

Department of Political Science  
SUNY Oneonta  
Spring 2002

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Political Science 215

## GENDER POLITICS

Tuesdays and Thursdays, 6-7:15 p.m.  
302 Fetzelle Hall

### Course Description

This course will investigate of the development of gender politics in modern and early Europe and America. The course will combine historical, comparative, theoretical, and empirical approaches. Much of the semester will focus on how "public" and "private" have been constructed and reconstructed over the course of modern European and American political history. Topics discussed will include family, patriarchy, sexuality, and politics; reason, property, and the law; republicanism and masculinity; domestic ideology and femininity; modern liberalism and recent liberationist politics; women's rights and contemporary feminism; and gender roles, sexual orientation, and identity politics. The course will begin and conclude with the troubling gender politics involved in the sex scandals of Old Regime France, Puritan America, the Clinton administration, and the Republican Congress.

### Course Goals

The course has several goals. First, it seeks to familiarize students with the central historical role of gender in modern Western politics. Second, the course also seeks to demonstrate the ways in which notions of gender and of the political significance of gender have changed over the course of the modern period. Third, it aims to place the development of contemporary gender politics in historical perspective, while probing the significance of feminism and anti-feminism, lesbian-gay activism and anti-gay politics, and sexual scandal mongering for contemporary American democracy. Finally, it will attempt to give students experience in thinking and writing critically.

### Course Requirements

*Reading.* This course will have a heavy yet quite rewarding reading list. Students will be expected to keep up with the reading throughout the semester. Plan to spend a fair amount of time reading *before* attending class and, at times, re-reading after class. In general, texts are to be brought to our meetings so that they may be referred to in lecture and discussion.

*Course Meetings and Discussion.* Most course meetings will consist of a mix of lecture and informal discussion. Students should expect to attend class meetings consistently and punctually and be ready to discuss the subjects and texts under investigation in a civil manner. Students will be assigned the job of helping to begin at least one class discussion during the semester, and all students will be expected to participate in class discussions with some regularity. Performance in our discussions will strongly influence the participation grade.

*Writing and Examinations.* Students will be required to write several one and one-half page summary and reaction papers, two take-home midterm examinations, and a take-home final examination/project.

### Required Texts

Mary Beth Norton, *Founding Mothers & Fathers: Gendered Power and the Forming of American Society* (Vintage, 1997).  
John Locke, *Second Treatise of Government*, ed. C. B. Macpherson (Hackett, 1980).  
Jean-Jacques Rousseau, *Politics and the Arts: Letter to d'Alembert on the Theatre*, trans. Bloom (Cornell/Agora, 1968).  
Lynn Hunt, *The Family Romance of the French Revolution* (California, 1993).  
Isabelle de Charriere, *Letters of Mistress Henley Published by Her Friend* (MLA, 1993).  
Sara Evans, *Personal Politics: The Roots of Women's Liberation in the Civil Rights Movement and the New Left* (Random House, 1980).  
Annmarie Jagose, *Queer Theory: An Introduction* (NYU, 1996).  
Jean Bethke Elshtain, *Democracy on Trial* (Basic Books, 1995).

### Grading and Attendance Policies

Grades will be assigned on an 100-point scale and weighted in the following manner:

1. First take-home midterm due	Thurs., 7 March	20%
2. Second take-home midterm due	Tues., 16 April	20%
3. Six 1 ½-page text reaction papers	due at various times	12%
4. Two-page film reaction paper due	Tues., 30 April	3%
5. Take-home final examination/project due	Tues., 14 May	30%
6. Discussion leadership		3%
7. Participation		<u>12%</u>
TOTAL:		100%

Written assignments will include two take-home midterm essay examinations; seven 1 ½-page papers summarizing and reacting to readings, of which the best six will be counted; a two-page paper summarizing and reacting to a film; and a take-home final project/examination.

The schedule of exams appears above and below. You will be expected to meet all of the deadlines listed. Exceptions will be made only in extreme and unavoidable circumstances. If you miss or expect to miss an exam due date, contact me as soon as possible. Either attend my office hours, or give me a note or an e-mail message explaining your circumstances.

The six 1 ½-page reaction papers will be graded minimally: plus, check, minus. Pluses will earn extra credit (2.5%), with checks gaining full credit (2%) and minuses receiving reduced (1%) or zero credit. There are seven possible reaction papers – each student must write at least six. The grade will be based on the best six completed, if more than six are written. No late papers will be accepted. Details on this requirement will be given later in the course.

Regular, timely attendance is mandatory. Unexcused absences and tardiness will be noted and will affect grades negatively. Three unexcused absences will lower your grade one step (for example, from a B+ to a B). Each subsequent absence will lower your grade another full step. Six or more unexcused absences may result in a failing grade.

Tardiness will also be noted. After the third late arrival, every instance of tardiness will be treated as an absence. Course meetings are few and brief, so be in class and be on time.

If you have a good reason to be absent or late, notify me in writing as soon as possible, explaining and documenting your absence. Either give me a note in class or send me an e-mail message. I will notify you if I accept your explanation or if we need to talk more about it during my office hours.

Expect to attend class for the whole period, focusing on coursework throughout. If you have a good reason for arriving late or leaving early, please notify me in advance in writing (e-mail is best). If you cannot notify me in advance, do so as soon as you can afterwards.

All students are required to attend class during the final examination period.

As a courtesy to all, please turn off pagers and telephones while in class.

Note that this entire syllabus is subject to change at the discretion of the instructor.

### Office Hours/Communication

I will hold regular office hours on Wednesdays from 9:30 a.m. to 12:30 p.m., in my office at 412 Fitzelle Hall. I can also make appointments at other times and on other days, if necessary. My telephone number is 436-2754. Notes can be left for me in my mailbox at the Political Science/Sociology Office, 324 Netzer Administrative Building. E-mail messages can also be sent to me at:

mcennedj@oneonta.edu

SCHEDULE OF MEETINGS, TOPICS, AND ASSIGNMENTS

Note: All assignments are to be completed *before* class.

Items marked with asterisks (\*) will be placed on reserve, made available on line, or distributed in class.

**1. Gender and Problems of Public and Private**

Thurs., 17 January	<u>Introduction</u>
Tues., 22 January	<p><u>Initial Questions: What Is Private? What Is Public?</u></p> <p>Reading:</p> <ol style="list-style-type: none"> <li>1. *<i>Documents of American Constitutional and Legal History</i>, vol. 2, ed. Melvin I. Urofsky (Temple, 1989): "Bradwell v. Illinois" (1873), "Griswold v. Connecticut" (1965), "Roe v. Wade" (1973), and "Bowers v. Hardwick" (1986), pp. 389-404 and 431-436.</li> <li>2. *Catharine MacKinnon, "Privacy v. Equality: Beyond Roe v. Wade (1983)," in <i>Feminism Unmodified: Discourses on Life &amp; Law</i>, chap. 8, pp. 93-102.</li> <li>3. *<i>New York Times</i>, Excerpts from "Planned Parenthood v. Casey," 30 June 1992, pp. A16-A17.</li> <li>4. *<i>Constitutional Law and Politics</i>, vol. 2, ed. David M. O'Brien, "Romer v. Evans," (1996), pp. 1489-99, 1503.</li> </ol>

**2. Old-Regime Patriarchy and the Liberal Private Property Rights**

Thurs., 24 January	<p><u>Old Regime France (1): The Trouble with Public Sex / Discussion 1</u></p> <p>Reading:</p> <ol style="list-style-type: none"> <li>1. *Joan B. Landes, <i>Women and the Public Sphere in the Age of the French Revolution</i> (Cornell, 1988), Introduction and chap. 1, pp. 1-10 and 17-38.</li> <li>2. *Jean-Pierre Guicciardi, "Between the Licit and the Illicit: The Sexuality of the King," in <i>'Tis Nature's Fault: Unauthorized Sexuality during the Enlightenment</i>, ed. R. P. Maccubbin (Cambridge, 1987), pp. 88-97.</li> </ol> <p><b>Assignment: First reaction paper due. Get the Norton book soon and start reading!</b></p>
Tues, 29 January	<p><u>Old Regime France (2): Out with the Old?</u></p> <p>Film: "Dangerous Liaisons" (Discussion to follow class)</p> <p>Recommended:</p> <ol style="list-style-type: none"> <li>1. *Pierre Choderlos de Laclos, <i>Dangerous Liaisons</i>.</li> <li>2. Begin the readings for next two sessions.</li> </ol>
Thurs., 31 January	<p><u>Old Regime America: Family Government and Gender Trouble</u></p> <p>Reading: Mary Beth Norton, <i>Founding Mothers &amp; Fathers: Gendered Power and the Forming of American Society</i>, Introduction and Prologue, pp. 3-56.</p>
Tues., 5 February	<p><u>Old Regime America: Manpower and the Exceptional Woman / Discussion 2</u></p> <p>Reading: Norton, chaps. 2-3 and Prologue to Part III, pp. 96-180, and pp. 281-92.</p> <p><b>Assignment: Second reaction paper due.</b></p>

Thurs., 7 February	<u>The Liberal Challenge to Patriarchy (and Powerful Women)</u> Reading: John Locke, <i>Second Treatise of Government</i> , pref. and chaps. I-IX, pp. 3-68.
Tues., 12 February	<u>Private Households and Manly Constitutions / Discussion 3</u> Reading: Locke, chaps. X-XIX, pp. 68-124. <b>Assignment:</b> <i>Third reaction paper due.</i>

### 3. The Revolutionary Public Man and the Silencing of Women

Thurs., 14 February	<u>Consolidating Oppositional Public Opinion / The Trouble with Public Women</u> Reading: *Sara Maza, <i>Private Lives and Public Affairs: The Causes Célèbres of Prerevolutionary France</i> , chap. 4, pp. 167-211.
Tues., 19 February Thurs., 21 February	WINTER BREAK!
Tues., 26 February	<u>On Decadence and Women</u> Reading: Jean-Jacques Rousseau, <i>Politics and the Arts: Letter to M. d'Alembert on the Theatre</i> , preface and sections I-VI, pp. 3-65.
Thurs., 28 February	<u>On Masculine Republican Virtue</u> Reading: Rousseau, sections VII-XI, pp. 65-137. <b>Assignments:</b> <i>Start reading the Hunt book. First take-home midterm distributed.</i>
Tues., 5 March	<u>The Gendered Revolution / Discussion 4</u> Reading: Lynn Hunt, <i>The Family Romance of the French Revolution</i> , chaps. 1-3, pp. 1-88. <b>Assignment:</b> <i>Fourth reaction paper due in class</i>
Thurs., 7 March	<u>Domestic Ideology and the Birth of Modern Genders/Politics</u> Reading: Hunt, chaps. 4 and 6, pp. 89-123, 151-91. <b>Assignment:</b> <i>First take-home midterm due in class.</i>
Tues., 12 March	<u>The Price of Liberal Freedom/Modern Private Property / Discussion 5</u> Reading: Isabelle de Charriere, <i>Letters of Mistress Henley Published by Her Friend</i> , pp. xi-xxii and 3-42.

Thurs., 14 March	<p><u>The Politics of Privation</u></p> <p>Film: "Howard's End" (discussion to follow class)</p> <p><b>Assignment:</b> <i>Fifth reaction paper due.</i></p>
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#### 4. *The Emergence of Modern Gender Politics*

Tues., 19 March	<p><u>Totalitarianism, the Walls of Privacy, and the Justification of Liberalism</u></p> <p>Reading: *Isaiah Berlin, "Two Concepts of Liberty," in <i>Four Essays on Liberty</i>, pp. 118-172.</p>
Thurs., 22 March	<p><u>Feminist Theoretical to Liberalism / Discussion 6</u></p> <p>Reading: *Carole Pateman, <i>The Disorder of Women: Democracy, Feminism and Political Theory</i> (Stanford, 1989), chaps. 4 and 6, pp. 71-84, 118-36.</p> <p><b>Assignment:</b> <i>Sixth reaction paper due.</i></p>
Tues., 26 March Thurs., 28 March	SPRING BREAK!
Tues., 2 April	<p><u>Civil Rights and the Discovery of Personal Power: The Story of Women's Liberation</u></p> <p>Reading: Sara Evans, <i>Personal Politics: The Roots of Women's Liberation in the Civil Rights Movement and the New Left</i>, chaps. 1-5, pp. 3-125.</p>
Thurs., 4 April	<p><u>Women's Liberation</u></p> <p>Reading: Evans, chaps. 6-9, pp. 126-232.</p>

#### 5. *Episodes in Contemporary American Gender Politics*

Tues., 9 April	<p><u>The Gender Gap Today: An Empirical Analysis / Discussion 7</u></p> <p>Reading: *Nancy Burns, Kay Lehman Schlozman, and Sidney Verba, <i>The Private Roots of Public Action: Gender, Equality, and Political Participation</i> (Harvard, 2001), chaps. 1, 10, and 14, pp. 1-38, 246-73, and 357-85.</p> <p><b>Assignment:</b> <i>Seventh reaction paper due.</i></p>
Thurs., 11 April	<p><u>Lesbian and Gay Liberation and the Emergence of Identity Politics</u></p> <p>Reading: Annamarie Jagose, <i>Queer Theory: An Introduction</i>, chaps. 1-6, pp. 1-71.</p> <p><b>Assignment:</b> <i>Second take-home midterm examination distributed.</i></p>

Tues., 16 April	<p><u>Queering Politics</u></p> <p>Reading: Jagose, chaps. 7-9, pp. 72-132.</p> <p><b>Assignment:</b> <i>Second take-home midterm examination due in class.</i></p>
Thurs., 18 April	<p><u>Challenging the Public: Local Struggles for and against Lesbian and Gay Recognition</u></p> <p>Reading: *James W. Button, Barbara A. Rienzo, and Kenneth A. Wald, <i>Private Lives, Public Conflicts: Battles over Gay Rights in American Communities</i> (CQ Press, 1997), chaps. 1, 2, and 7, pp. 1-51, 200-213.</p>
Tues., 23 April	<p><u>Too Personal, Too Different: A Neo-Conservative (Ex-?) Feminist Reaction / Discussion 8</u></p> <p>Reading: Jean Bethke Elshtain, <i>Democracy on Trial</i>, preface and chaps. 1-3, pp. xi-xvii and 1-90.</p>
Thurs., 25 April	<p><u>Visible/Invisible</u></p> <p>Film: "The Celluloid Closet"</p> <p><b>Assignment:</b> <i>All students will write a two-page summary and reaction to the film.</i></p>
Tues., 30 April	<p><u>Defending the Traditional Public / Discussion 8</u></p> <p>Reading: Elshtain, chaps. 4-5, pp. 91-138.</p> <p><b>Assignment:</b> <i>Two-page film reaction paper due in class.</i></p>
Thurs., 2 May	<p><u>Gender and the Culture Wars: Ken, Bill, and Monica</u></p> <p>Reading: 1. *Eli Zaretsky, "The Culture Wars of the 1960s and the Assault on the American Presidency: The Meaning of the Clinton Impeachment," in <i>Our Monica, Ourselves: The Clinton Affair and the National Interest</i>, ed. Lauren Berlant and Lisa Duggin (NYU, 2001), pp. 9-29.</p> <p>2. *David A. Yalof and Joel B. Grossman, "'Below the Law?'" in <i>The Clinton Scandal and the Future of American Government</i>, ed. Mark J. Roswell and Clyde Wilcox (Georgetown, 2000), pp. 100-16.</p> <p>3. *Peter H. Merkl, <i>A Coup Attempt in Washington? A European Mirror on the 1998-1999 Constitutional Crisis</i> (Palgrave, 2001), chap. 3, pp. 173-247.</p> <p><b>Assignment:</b> <i>Take-home final examination distributed.</i></p>
Tues., 7 May	<p><u>Feminist Approaches to Impeachment / Discussion 9</u></p> <p>Reading: 1. *Janet R. Jakobsen, "'He Has Wronged America and Women': Clinton's Sexual Conservatism," in <i>Our Monica, Ourselves</i>, pp. 291-311.</p> <p>2. *Juliet Williams, "The Personal Is Political: Thinking through the Clinton/Lewinsky/Starr Affair," in <i>PS: Political Science and Politics</i>, vol. 34, no. 1 (March 2001), pp. 93-98.</p> <p>3. Review: *Catharine MacKinnon, "Privacy v. Equality: Beyond Roe v. Wade (1983)," in <i>Feminism Unmodified</i>, chap. 8, pp. 93-102.</p>
Tues., 14 May	<p><u>TAKE-HOME FINAL EXAMINATION DUE IN CLASS, 6 p.m.</u></p>

