

THE POLITICS OF GENDER AND SEXUALITY

Fall 2020, Indiana University

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1 Course Description and Overview

While the United States is considered an “advanced industrialized democracy,” gender inequality is widespread. The U.S. Constitution has no explicit protection against discrimination on the basis of gender; access to reproductive healthcare is consistently undermined by state legislatures and court challenges; and women in many career paths are underpaid and underrepresented. Moreover, the persistence of gender inequality is almost certainly linked to the persistence of discrimination against the LGBTQ+ community.

Against the backdrop of the 2020 presidential election, this class will revolve around the following questions: **Given that structural gender inequality is widespread, how should we determine whether the United States is a democracy?** What does it mean for women to “be represented” in the political process? If social movements to achieve gender equality fall short, where does responsibility lie? Why do women in the United States disagree about the importance of addressing gender inequality – and does this matter for how we think about gender inequality in the first place? Has the movement for LGBTQ+ rights helped – or complicated – longer-standing demands for gender equality? To be successful, what tradeoffs do movements for social justice sometimes need to make – and are these tradeoffs justified?

To address these questions, we will critically engage two major works of political science: Jane Mansbridge’s *Why We Lost the ERA*; and Christopher Achen and Larry Bartels’ *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. **By limiting our attention to a small number of canonical readings, the course will function like a “great books” seminar** – introducing students to two of the strongest, most creative perspectives on the tension between group identity and democratic citizenship. By the end of the course, you will not have all the answers to the questions we raise – but as scholars of political science and/or gender studies, you will have a newfound appreciation for what it means to ask the right questions.

2 Course Format: Online Only

This course is taught using **100-percent asynchronous online instruction**. As instructors and students navigate the era of COVID-19, you will hear the term *asynchronous* a lot. This simply means that **we will not hold regular, in-person class meetings – nor are you required to attend online class sessions at a pre-specified time**.

Instead, you are responsible for keeping up with course material and assignments – using the course schedule described below. In a typical week, you will be expected to complete assigned readings and watch several pre-recorded online lectures. During the semester, you are required to submit several short response memos (based on the readings for weeks of your choice). Finally, there will be a midterm and final exam – both online-only, completed through Canvas.

Students should familiarize themselves with several Internet services used to facilitate online learning. **Most importantly, you will use Canvas (<https://canvas.iu.edu>) to access lectures and supplemental**

course materials (such as PowerPoints for lectures and updates from the instructor). Questions to the instructor should be sent through Canvas; response memos should be submitted through Canvas; and you will use Canvas to take Exams 1 and 2. Course lectures will be recorded in **Kaltura** (<https://kaltura.iu.edu>) – with links provided on Canvas. Requested meetings with the instructor will be held online, through the **Zoom** platform (<https://zoom.iu.edu>).

To provide you the most flexibility possible, I am holding **online** office hours by appointment. **If you would like to schedule an online appointment with me, you must let me know 48 hours in advance.** Then, we will set up an online meeting that works with your schedule.

3 Textbooks

There are two required textbooks for this course:

- Achen, Christopher and Larry M. Bartels. 2017, **2nd edition**. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton, NJ: Princeton University Press. (ISBN: 978-0691178240)
- Mansbridge, Jane. 1986. *Why We Lost the ERA*. Chicago: University of Chicago Press. (ISBN: 978-0226503585)

These books are available through the University Bookstore; however, online vendors (such as Amazon) may offer them at cheaper, discounted rates.

Note: while these are the only two required textbooks, I may – from time to time – assign short news articles that pertain the topics we’re discussing in class. These will be provided on Canvas.

4 Course Expectations

Since this course is being conducted completely online, you are responsible for keeping up with course material and assignments on your own time. I **strongly** encourage students to keep pace with the course schedule. While there are no structured class meetings, it will be very difficult to pass the exams if you attempt to learn all the material at the last minute.

To be successful in this course, you should be prepared to do the following:

- **Watch the online lectures posted on Canvas.**
 - Instead of scheduled class sessions, I will be recording short (approximately 30-45 minute) lectures – usually two per week. Lectures will address the readings for that week, paying close attention to materials that may appear on Exams 1 and 2. **Lectures for the upcoming week will be posted on Canvas no later than Saturday evening.**
- **Complete all reading assignments.**
 - Each week, you will be expected to complete between 20-50 pages of assigned readings.
- **Write three short response memos.**
 - While you may select the weeks for which you write response memos, **you must complete at least one of the assigned memos before Exam 1.** More information on the response memos is provided below.
- **Demonstrate – on the midterm and final exam – your knowledge of course material.**
 - Exams will consist entirely of essay questions; they will be **open-book and open-note – and administered through Canvas.** More information on the exams is provided below.

5 Response Memos

Students must submit **three response memos** over the course of the semester; each response memo composes **10 percent** of your final grade. Response memos should be two pages, double-spaced, using a font size no larger than 12. Memos should be **emailed to the instructor** using Canvas, in Word (.doc or .docx) format.

You may select the weeks for which you submit response memos, but *at least one must be submitted before Exam 1.*

Response memos should summarize the assigned readings and address three points:

- **First**, what is the author or authors' argument?
- **Second**, what evidence do they use to support this argument?
- **Third**, how do the assigned readings help us understand the politics of gender and sexuality in the United States?

Response memos are intended to familiarize you with the course material, in preparation for the exams. Memos will be graded on completion; completed response memos will receive scores of 100 percent.

6 Exams

Exams are intended to test your knowledge of the course material, and your willingness to substantively engage with the questions our readings and lectures address. Thus, each exam will consist of **three short essay questions**. Each exam will compose 35 percent of your final grade.

Essay questions will be selected from *a list of ten possible questions* – posted on Canvas. The possible questions for Exam 1 will be posted on August 24; possible questions for Exam 2, on October 19. As you proceed through the course, I strongly encourage you to reference these questions and be prepared to answer them.

Prior to exams, I am happy to answer questions about course material, but I will not provide feedback on typed-up responses to potential questions. Do not email me possible exam responses to ask whether they are “okay.”

Each exam will be conducted on Canvas – and will be open-book and open-note. You will have one week during which you may log-on to Canvas and complete the exam. Upon accessing the exam on Canvas, **you will have 90 minutes to complete the exam.**

7 Optional “Chat” Feature, Canvas

Canvas has a built-in Chat feature where students may share their thoughts on the course material – or ask questions that would normally be asked in regular class discussions. I encourage you to use this feature, and I will do my best to respond promptly to questions posted on Canvas's Chat Room. **You are not required to post anything on Chat** – but the tool is there for you *if* you would like to use it.

To this end, one thing to always keep in mind when taking any course is that the others with whom you interact throughout the semester – including me, your instructor – are human beings. The first rule of **netiquette** is to “remember the human” when you are communicating with me or with your peers. The second rule is to “adhere to the same standards of behavior online that you follow in real life.” It's not

likely that you would yell at, mock, or belittle another student in a face to face class – so don't do it here. The feeling of anonymity that some people have when they are online can lead to those sorts of behaviors, but they are not acceptable here or in any other online class.

Please take a few minutes and review all the [Core Rules of Netiquette](#) and [these considerations for when you are attending class remotely](#).

8 Schedule

- **Week 1:** August 24 – 29
 - **Online lectures:** watch Lectures 1 and 2
 - **Reading assignment:** None.
 - **Possible essay questions for Exam 1 posted on Canvas.**
 - **Take the first week to familiarize yourself with Canvas, Kaltura, and Zoom.**
- **Week 2:** August 31 - September 4
 - **Online lectures:** watch Lectures 3 and 4
 - **Reading assignment:** Mansbridge, *Why We Lost the ERA*, Chs. 1-2
- **Week 3:** September 7 – 11
 - **Online lectures:** watch Lectures 5 and 6
 - **Reading assignment:** Achen and Bartels, *Democracy for Realists*, Chs. 1-2
- **Week 4:** September 14 - 18
 - **Online lectures:** watch Lectures 7 and 8
 - **Reading assignment:** Mansbridge, *Why We Lost the ERA*, Chs. 3-4
- **Week 5:** September 21 - 25
 - **Online lectures:** watch Lectures 9 and 10
 - **Reading assignment:** Achen and Bartels, *Democracy for Realists*, Chs. 3-4
- **Week 6:** September 28 – October 2
 - **Online lectures:** watch Lectures 11 and 12
 - **Reading assignment:** Mansbridge, *Why We Lost the ERA*, Chs. 5-6
- **Week 7:** October 5 – 9
 - **Online lectures:** watch Lectures 13 and 14
 - **Reading assignment:** Achen and Bartels, *Democracy for Realists*, Chs. 5, 6, and 7
- **Week 8:** October 12 – 16
 - **Exam 1 administered online.** You have one week to complete the exam; once you log in to Canvas to begin the exam, you have 90 minutes to finish. **The exam will be available on Canvas from October 12 (12:01am EST) to October 18 (11:59pm EST).**
- **Week 9:** October 19 – 23
 - **Online lectures:** watch Lectures 15 and 16

- **Reading assignment:** Mansbridge, *Why We Lost the ERA*, Chs. 7-8
- **Possible essay questions for Exam 2 posted on Canvas.**
- **Reminder: October 25th is the last date to drop this course (with an automatic “W” on your transcript).**
- **Week 10:** October 26 – 30
 - **Online lectures:** watch Lectures 17 and 18
 - **Reading assignment:** Achen and Bartels, *Democracy for Realists*, Chs. 8-9
- **Week 11:** November 2 - 6
 - **Online lectures:** watch Lectures 19 and 20
 - **Reading assignment:** Mansbridge, *Why We Lost the ERA*, Chs. 9-10
- **Week 12:** November 9 - 13
 - **Online lectures:** watch Lectures 21 and 22
 - **Reading assignment:** Achen and Bartels, *Democracy for Realists*, Chs. 10-11, plus appendix
- **Week 13:** November 16 - 20
 - **Online lectures:** watch Lectures 23 and 24
 - **Reading assignment:** Mansbridge, *Why We Lost the ERA*, Chs. 11-14
- **Week 14:** November 23 – 27
 - **Thanksgiving break; no class.**
- **Week 15:** November 30 – December 4
 - **Online lectures:** watch Lectures 25 and 26
 - **Reading assignment:** TBD; at the instructor’s discretion, several short, supplemental articles might be assigned.
- **Week 16:** December 7 – December 13:
 - **Exam 2 administered online.** You have one week to complete the exam; once you log in to Canvas to begin the exam, you have 90 minutes to finish. **The exam will be available on Canvas from December 7 (12:01am EST) to December 13 (11:59pm EST).**

9 Course Policies

9.1 Grading

Your final grade will be the weighted average of your scores, as follows. **Note that attendance and participation are not part of your course grade.**

- **Exam 1** (35 percent)
- **Exam 2** (35 percent)
- **Response paper 1** (10 percent)
- **Response paper 2** (10 percent)
- **Response paper 3** (10 percent)

Throughout the semester, I will provide two opportunities for extra credit. More information about extra credit will be provided at an appropriate time; each extra credit assignment will allow you to recover a maximum of three percentage points on one of the upcoming exams.

9.2 Makeup Exams

I expect students to take both exams as scheduled. Especially since Exams 1 and 2 are online-only – and may be completed at any point during the week-in-question – I will only allow make-up exams for students that are ill the week of the exam, or for students with a family emergency.

9.3 Course Withdrawal

The last date to withdraw from this class (with an automatic “W” on your transcript) is **Sunday, October 25th**. After that time, I will not grant late-withdrawal requests except in extraordinary extenuating circumstances.

9.4 COVID-19 Awareness and Accommodations

While this class is being conducted completely online, it is nevertheless important that you keep up-to-date on IU’s policies regarding COVID-19. In particular, even though **we** will not meet in person, **I expect students to stay home from campus when you are sick**. If you become ill, please stay home to protect others from infection. Click this link for [symptoms](#) of Coronavirus (COVID-19). Staying home also prevents spread of the flu and other diseases.

If you suspect you have become ill, you should report to [IU Health Virtual Visit](#). Students should follow the instructions to download an app to find care – and determine if you need to be tested. If a test is positive, you will receive guidance on quarantining yourself. If you prefer to be in contact with your personal doctor, you may choose to do so. Please notify your instructors of illness.

Even if a course is conducted entirely online, many students may require campus services – such as wireless Internet and on-campus computers – to access course materials (including Canvas). **However, your health and the health of your classmates is more important than maintaining access to course materials**. If you become ill during the semester, you must follow IU’s protocol for COVID-19 screening, obtain medical attention, and prevent others from becoming infected. **In this event, please maintain open communication with your instructor to ensure that you are not penalized for health circumstances beyond your control.**

9.5 COVID-19 Campus Policy

IU faculty, staff, students, contractors, suppliers, vendors, and visitors **are required to wear cloth face coverings in all hallways, elevators, public spaces, and common areas, and when entering all IU buildings**.

Cloth face coverings must also be worn in office spaces and outdoor spaces where physical distancing is difficult to maintain. Wearing a face covering is not required in private offices or when alone in a space. This new requirement aligns with the CDC’s [recommendation to wear cloth face coverings](#) in public settings.

IU will be providing two cloth face coverings to all faculty, staff, and students before the fall 2020 semester begins.

In addition to wearing cloth face coverings, you must also take the following personal precautions while on campus:

- Practice physical distancing at all times (at least six feet of physical separation between yourself and others).

- Practice good personal hygiene, including washing hands frequently with soap and water or using hand sanitizer with at least 60% alcohol if soap is unavailable.
- Routinely clean and sanitize your workspace and shared equipment.
- Adhere to the guidelines and recommendations from the Centers for Disease Control and Prevention (CDC), as well as federal and state governmental authorities, in order to protect your own health and the health of the entire IU community.

Visit <https://coronavirus.iu.edu> for information related to COVID-19 and public health and safety guidance.

Visit <https://fall2020.iu.edu> for information and links about resuming research, teaching, and learning on campus.

9.6 Technology

IU provides a number of resources to help students stay connected during these challenging times. **If you have technological difficulties participating in this course, these resources are best equipped to help you.** As your instructor, I can help you locate appropriate campus resources for staying connected – but I am not an IT professional, and will likely refer you to one of the following places:

- Visit the [Keep Learning Website](#) for information about learning in Canvas.
- Enroll in the [Keep Learning Canvas site](#) for information about the most widely-used technologies for Canvas courses at Indiana University. (Requires you to enroll in the Canvas site through Expand, the portal that IU uses for a variety of student and staff training resources.)
- **UITS Tech Support:** Open 24/7 to help with your technology questions.
- **Fall 2020 at IU:** The most up-to-date resource to address questions about the IU Fall 2020 term.
- **Canvas Student Guide:** Detailed instructions for using Canvas as a student.
- **IU Knowledge Base:** Find answers to your detailed questions about technology at IU.

9.7 Plagiarism and Academic Dishonesty

As the instructor-of-record for this course, I have authority to report suspected cases of plagiarism and academic dishonesty. To avoid plagiarism on response memos or exams, I strongly encourage you to visit Indiana University's website on "How to Recognize Plagiarism": <https://www.indiana.edu/academy/-firstPrinciples/choice.html>. **In my experience, most cases of plagiarism are not deliberate; rather, students are not aware that what they are doing constitutes plagiarism.**

9.8 Sexual Harassment and Title IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)
- Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)
- IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <https://stopsexualviolence.iu.edu> to learn more.

9.9 Disability Student Services

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision, neurological, etc.). You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place, and are not retroactive. Captions and alternate media for print materials may take three or more weeks to get produced.

Please contact Disability Services for Students at <https://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library, Room W-302. Walk-ins are welcome 8AM to 5PM, Monday through Friday. You can also locate a variety of campus resources for students and visitors that need assistance at: <https://www.iu.edu/ada/index.shtml>.