

GENDER & U.S. POLITICS

DR. MONTOYA

This course provides an overview and critical examination of gender and politics in the United States. It introduces students to frameworks of analysis focused on gender as well as its intersections with class, race, and sexuality. Students will learn to identify and analyze the gendered and intersectional components of citizenship, elections, political office, social movements, and public policy. The course is designed to incorporate contemporary events and issues, including those related to the election season, bringing timely examples and case studies into our discussion whenever possible.

Contact Information

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Office Hours

Tuesdays & Wednesdays 12:30-1:30 or by appointment

Course Objectives

Explore, question, and evaluate the relevance of gender in U.S. politics.

Develop ability to engage in and articulate advanced critical thinking.

Learn and apply gender and intersectional analysis to contemporary U.S. politics.

Engage in constructive critical conversations and work collaboratively in an applied learning environment.

Canvas Course Website

All of the required readings and assignments for this class will be posted on the course website on Canvas. Please make sure to check it on a regular basis as there will be additional materials and assignments added throughout the semester. This will also be the place that I post update.

Course Requirements

Take Home Exams (60%)

There will be 3 take-home short ID/essay exams for each of the three sections of the course (polls, protests, and policy). These will be open note, open book exams that emphasizing critical thinking.

Policy Brief (20%)

Students will be assigned a policy area early in the semester to start researching with staged deadlines. The end result will be a "policy brief," a one page, double-sided document that analyzes an actual policy. There will be extra credit options included.

Homework/Participation (20%)

There will be various ways of participating via in-class and/or online assignments and discussions. Points will also be awarded for attendance. There will be more opportunities to earn points than needed (with the max being 100 & grades based on a normal scale).

Date*	TOPICS*	READINGS*
August 25 th	Introduction	
August 27 th	Gender & Intersectional Political Analysis	"Organizing American Politics, Organizing Gender"; "What Revolution"
September 1 st	Voting Rights	"From Seneca to Shelby"; "How Queer Women Powered the Suffrage Movement"
September 3 rd	Political Parties	"Explaining Women's Rights Realignment"; "Navigating Partisan Polarization"
September 8 th	Representation	"Representation"; "Kamala Harris as VP"
September 10 th	The Presidency	"Presidential Elections" & "Disrupting Masculine Dominance"
September 15 th	Congress	"Women's Underrepresentation in the US Congress"; "Equality in the House"
September 17 th	The Judiciary	"Gender, Judging and Difference"
September 22 nd	State Politics	"Women's Election to Office in the Fifty States" Policy Brief HW: Overview and Bill Provisions Due
September 24 th	The Media	"A Visual Analysis of Gender Stereotypes in Campaign Advertisements"
September 29 th	Exam #1 Due	
October 1 st	Introduction to Social Movements	
October 6 th	Gendered Mobilization	"Women's Movements and Women in Movement"; "Gendered Mobilization and Intersectional Challenges"
October 8 th	Contemporary Feminist Mobilizations	"Intersectionality Dis/Unity and Processes of Becoming"
October 13 th	Conservative Women's Movements	"Mobilizing the Faithful"; "Anti-Feminist, Pro-Life, and Anti-ERA."
October 15 th	LGBTQ Movements	"Rethinking GLBT as a Political Category in U.S. Politics"; "Embodying Margin to Center: Intersectional Activism among Queer Liberation Organizations"
October 20 th	Intersectional Movements: Black Lives Matter	"A Herstory of the #BlackLivesMatter Movement"; "A Conversation with Cathy Cohen"
October 22 nd	Intersectional Movements Latina/x Activism	"Guerreras y Puentes: Latina/x Intersectional Activism"
October 27 th	Exam #2 Due	
October 29 th	Introduction to Policy	"Gender Dimensions of the COVID-19 Pandemic"

November 3rd	Education	“Education”; “‘Female Athlete’ Politic: Title IX and the Naturalization of Sex Difference in Public Policy”
November 5th	Election Debrief	Policy Brief: Historical Overview/Context (with bibliography) due
November 10th	Employment/Economic	“Work and Pay” and “Work and Family”
November 12th	Reproduction/Healthcare	“Reproduction”; “Reproductive Rights in the US”; “Reproductive Justice”
November 17th	Gender Violence	“Sexuality: Intimidation”; “Race_Handbook of Gender and Violence”
November 19th	Immigration	“Racing and Gendering Immigration Policy” “Who is Worthy of Protection?”
November 24th	Exam #3 due	
December 1st	Policy Workshop	
December 3rd	Policy Workshop	
December ???	Policy Gallery	Final Policy Briefs and Extra Credit Op-eds are due on December 7 th at midnight.

**While I plan on following this timeline for the course, US politics evolves quickly. I reserve the right to add or change readings as may be pertinent. I will try to give as much advance warning of this as possible should that happen. I will often add things that can be used for additional participation points.*

Class Contract: "You belong here..."

"You belong here, as do your classmates. You belong here if you had great teachers and positive experiences of schooling. You belong here if schools and society have marginalized you and your community. You belong here if you are Sikh, Muslim, Jewish, Christian, Buddhist, Hindu, Atheist, Secular Humanist, Pagan, follow some other belief system, or adhere to no organized belief system at all. You belong here if you are still figuring out what and who you are. You belong here if you are documented, DACAmented, or undocumented. You belong here if you are a person of color, or white, or perceived to be white, or if you are of mixed racial/ethnic heritage, or if you are perceived to be other identities that you aren't. You belong here if you have an exceptionality or disability, if you have intellectual, cognitive, or emotional disabilities or if you are neurotypical. You belong here if you identify as gender nonconforming or LGBTQ, or if you're still learning what some of those letters mean. You belong here no matter what language you grew up speaking. You belong here regardless of your political affiliation, or if you don't have one. You belong here if your mom was a professor or if you were the first one in your family to graduate from high school. Whatever your body type, appearance, talents, abilities, identities, histories, or backgrounds, you belong here if you are here to learn and to be humane, inclusive, respectful, rigorous, and just toward the others who are also here to learn. As the instructor for this course, I will try hard to ensure you and your classmates always remember that you belong here, and to ensure you and your classmates feel welcome and valued. I expect all members of this class to do the same. Your decision to remain in this course will serve as your agreement to adhere to the commitments to diversity and inclusion outlined above." ~Brenda Allen

Principles During a Pandemic

We are living through a global pandemic. This is not business as normal. This is trying to continue in a crisis. Nobody signed up for this. Not for the sickness, not for the social distancing, not for the various obstacle to our collective lives together on campus.

The humane option is the best option.

- We are going to prioritize supporting each other as humans.
- We are going to prioritize simple solutions that make sense for the most.
- We are going to prioritize sharing resources and communicating clearly.

We will foster intellectual nourishment, social connection, and personal accommodation.

We will remain flexible and adjust to the situation.

~Adapted from Brandon Baynes.

Standards of Critical Thinking

- **Clarity and Precision:** *Be specific in your statements. Elaborate on details and avoid generalizations and oversimplifications. Provide illustrations or examples.*
- **Accuracy:** *Make sure statements are true and can be verified with credible sources.*
- **Relevance:** *Make sure that statements are related to the question or issue at hand. Make sure that you can explain their relevance. Make connections explicit.*
- **Depth:** *Make sure to address the complexities of a question/issue. How are you taking into account the problems in the question? Are you dealing with the most significant factors?*
- **Breadth:** *Do we need to consider another point of view? Is there another way to look at this question? What would this look like from another standpoint?*
- **Logic:** *Make sure what you are saying makes sense. Can the audience follow what you are saying? Are there inconsistencies or contradictions in your logic?*
- **Fairness:** *Consider your own biases. Are you sympathetically or respectfully representing the view of others?*

University Policies

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See the [campus policy regarding religious observances](#) for full details.