyaunwee and Saura. Let us venture to honor them with our work together.

Course Description:

This course examines the history of women's involvement in the political process in the United States from the founding to the present. Students will examine women's historical role in the political process, the different ways that women have engaged as political actors (even when disenfranchised), and the issues that became defined as women's issues.

Women of all ethnicities, races, classes, and sexualities have always been involved in politics through a wide range of political activities—as citizens, voters, activists. This course will move chronologically through U.S. history to examine the changing role of women in politics, along with the influence and role of women's issues in political debates, elections, and legislation. While I have attempted to provide a broad coverage chronologically of the history of women and the political process in the United States, I have chosen to focus on exceptional work highlighting and emphasizing the central themes and concerns of women's involvement in politics that still resonate today. Throughout the course, we will also examine how women's issues intersected with issues based on race and class. The last few weeks of the course will examine contemporary issues involving women and politics including political office-holding and public policy, women as candidates, women and political activism, and the election of 2016 and its aftermath.

This is an interdisciplinary course. While it focuses primarily on the work of historians, students will also engage with the topic through the work of political scientists and legal scholars. The readings, lectures, and assignments have been structured to help students think critically about women's role in the political process and not simply memorize facts, dates, places, and names.

Learning Goals for this Course:

Historical Comprehension (Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods):

- Gain a basic knowledge of women's involvement in the political process in the United States
- Gain a better understanding of the intersections of race, ethnicity, class, and sexuality with women's involvement in the political process

Historical Analysis (Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view):

- Analyze the intersections of race, class, and gender over time and space
- Develop skills in analyzing primary sources and historical topics – and apply those skills to develop strong analytical arguments

Historical Interpretation (Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing):

- Demonstrate the ability to communicate analytical ideas effectively – both in discussion and in writing
- Construct a historical argument
- Evaluate a scholarly argument and critique scholars' interpretations of history

- Participate in an academic discussion

Historical Research (Conduct original research by investigating and interpreting primary and secondary sources):

- Develop, research, and write a final project that is grounded in primary sources and supported by scholarly literature

Course Texts:

Danielle L. McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance—a New History of the Civil Rights Movement from Rosa Parks to Black Power*. New York: Vintage Books, 2011.

Other readings will consist of book chapters, articles, and primary sources. Book chapters and primary sources will be posted on Canvas or linked on the syllabus, and articles can be found on JSTOR. We will go over how to find and access articles through JSTOR in class.

Class Structure:

This class is discussion-based. There will be short lectures for each class to give context for the readings, but the majority of class will be devoted to discussing the secondary and primary source readings for the day. Your response and discussions should reveal your knowledge of the assigned reading. Diverse and strong opinions are welcome; however, I expect students to conduct themselves in a professional and respectful manner at all times.

Reading Assignments:

Students should complete the assigned readings for a particular lecture before class. You will need to thoroughly read the book chapters and/or articles and come to class prepared to discuss what you have read. We will discuss strategies for reading analytically (and quickly!) in class. If you miss a lecture, the readings will serve you well, but you should also ask a classmate if they would be willing to share a copy of their notes for that day. The primary sources are brief (generally only one to two pages each), and we will go over them in class together. Students are expected to come to class having done the required reading and prepared to thoughtfully engage in the lecture, discussion, and primary source exercise.

Research Project 1:

Your first assignment for this course is a small research project designed to help you think outside of the traditional box of written/text-based primary sources. Find a physical object (either unique or representative) that relates to the course theme: women and politics in the United States. What might it have been used for? Who by? Describe and explain the object in its context. Make a case for the ways in which it reveals or illuminates some element of the culture that produced it. You will receive more information on this assignment in class.

Blog:

Throughout the semester, each student will keep a weekly blog on course readings, discussions, and lectures. These blogs should be no more than 1-2 paragraphs long and should focus on your response (your thoughts, analysis, and questions) to the week's readings, lectures, and discussions. For these blogs, you may include current events, images, popular culture, etc. if you see a relation to the course material. You are required to cite your sources. Each week's blog is due on Friday by 5PM. Throughout the semester, you should also periodically comment on the blogposts of your classmates. We will be using the discussion forums on Canvas for our blogs. Please remember that what you put online is forever. You will receive more information on this assignment in class.

Final Project:

Students will complete a final project for the course. This project should be based on substantial research—the amount of research that would make for a deeply researched 8-10 page research paper. But the final product can take any number of forms:

- A traditional research paper of 8-10 pages for undergraduate students or 12-15 pages for graduate students.
- An exhibit
- A website
- A comic strip or comic book
- A visual essay, presenting and interpreting images on a given topic

Final projects can take other forms as well. If you have an idea for a final project format that isn't listed above, please meet with me.

Whatever form the final project takes, it must meet the following criteria:

- It must be about a narrow topic relating to the history of women & politics in the United States
- It must convey a clear and specific interpretation.
- It must be based on research in at least two secondary sources (articles and/or books by historians) and a significant body of primary sources (for example, one person's letters, a diary, newspaper discussion of a particular controversy or event, etc.).
- It must treat the secondary sources as more than a source of information. In addition (and more importantly), it must treat those sources as interpretations that the project tries to go beyond in some way.

To put the previous point in another way: your project must attempt to say something new—to revise the interpretation you find in the secondary sources on your topic, or to discuss an issue that the secondary sources do not address.

As preliminary steps to completing their final projects, students must submit the following to be critiqued by their assigned groups:

- 3 topic choices & proposed final project format.
- a 1-2 page discussion of at least two secondary sources (articles and/or books by historians) on their topic
- and a 1-2 page preliminary interpretation of a portion of the primary sources for their project.

Exams:

There will be one exam, a take home exam which will be due on October 6. Students will be provided with essay topics in advance.

Graduate Students – Book Review:

In addition to the above assignments, graduate students will also complete a book review (900 words) of a book that students will choose from a provided list)

Grading Scheme for Undergraduate Students:

Participation: 15%

Research Project 1: 20%

Blog: 20%

Final Project: 25%

Exam: 20%

Grading Scheme for Graduate Students:

Participation: 15%

Book Review: 15%

Research Project 1: 15%

Blog: 15%

Final Project: 25%

Exam: 15%

Attendance Policy:

You are expected to attend class. However, given the circumstances of the COVID-19 pandemic, if you encounter extenuating circumstances that mean that you will miss class, you should speak to me personally to make arrangements to ensure that you do not fall behind.

Late Work:

All papers and assignments are due at the start of class on the date listed on the syllabus. You must take the midterm and final exam on the dates listed on the syllabus.

Academic Integrity:

Plagiarism and academic dishonesty will not be tolerated. Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents, articles, webpages) must be properly cited. If you use someone else's exact words they must be enclosed in quotation marks and be followed by a citation. If you put someone else's ideas into your own words, you must also use a citation. Plagiarism includes copying and pasting any text from the internet into a document without using quotation marks and a citation.

Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find the full Academic Integrity Policy, here: <https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view>.

Academic Support & Disability Accommodations:

The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS - <https://ods.uncg.edu/>), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all students in it and will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to the instructor in order to receive accommodations, but you do need to have documentation from OARS for whatever accommodation you have been approved for.

COVID-19 Policies:

As we return for Fall 2022, all students, faculty, and staff and all visitors to campus are

required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:

- Engaging in proper hand-washing hygiene.
- Self-monitoring for symptoms of COVID-19.
- Staying home when ill.
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.
- Completing a self-report when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive.
- Staying informed about the University's policies and announcements via the COVID-19 website.

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s) so alternative arrangements for learning and the submission of assignments can be made where possible.

As we continue to manage COVID-19 on our campus, we are following the lead of the local health department and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.

Contra Power Statement:

As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes, and course evaluations. **Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.**

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent): 336.256.0362 or mechappe@uncg.edu
- University Police (reporting agent): 336.334.4444

For more information on UNCG's policies regarding harassment, visit [UNCG Sexual Harassment Policy](#)

Classroom Conduct:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of

distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

Health and Wellness:

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

Religious Observance:

The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify both myself and your TA in advance of the date of the religious observance.

Policy on Children in Class:

It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

- 1) I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Writing Center:

The Writing Center provides support for all types of writing assignments. Since you pay for the Writing Center via your student fees, you should take advantage of it to improve your writing. Visit the Writing Center (<https://writingcenter.uncg.edu/>) to learn more.

Speaking Center:

Besides providing help for in-class presentations, the Speaking Center has useful resources and tips for students who are shy about speaking up in class or section. Visit <https://speakingcenter.uncg.edu/> for more information.

Office Hours:

I am always happy to discuss any questions or concerns you have regarding this course. I am always available during office hours, and you are welcome to schedule an appointment outside of those times by emailing me.

History Department Websites:

History Department website: <https://his.uncg.edu>

Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

Syllabus Updates:

Please note that readings and due dates are subject to change. I will notify you of any changes to the course schedule in class.

Course Schedule

Tuesday, Aug. 16	Introduction Major Themes, Questions, Problems, Concerns In-Class Assignment: Nancy Hewitt, "From Seneca Falls to Suffrage? Reimagining a 'Master' Narrative in U.S. Women's History," in <i>No Permanent Waves: Recasting Histories of U.S. Feminism</i>
Thursday, Aug. 28	Theorizing Women, Gender, and Politics in US History Readings: Joan Wallach Scott, "Introduction," in <i>Gender and the Politics of History</i> , Revised Edition Nancy Cott, "Introduction" in <i>The Grounding of Modern Feminism</i> Conway, M. Margaret; David W. Ahern; and Gertrude A. Steuernagel. "Women, Culture and Political Participation." in <i>Women and Political Participation: Cultural Change in the Political Arena</i> . CQ Press, 2005.
Monday, Aug. 22	<i>Last Day to Add/Drop a Course</i>
Tuesday, Aug. 23	A Revolution for Women Readings: Linda Kerber, "The Republican Mother: Women and the Enlightenment—An American Perspective," <i>American Quarterly</i> 28, No. 2, (Summer 1976): 187-205. Primary Sources: -Iroquois Women in Government, Pierre de Charlevoix (1721) -Judith Sargent Murray, "On the Equality of the Sexes" (1790) -Abigail and John Adams, Family Letters on Revolutionary Matters (1776-1783)
Thursday, Aug. 25	A Revolution in Fertility – Reproductive Rights in the Early Republic Reading: Susan Klepp, "Potions, Pills, and Jumping Ropes: The Technology of Birth Control," in <i>Revolutionary Conceptions: Women, Fertility, and Family Limitation in America</i> **Extra Credit: Elizabeth Garner Masarik, PhD and Marissa Rhodes, PhD, " Early American Family Limitation ," Dig! A History Podcast

- Tuesday, Aug. 30 Women & Politics in the Early Republic
 Readings: Tiya Miles, "Circular Reasoning": Recentring Cherokee Women in the Antiremoval Campaigns." *American Quarterly* 61, No. 2, June 2009.
 Primary Sources:
 -Cherokee Women Resist Removal, Petitions of the Women's Councils (1817, 1818)
*****Topic choices & proposed project format due**
- Thursday, Sept. 1 Seneca Falls and the Rise of the Women's Movement
 Reading: Lori D. Ginzburg, "Puzzles: 'the female portion of community,'" in *Untidy Origins: A Story of Woman's Rights in Antebellum New York*, (2005).
 Primary Sources:
 -Catharine Beecher on the "Duty of American Females" (1837)
 -Angelina Grimké on Women's Rights (1837)
 -[Declaration of Sentiments of the Seneca Falls Convention \(1848\)](#)
 -[Sarah Grimké Calls for Women's Rights, 1838](#)
 -[Angeline Grimké Weld, Speech in Pennsylvania Hall, May 17, 1838](#)
- Tuesday, Sept. 6 The Women's Movement in Antebellum America
 Reading: Martha Jones, "Right Is of No Sex: Reframing the Debate through the Rights of Women" in *All Bound Up Together: The Woman Question in African American Public Culture, 1830-1900*, 59-86.
 Primary Sources:
 -Lucy Stone's Marriage Protest (1855)
 -[Lucy Stone, "Disappointment is the Lot of Women" – Oct. 17, 1855](#)
 -[Lucretia Mott, Discourse on women – Dec. 17, 1849](#)
- Thursday, Sept. 8 Race, Gender, and Citizenship – Legacies of the Civil War
 Reading: Thavolia Glymph, *Out of the House of Bondage: The Transformation of the Plantation Household*, "'A Makeshift Kind of Life': Free Women and Free Homes," (Chapter 6)
 Elsa Barkley Brown. "Negotiating and Transforming the Public Sphere: African American Political Life in the Transition From Slavery to Freedom." *Public Culture* 7, no.1 (1994): 107–46.
- Tuesday, Sept. 13 Reconstruction
 Reading: Faye E. Dudden, "The Fight over the Fifteenth Amendment," in *Fighting Chance: The Struggle Over Woman Suffrage and Black Suffrage in Reconstruction America*
 Primary Sources:
 -[Sojourner Truth, "Address to the First Annual Meeting of the American Equal Rights Association" \(1867\)](#)
 -[Elizabeth Cady Stanton, "Home Life," \(ca. 1875\)](#). (Note: this source is manuscript material and not a transcript. You do not have to read all 66 pages. Just read the first few).

- Thursday, Sept. 15 Women & Politics under Jim Crow
 Reading: Crystal N. Feimster, “Equal Rights for Southern Women” and “The Gender and Racial Politics of the Anti-Lynching Movement,” in *Southern Horrors: Women and the Politics of Rape and Lynching*.
 Primary Sources:
 Interview of Rebecca Latimer, Filmed April 9, 1929.
<https://www.youtube.com/watch?v=0FE30a4J38Q> (Interview of Latimer starts at 8:34)
[-Ida B. Wells-Barnett, Lynch Law in America \(1900\)](#)
*****Research Project 1 Due**
*****Exam essay topics handed out in class**
- Tuesday, Sept. 20 Women & Politics under Jim Crow, Part 2
 Reading: Glenda Gilmore, “Diplomatic Women,” in *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*.
 Primary Sources:
[-Frances Ellen Harper, We Are All Bound up Together \(1866\)](#)
[-Susan B. Anthony, “Is it a Crime for a U.S. Citizen to Vote?” – April 3, 1873](#)
[-Mary Church Terrell, The Progress of Colored Women – Feb. 18, 1898](#)
 **Extra Credit: Sarah Handley-Cousins and Averill Earls, [“Victoria Woodhull: Free Love, Feminism & Finance”](#) Dig: A History Podcast.
- Thursday, Sept. 22 Women & Politics in the Progressive Era
 Reading: Kate Clarke Lemay, “The New Woman, 1893-1912,” in *Votes for Women! A Portrait of Persistence*
 Primary Sources:
[-Frances E. Willard, Women and Temperance \(1882\) \(pages 42-47\)](#)
[-Charlotte Perkins Gilman, Women and Economics \(1898\)](#)
 **Extra Credit: Sarah Handley-Cousins and Elizabeth Garner Masarik, [“Abortion and Birth Control before Roe v. Wade”](#) Dig: A History Podcast
 **Extra Credit: Elizabeth Garner Masarik and Sarah Handley-Cousins, [“For Heart and Hearth... and the Rights of Women: Radical Christianity in Pursuit of Conservative Ends in the Nineteenth Century”](#) Dig: A History Podcast
- Tuesday, Sept. 27 The Fight for Women’s Suffrage
 Reading: Wendy L. Rouse, “Introduction” and “Queering Domesticity” in *Public Faces, Secret Lives: A Queer History of the Women’s Suffrage Movement*
 Primary Sources:
[-Carrie Chapman Catt, Address to Congress on Women’s Suffrage \(1917\)](#)
[-Memorial to Congress from the American Woman Suffrage Association](#)
[-The Petition to the U.S. Senate from the Woman Voters Anti-Suffrage Party of New York](#)
[-Alice Stone Blackwell, Answering Objections to Women’s Suffrage \(1917\)](#)
 **Extra Credit: Elizabeth Garner Masarik and Averill Earls, [“100 Years of Woman Suffrage”](#) Dig: A History Podcast.

Thursday, Sept. 29	<p>What Comes Next? Women & Politics After the Nineteenth Amendment Reading: Nancy F. Cott, "Voluntarist Politics," in <i>The Grounding of Modern Feminism</i> Primary Sources: -Crystal Eastman, "Now We Can Begin" (1920) -Elsie Hill and Florence Kelley Debate the Equal Rights Amendment (1922)</p>
Tuesday, Oct. 4	<p>The Great Depression and WWII Reading: Glenda Elizabeth Gilmore, "Imagining Integration" in <i>Defying Dixie: The Radical Roots of Civil Rights, 1919-1950</i></p>
Thursday, Oct. 6	EXAM DUE – NO CLASS
Friday, Oct. 7	Last day to withdraw without a WF grade
Tuesday, Oct. 11	NO CLASS – FALL BREAK
Thursday, Oct. 13	<p>The Civil Rights Movement, Part 1 Reading: Danielle L. McGuire, <i>At the Dark End of the Street: Black Women, Rape, and Resistance—a New History of the Civil Rights Movement from Rosa Parks to Black Power</i>, Introduction through Chapter 4 Primary Source: -Rosa Parks on Life in Montgomery, Alabama (1956-1958)</p>
Tuesday, Oct. 18	<p>The Civil Rights Movement, Part 2 Reading: Danielle L. McGuire, <i>At the Dark End of the Street</i>, Chapter 5 through Epilogue Primary Source: -Fannie Lou Hamer, Testimony at the Democratic National Convention</p>
Thursday, Oct. 20	<p>Second Wave Feminism Reading: Anne M. Valk, "Organizing for Reproductive Control," in <i>Radical Sisters: Second-Wave Feminism and Black Liberation in Washington, D.C.</i> Primary Sources: -National Organization for Women, "Statement of Purpose" (1966) -Brochure on the Equal Rights Amendment (1976) **Extra Credit: Elizabeth Garner Masarik and Sarah Handley Cousins, "Abortion and Birth Control in America: Jane Roe & the Pill" Dig: A History Podcast</p>
Tuesday, Oct. 25	<p>Women & Activism in the Mid-Twentieth Century Reading: Donna Hightower Langston, "American Indian Women's Activism in the 1960s and 1970s," <i>Hypatia</i>, 18, No. 2 (Spring, 2003), 114 – 132 Primary Sources: -Dolores Huerta, FRONTLINE interview – March 21, 2013 -Dolores Huerta, Interview with Maria Huffman – Feb. 23, 1968 ***Secondary Source Discussion Due</p>

- Thursday, Oct. 27 Women and the Conservative Backlash
 Reading: Elizabeth McRae, “White Women, White Youth, and the Hope of the Nation,” in *Mothers of Massive Resistance: White Women and the Politics of White Supremacy*
 Primary Sources:
 -[Phyllis Schlafly, “What’s Wrong with ‘Equal Rights’ for Women?” \(1972\)](#)
 -[“Stop Era” Protest \(1977\)](#)
 -[Phyllis Schlafly on Women’s Responsibility for Sexual Harassment \(1981\)](#)
- Tuesday, Nov. 1 Women & LGBTQ Activism in the 20th Century
 Reading: Finn Enke, “Someone or Something Made That a Women’s Bar,” in *Finding the Movement: Sexuality, Contested Space, and Feminist Activism*
 Primary Sources:
 -[Lillian Hellman Refuses to Name Names \(1952\)](#)
 -African American Pauli Murray Explains “Why Negro Girls Stay Single,” 1947 (MP)
 -A Letter to the Editor of *The Ladder* from an African American Lesbian, 1957
- Thursday, Nov. 3 Reproductive Justice in the 20th & 21st Centuries
 Reading: ***EITHER*** Brianna Theobald, “Self-Determination Begins in the Womb” & “Twenty-First Century Stories,” in *Reproduction on the Reservation: Pregnancy, Childbirth, and Colonialism in the Long Twentieth Century* **OR** Linda Gordon, “Birth Control in the Era of Second-Wave Feminism,” in *The Moral Property of Women: A History of Birth Control Politics in America*.
 Assignment: Find current news sources that discuss reproductive justice. Post them to the appropriate discussion forum no later than 5PM the day before class.
*****Primary Source Discussion Due**
- Tuesday, Nov. 8 Women and Political Activism in the 21st Century
 Readings: Alicia Garza, “A Herstory of the #BlackLivesMatter Movement by Alicia Garza,” *The Feminist Wire*(blog), October 7, 2014.
<http://www.thefeministwire.com/2014/10/blacklivesmatter-2/>
 Lara Putnam and Theda Skocpol, “Middle America Reboots Democracy,” *Democracy: A Journal of Ideas*, February 20, 2018.
<https://democracyjournal.org/arguments/middle-america-reboots-democracy/>
 Assignment: Find an example of women’s political activism from the last ten years. Post it to the appropriate discussion forum no later than 5PM the day before class.
****Election Day**
- Thursday, Nov. 10 **NO CLASS – Work on Final Projects**

- Tuesday, Nov. 15 Women and the Election of 2016
 Readings: Lilly J. Goren, “Authenticity and Emotion: Hillary Rodham Clinton’s Dual Constraints,” *Politics and Gender* 14, Issue 1, (February 2018): 111-115.
 Meredith Conroy, “Strength, Stamina, and Sexism in the 2016 Presidential Race,” *Politics and Gender* 14, Issue 1, (February 2018): 116-121.
- Thursday, Nov. 17 Women & Politics post-2016
 Readings: Sheryl Gay Stolberg, “It’s About Time’: A Baby Comes to the Senate Floor,” *The New York Times*, April 19, 2018.
<https://www.nytimes.com/2018/04/19/us/politics/baby-duckworth-senate-floor.html>
- Tuesday, Nov. 22 Women & Politics today – Where do we stand?
 Assignment: Find articles, memes, etc. that discuss women & politics in some way from the past few years (2018-present). Post them to the appropriate discussion forum no later than 5PM the day before class.
- Thursday, Nov. 24 Thanksgiving Holiday – No Class
- Tuesday, Nov. 29 Review Session & Course Wrap Up
Book Reviews due for Graduate Students

Final Projects Due Thursday, December 8 by 6:30PM