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**PO/WS505:  
THE 19<sup>th</sup> AMENDMENT CENTENNIAL: A LENS FOR GENDER & POLITICAL  
EMPOWERMENT**

Professor Virginia Sapiro  
Department of Political Science  
232 Bay State Rd, Room 313  
vsapiro@bu.edu

Wednesday 8-10:45 am  
CAS 229  
Office Hours: T 2-4, W10:45-11:30

19<sup>th</sup> Amendment to the U.S. Constitution, passed by Congress June 4, 1919, ratified on August 18, 1920, certified on August 26, 1920 *The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.*

The 19<sup>th</sup> Amendment to the U.S. Constitution did not grant “women” the right to vote. It merely said that the right to vote could not be “*denied or abridged by the United States or by any State on account of sex.*” It extended the franchise *only* to people who were being denied the right to vote *only* on account of sex – all of these, presumably, women. But it did not extend the franchise to people who might theoretically be denied the right to vote on account of sex, but were also denied the right to vote for other reasons – most notably race or age or the fact that one’s grandfather did not have the franchise or that one could not pass a specified literacy test or that a person had a reasonable fear of facing violence for attempting to vote.

Nevertheless, that 100 years ago the United States Constitution barred denying a person this fundamental democratic citizenship right on account of sex was a major historical event, and a turning point in American history. The history of women’s citizenship, the struggles around the right to vote (and other acts of empowerment, and the history of the aftermath of 19<sup>th</sup> Amendment are treated in most general American histories and history courses as unworthy of anything more than cursory attention. And that fact is itself a sign of how much full citizenship remains abridged “on account of sex.”

This course will take the occasion of the centennial of the ratification to explore its place in the history of democracy and democratization and the political empowerment of women in the United States. We will probe some of the different ways this history can be told, and the political significance of the histories we tell.

We will begin by considering the history of women’s political rights and especially the struggle for empowerment before the ratification. We will then turn to the continuing battles for full citizenship and empowerment after ratification. By thinking about this history as part of the process of democratization we will frame it not just as the story of *women*, but as a critical part of the story of the American republic. Moreover, we will attend to this history not as the story of generic women, but as the story of a diverse population of people whose experiences, rights, challenges, actions, and struggles were shaped not just by their gender, but also other important aspects of their life situation such as race, class, religion, and region.

What will students get out of this course? I have designed it in hopes that it will:

- give you an understanding of the significances of both the struggles over women’s right to vote and the eventual legal enfranchisement of women,
- leave you more knowledgeable of the history of gender and political empowerment in American democracy;
- develop your ability to sort through and analyze competing myths and stories of political history, especially with respect to group empowerment;

- enhance your reading, writing, and verbal skills.

## **REQUIREMENTS**

### **Class Preparation, Attendance and Participation:**

All students are expected to attend all classes and come to class prepared, which means completing any assigned readings, activities, or other assignments. Although the class is at 8:00 a.m., everyone is expected to be on time. We will devote much of most class periods to discussion. All students are expected to remain engaged and participate in the full length of all class meetings – this means no use of the web or social media during class time in ways that are unrelated to the current discussion. Not even under the table in your lap.

To assist in the documentation and assessment of your preparation and class participation, you will assess your contribution to the class discussion every week. For a rubric on how to evaluate your impact on class discussion, see the handout on *Evaluating Class Contributions*.

### **19<sup>th</sup> Amendment Blog:**

Every student is required to participate in a class-wide blog posted on the course website and available to all participants in the course (only). *All students should submit at least one significant entry each week* (you can submit more). You may meet the minimum requirement either with a new topic or response to someone else. The entries should be thoughtful, well written (regular English, not twitter English or emojis), and should address important issues, questions, or observations that come up in the course of your assigned reading and other class participation, class discussion, or other serious news or information with a bearing on the topic of the week. You can discuss things that occurred in the world during the week, but this is not the place for general commentary about what's up. Blog entries should be clearly informed by what you are learning in the class. You don't have to write *much*, just something worthwhile to read.

Blog discussion should be lively and even contentious, but it must be civil, intelligent, and informed. If you are unsure about whether an entry you plan to write is acceptable for the blog, or if you want to write things you would prefer not to share with the whole group, you may use the journal format to write privately to Professor Sapiro, but you must participate in the collective blog as specified.

We will start a new blog each week. The blog week runs Tuesday, noon through Tuesday 11:59 a.m.; that is, the new blog week starts and finishes around noon *the day before class each week*.

Your blog participation will be graded through crowd-sourced assessment, and you will be required to participate in the collective assessment process. This means peers will assess each others' contributions over the course of the semester on how interesting and valuable their entries were.

### **Two Brief In-Class Exams:**

We will have two brief in-class exams in which you will demonstrate your understanding of the course material, including readings and discussion. The first is **March 18**, the second **April 29**.

### **Final Project or Paper:**

Every student will submit a final research project on a topic of your choice relevant to the course. The papers are due no later than **Wednesday, May 6 at 6:00 p.m.**

You have 4 choices for a final project:

1. **Traditional Research Paper:** For this you would pick an interesting research question relevant to the course that takes you well beyond what we have read and discussed in class, do appropriate research, and write a paper of about 15 pages in length using proper research paper form, including

complete and accurate bibliography and foot/endnotes. (It doesn't matter which form you use as long as a conventional form and use it properly and consistently.)

You may do a joint final project with another student in the course. The paper should be double the size and all co-authors will receive the same grade regardless of what each individual put into the project.

You must submit a brief **paper proposal** no later than **Friday 28 March at noon**. Feel free to submit it as soon as you can -- that will give you more time to work on the paper. Your proposal should be brief -- no more than the equivalent of one page, 11-point font. It should include

- Tentative title of the paper.
- A one-paragraph description of the main question(s) or problem(s) your paper will address.
- A brief description of the major method(s) and types of sources you will use for your investigation.
- A brief statement about why this topic is worth pursuing.
- A list of any questions or problems for which you would like some help or advice.

To submit your paper proposal: Your proposal should be composed in Word format (not pdf) with the document title, "YOURLASTNAME Paper Proposal" and submitted through the course website.

To submit your final paper: Your paper should be composed in Word format (NOT pdf) with the document title, "YOURLASTNAME Final Paper" and submitted to the course website. You may submit a draft for my consideration in advance, but your draft must be submitted more than a week before your due date and you have to give me 2 days to get a chance to read your draft.

2. **Women Suffragist Biographies:** Professor Thomas Dublin, Professor Emeritus at the State University of New York at Binghamton, is compiling an *Online Biographical Dictionary of the Woman Suffrage Movement in the United States* in honor of the 19<sup>th</sup> Amendment Centennial. You can find it here: <https://documents.alexanderstreet.com/VOTESforWOMEN>. He has invited members of this class to take part. If you choose this option, for your final project, you will research and submit biographies of 2 woman suffragists, to be published under your name in this *Dictionary*. Pick this option if you like sleuthing on line from a variety of sources to try to piece together the story of a suffragist who deserves to be known. Take a look at the *Online Biographical Dictionary* to see what it looks like. If you want to do this option, you have to inform the professor by **February 12** and she will give you the names of your suffragists.
3. **Boston Women's Heritage Trail Journals:** This is a group project. If you go here: <https://bwht.org/> you will see that there is a big set of "trails" you can follow in Boston relating to women's history. There are brief descriptions of the stops and the people and events relating to the stops. For this project you would pick one or two of the trails that have stops especially related to women's empowerment and citizenship and develop a multimedia web-based journal. It would include text going further than what is currently on the Heritage Trail website, including reflections on the meaning of these people/events. As appropriate: photos, videos, podcasts, sounds.... If you pick this, there should be some people in the group already experienced with some of these multimedia options. If you want to do this, inform the professor by **February 12**.
4. **Library of Congress By the People Campaign: Transcribing Suffrage Documents.** In 2018 the Library of Congress launched the By the People campaign, through which they are crowdsourcing an effort to transcribe thousands of document to make them people-readable and machine-readable (<https://crowd.loc.gov/about/>). One of their major "campaigns" is the

transcription of thousands of documents relating women's suffrage, including speeches, diaries, letters, and a range of other documents. <https://crowd.loc.gov/topics/suffrage-women-fight-for-the-vote/> . These include personal papers of people like Susan B. Anthony, Elizabeth Cady Stanton, Mary Church Terrell, Carrie Chapman Catt, and Anna E. Dickinson. If you choose this option, you would transcribe about 6 pages of documents from the collection and write a brief essay about "your" people and documents. This work is very painstaking – not easy, but incredibly rewarding: you would be making and contributing to history. They have free software on the website. Take a look to see how it works and what it looks like. If you want to do this, inform the professor by **February 12**.

## **GRADING**

The weight of each element in the final grade:

- Final Project: 30%
- Each in-class Exam: 10%
- Class Participation (including preparation): 25%
- Blog Participation: 25%

If you believe that the assessment I made of a particular piece of work -- for example, the answer to an exam question, or a comment on your paper -- was a mistake, I may reassess the entire piece of work from scratch, which means the grade could go up, down, or stay the same. But I do grade very carefully.

Please note that your work will not be assessed by a machine. I reserve the right to use my discretion in assessing the quality of your work and achievements in the course.

Wondering about ways to improve your grade? The best way to do that is to read the syllabus carefully, understand the expectations, and fulfill them. Talk to the professor *early* if you have questions.

## **EXPECTATIONS**

**Your work should be submitted on time.** Plan now to make sure this happens without panic. Remember that unexpected things happen later, so don't plan assuming you'll have as much time at the end of the semester as you think now. If you find that you will submit an assignment late, you must submit it with a written excuse. I will grade both the assignment and the excuse, and the value of the assignment can be weighted down (only) by the quality of the excuse. "I was really busy" or "I had a lot of work" is not a good excuse. It is true of everyone else in class.

**Civility** is an essential ingredient in the process of learning in an academic environment, especially when the subject is as provocative, contentious, and occasionally uncomfortable as the topics that arise in the political and campaign world. Civility requires respect but *not* either being silent or silencing others. Conversations about contentious topics are not always very comfortable, nor should they be, but they must be respectful. Name calling, trolling, being quick to take offense, attributing base motives to others, assuming one has "natural" knowledge that is better than other people's knowledge are all toxic to civility. A "safe space" classroom is a space where you can speak without fearing people being nasty to you, assuming you are being respectful of everyone else.

**Electronics:** You may use laptops or tablets in class for purposes of taking notes or referring to reading or bringing other material to bear on the class discussion. Your phones should be fully off and out of sight. *Using your electronic equipment to do anything but work relevant to the class is simply rude to anyone who is talking and working on the subject at hand.* Rude. Don't be rude. If people abuse the privilege of using electronics in class I may revoke the privilege for everyone.

Research shows people learn better by taking note by hand rather than on an electronic device. Here is a review of research showing the impact of using laptops in class: <https://www.brookings.edu/research/better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/> .

**Participation.** There are no pure observers in the classroom (at least none who will do well here); everyone should participate in a manner that will have a positive impact on the quality of the class.

**Academic Integrity.** *By remaining in the course you are tacitly agreeing to follow standard principles of academic integrity in this course.* Academic dishonesty is a serious offense because it undermines the bonds of trust and honesty among members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of cheating, fabrication, facilitating academic dishonesty, and plagiarism. Examples of academic dishonesty include using someone else's words or ideas without proper documentation; copying some portion of your text from another source without proper acknowledgement of indebtedness; borrowing another person's specific ideas without documenting their source; turning in a paper written by someone else, an essay "service," or from a web site. It also includes giving or selling your work to be used by someone else as their work. *Any assignment that is generated in whole or part through academic dishonesty will be failed with no "do-overs."* This is an upper-level course, so there is no excuse. If you think you may not understand what constitutes academic integrity or the lack of it, consult with me in advance. [Wording provided largely by Jeffrey Henriques years ago.] For the university policy on academic conduct, see <http://www.bu.edu/academics/policies/academic-conduct-code/>.

**Disabilities.** Students have a right to reasonable accommodations to take account of certain physical or cognitive disabilities and allow them to pursue success in their education at BU. Students who believe they require such accommodations must go through the formal process of application in a timely way. For more information, see <http://www.bu.edu/disability/policies-procedures/academic-accommodations/beginning-academic-program/> .

**Other Support Services.** If you find that you need help dealing with personal repercussions of any issues raised in this course (or any other), the both the Dean of Students Office offers many resources here: <http://www.bu.edu/dos/resources/> or you can go there or to Marsh Chapel to find good referrals and help.

### ***READINGS AND HOW TO DO THEM***

My courses are designed to help you study a subject at a level that leaves you with new knowledge and skills. The only way that will happen in this field is for you to read good stuff deeply, think about it, talk about it, and have a professor help you learn even more. That means reading is not just "prep;" it is core to the learning.

Thus, this course requires a substantial amount of reading. This is a 4-credit course, which means that standard expectations (2 hours preparation for each credit) are that you would be spending at least 8 hours each week preparing. I don't actually believe you will do that, but you get the idea. Spending less than 3 hours preparing for a weekly 3-hour class is substandard.

Most weeks I have assigned a book – a worthwhile book. You may not get all the way through it, but you should spend enough time with it to get something substantial from it.

Most of the readings are available online. Two (possibly 3) books are not available online: purchase (at amazon.com or other online venue)

Kate Clarke Lemay, , ed *Votes for Women! A Portrait of Persistence*. Princeton: Princeton University Press.

Dorothy Sue Cobble, Linda Gordon, and Astrid Henry. 2014. *Feminism Unfinished: A Short, Surprising History of American Women's Movements*, New York: Liveright Publishing.

Wolbrecht, Christina and J. Kevin Corder. 2020. *A Century of Votes for Women: American Elections Since Suffrage*. NY: Cambridge University Press. (This will be published soon)

### **WEEK-BY-WEEK AGENDA**

#### **1/22 Introduction: Telling Histories, Telling Stories about the 19<sup>th</sup> Amendment.**

We begin with an overview of how we tell the story of the 19<sup>th</sup> Amendment, emphasizing both different perspectives and myth-making. We begin our inquiry into what difference it makes for a social group to be systematically included in or excluded from the electorate. And we do “Syllabus Day” exercises.

Tetrault, Lisa. 2019. “To fight by remembering, or the making of Seneca Falls.” In Lemay, Kate Clarke, ed *Votes for Women! A Portrait of Persistence*. Princeton: Princeton University Press pp. 1-27.

Jones, Martha S. 2019. “The politics of black womanhood, 1848-2008.” In Lemay, Kate Clarke, ed *Votes for Women! A Portrait of Persistence*. Princeton: Princeton University Press pp. 29-47.

Goodier, Susan. 2019. “A woman’s place: Organized resistance to the franchise.” In Lemay, Kate Clarke, ed *Votes for Women! A Portrait of Persistence*. Princeton: Princeton University Press pp. 49-67.

#### **1/29: Citizenship as Republican Motherhood Minus Rights: Gender & Legal/Political Rights through the Early Republic**

To understand what forms of citizenship and empowerment many women struggled for we must understand what citizenship meant for women in the first place.

Zagarri, Rosemarie. 2007. *Revolutionary Backlash: Women and Politics in the Early American Republic*. Philadelphia: University of Pennsylvania Press., Ch. 1(pp.11-45),

Kerber, Linda K. 1980. *Women of the Republic: Intellect and Ideology in Revolutionary America*. Chapel Hill: University of North Carolina Press, Chapter 5, “Disabilities... intended for her protection: The anti-republican implications of coverture.” Pp.137-56; Ch. 9, “The republican mother: Female political imagination in the Early Republic,” pp.265-88.

#### **1/30: Christina Wolbrecht lecture, 4-5:30 p.m.**

A lecture by the author of a book we will read in mid-March. The title of the lecture (on the topic of the book we will read) is: *Rhetoric and Reality: Women Voters since Suffrage*. Attendance optional but strongly suggested.

#### **2/5: Women’s Political Activism through the Civil War**

Most of the early leaders and activists of the women’s suffrage movement had already been active in a range of political activities, especially related to abolition and/or women’s rights. It is important to know about these activities to understand the origins of the women’s suffrage movement and where the leaders came from and to be clear that women were long involved in politics in many ways despite the limitations placed on them.

Zaeske, Susan. 2003. *Signatures of Citizenship: Petitioning, Antislavery, and Women’s Political Identity*. Chapel Hill: University of North Carolina Press. Read as much as you can, Chapters 1-7.

Dabel, Jane E. 2008. *A Respectable Woman: The Public Roles of African American Women in the 19<sup>th</sup> Century New York*. New York; New York University Press, Ch. 6, ““We should cultivate those powers:” Activism of African American women,” pp. 129-56. (optional)

#### **2/10: Tali Mendelberg Lecture, 4-5:30. Optional but strongly suggested.**

#### **2/12: The Rise and Early Transformations of the Suffrage Movement**

*If you want to do one of the “special projects,” talk to the professor by now*

The story of the rise of an independent women’s suffrage movement is a fascinating story of conflict within a social movement over priorities, values, and strategies, all conditioned by national and regional politics.

Dudden, Faye E. 2011. *Fighting Chance: The Struggle Over Woman Suffrage and Black Suffrage in Reconstruction America*. NY: Oxford University Press.

## **2/19: Women's Political Activism during the "Women's Suffrage Era."**

No, women's suffrage was not the only game in town with respect to women's political activity during this era. Read a handful of articles focusing on different foci of action.

Flanagan, Maureen A., 1990. "Gender and urban political reform: The City Club and the Woman's City Club of Chicago in the Progressive Era." *The American Historical Review* 95: 1032-50.

Knupfer, Anne. 1997. *Toward a Tenderer Humanity and a Nobler Womanhood: African American Women's Clubs in Turn-of-the-Century Chicago*. NY: New York University Press.

Martens, Allison M. 2009. "Working women or women workers? The Women's Trade Union League and the transformation of the American Constitutional order." *Studies in American Political Development* 23: 143-17.

Silkey, Sarah. 1966. *Black Woman Reformer: Ida B. Wells, Lynching, and Transatlantic Activism*. University of Georgia Press, Chapter 2 & 3, pp.45-80.

Sklar, Kathryn Kish and Thomas Dublin, eds. 1991. *Women and Power in American History: A Reader, Vol II from 1870*. Englewood Cliffs, NJ: Prentice Hall. Any of these chapters:

Estelle Freedman, "Separation as strategy: Female institution building and American feminism, 1870-1930," pp.10-24.

Carol Turbin, "And we are nothing but women: Irish working women of Troy," pp.25-40.

Ruth Bordin, "Woman's mighty realm of philanthropy," pp.41-53.

Kathryn Kish Sklar, "Hull House in the 1890s: A community of women reformers," pp.54-68.

Julie Roy Jeffrey, "Women in the Southern Farmers' Alliance: A reconsideration of the role and status of women in the late 19<sup>th</sup> century South," "69-87.

Kathy Peiss, "Charity girls and city pleasures: Historical notes on working-class sexuality, 1880-1920," pp.88-100.

Dana Frank, "Housewives, socialists, and the politics of food: The 19127 New York cost-of-living protests," pp.101-14.

Mary J. Oates, "Organized voluntarism: The Catholic Sisters in Massachusetts, 1870-1940," pp.115-31.

Taylor, Molly Ladd. 1991. "Hull House goes to Washington: Women and the Children's Bureau." In Noralee Frankel and Nancy S. Dye, eds. *Gender, Race, and Reform in the Progressive Era*. University of Kentucky Press, Ch. 8, pp.110-26.

Worshner, Christine. 2002. "Teaching the Women's Club Movement in United States history." *The Social Studies* 93: 11-17.

## **2/26: State-Level Women's Suffrage Campaigns across the Country**

We start with the state-level campaigns because that's where most of the action was most of the time, although you wouldn't know it from the myths of women's suffrage.

McConaughy, Corrine M. 2013. *The Woman Suffrage Movement in America: A Reassessment*. NY: Cambridge University Press. (read as much as you can)

## **3/4: The Campaign for the 19<sup>th</sup> Amendment**

Read *one* of these: They are all available through amazon.com; the starred ones are also available electronically through the library, although not necessarily in entirely reader-friendly ways.

Teele, Dawn Langan. 2018. *Forging the Franchise: The Political Origins of the Women's Vote*. Princeton: Princeton University Press. A very original comparative study of the U.S., France, and U.K. to understand how political strategies & tactics of women's movements provided incentives to politicians in competitive environments to win the vote.

Terborg-Penn, Rosalyn. 1988. *African American Women and the Struggle for the Vote, 1850-1920*. Bloomington, IN: Indiana University Press. A classic study of African American women's

independent and coalitional work to achieve the vote during the “woman suffrage movement” era

Ware, Susan. 2019. *Why They Marched: Untold Stories of the Women Who Fought for the Right to Vote*. Cambridge, MA: Belknap Press. The story of the national suffrage movement through the stories of 19 very diverse individuals and groups involved in the struggle

Weiss, Elaine. 2018. *The Woman's Hour: The Great Fight to Win the Vote*. NY: Penguin. The nail-biter story of the ratification fight in Tennessee, the state that put the 19<sup>th</sup> Amendment over the top. Think about this as not just about Tennessee, but about one of many state-level campaigns in which those not allowed to vote sought to win the vote from those who could. (not available electronically)

### **3/18: Women and Mass-Level Electoral Politics & Power Since the 19th Amendment**

As women were allowed to vote, what did they do with it?

Wolbrecht, Christina and J. Kevin Corder. 2020. *A Century of Votes for Women: American Elections Since Suffrage*. NY: Cambridge University Press, Chapters 3-9.

### **3/25: Women in Government Since the 19th Amendment: Elected and Appointed Offices**

A light reading week: Take a look at the Center for American Women and Politics (CAWP) website, especially the historical data. <https://www.cawp.rutgers.edu/>

A possible alternative to class: attend a significant part of the Law School/Political Science conference: *The Centenary of the 19th Amendment: New Reflections on the History and Future of Gender, Representation, and Citizenship Rights*, taking place Thursday, 3/26 on campus.

### **3/26: Conference, *The Centennial of the 19th Amendment: New Reflections on the History and Future of Gender, Representation, and Citizenship Rights*, Law School, 10:30-5:00**

### **Friday, 3/28 at noon: Your project proposal is due**

### **4/1: The Continuing Struggle for Full Citizenship for Women: 1919-present**

So many things that still needed to happen – still need to happen – for full citizenship. Read 3 of these.

Canaday, Margot. 2009. *The Straight State: Sexuality & Citizenship in Twentieth-Century America*. Princeton: Princeton University Press, Ch. 6: “Who is a homosexual: The consolidation of sexual identities in mid-twentieth-century immigration law, 1952-1983,” pp.214-54.

De Wolf, Rebecca. 2017. “The Equal Rights Amendment and the rise of emancipationism, 1932-1946. *Frontiers: A Journal of Women Studies* 38.

Farmer, Ashley D. 2017. *The Remaking of Black Power: How Black Women Transformed an Era*. Chapel Hill: University of North Carolina Press, “Epilogue,” pp.193-97.

Lee, Chana Kai. 2001. “Anger, memory, and personal power: Fannie Lou Hamer and civil rights leadership.” In *Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement*. New York: New York University Press, Ch. 9, pp.139-70.

Sapiro, Virginia. 1984. “Women, citizenship, and nationality: Immigration and naturalization policies in the United States.” *Politics & Society* 13: 1-26.

### **4/8: The Rise of the Renewed Women’s Movement and Its Coalition Politics**

We analyze the rise of the new women’s movement and its challenges and opportunities using the frameworks we used earlier in the course.

Cobble, Dorothy Sue, Linda Gordon, and Astrid Henry. 2014. *Feminism Unfinished: A Short, Surprising History of American Women’s Movements*, New York: Liveright Publishing.

### **4/15: The Continuing Struggle for Equality and Empowerment in “Private” and “Public” Life**

So many things that still need to happen .... Oh, did we already say that? Read 3-4 of these:

Goldberg, Gertrude Schaffner. 2009. "Feminization of poverty in the United States: Any surprises?" In Goldberg, ed., *Poor Women in rich Countries: The Feminization of Poverty over the Life Course*. NY: Oxford University Press, Ch. 9.

Brettell, Caroline B. 2016. *Gender and Migration*. Malden, MA: Polity Press,, Ch. 2: "The gendering of law, policy, citizenship, and political practice," pp. 34-80.

Hirschmann, Nancy J. 2012. "Disability as a new frontier for feminist intersectionality research." *Politics & Gender* 8:396-405.

Ross, Loretta J. and Rickie Solinger. 2017. *Reproductive Justice: An Introduction*. Berkeley: University of California Press, Ch. 2, "Reproductive justice in the twenty-first century, pp.58-116.

Sapiro, Virginia. 2018. "Sexual harassment: Performances of gender, sexuality and power." *Perspectives on Politics* 16:1053-66.

Taylor, Jami K. and Daniel C. Lewis. 2014. "The advocacy coalition framework and transgender inclusion in LGBT rights activism." In Jami Kathleen Taylor and Donald P. Haider-Markel, ed. *Transgender Rights and Politics: Groups, Issue Framing, and Policy Adoption*. Ann Arbor, MI: University of Michigan Press, pp.108-32.

Weldon, Laurel. 2015. *When Protest Makes Policy: Social Movements Represent Disadvantaged Groups*. Ann Arbor, MI: University of Michigan Press, Ch. 4, "Inclusion, identity, and women's movements: State policies on violence against women of color," pp.109-28.

**4/29: Challenges, Questions, Changes for the Centennial of the Renewed Women's Movement (Say, 1968-2068): What has changed and what has not? Was there ever a woman president, and when? What will they say a century from now?**

Bahrampour, Tara. 2018. "Crossing the divide: Do men really have it easier? These transgender guys found the truth was more complex." *Washington Post*, July 20.

Traister, Rebecca. 2018. *Good and Mad: The Revolutionary Power of Women's Anger*. NY: Simon & Schuster. Chapters tbd

**Wed, 5/6 by 6:00 p.m.: Final project due**