



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

UPADM-GP 226
Leadership: Women and Public Policy
Fall 2022

Instructor Information

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- Email: jacksonmc@me.com or jewell.jacksonmccabe@nyu.edu
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- Office Address: The Puck Building 295 Lafayette Street 2nd Floor
- Office Hours: By appointment, 3-5pm
- Administrative Contact: Natalia Velandia, natalia.velandia@nyu.edu

Course Information

- Class Meeting Times: Fridays 11:00am – 1:30 PM
- Class Location: Washington Square, 60 Fifth Avenue, Room C10 Loc

Course Description

This *interdisciplinary* course examines the social construction focused on *gender, while recognizing race, ethnicity, and class*, in the context of women's public leadership, and public policy which impacts women in the public sphere – cultural conditioning, gender, leadership and public policy. We will analyze through an *intersectional lens* the strategies, tools and public policies that impact women and their leadership trajectory. Our study of public sector leadership of women will include the *analysis* of the role electoral and appointed politics, systemic and institutional culture play in a rapidly realigning -- technology and service based national economy. We will review and explore the evolving status of American women and their public voice in the: 18th, 19th, 20th and 21st Centuries. These themes were developed in the context of changing demographics, policy, politics, community organizing, strategic sector partnerships, alliances, and citizen-driven movements.

Course Learning Objectives

Nine questions guide the readings and discussions:

- How do groups gain political power?
- What are the strategies and mechanisms for excluding women from power?
- What is the status of the women's movement?
- What entitlements, benefits and privileges does sexism give men?
- What privileges does racism create for white people?
- What is the connection between race, class and gender in the mainstream and power dynamics of our society?
- What are the current race, class and gender intersectional dynamic and political struggles in American cities?
- What is the impact of immigration on the leadership landscape in American Cities and in women's leadership?
- What are the challenges and opportunities to advance leadership equity for women in American Cities?

Course Website

The course website resides on the NYU Classes system and is accessible via the "Academics" tab on NYU Home.

Assignments and Grading

*Attendance and Punctuality are essential: if you must be absent, contact **Natalia Veandia** in advance.*

Grading is as follows:

- Class Discussion Leader, Presenter and Student Participation: 15%
- Three Oral Panel Presentation assignments: 15%
- Three Written Essays Developed from Oral Panel Presentation assignments: 30%
- 48-hour Take-Home Final Exam: 40%

Each student will participate in **three oral panel presentations** on a **topic** within a specific reading **theme** in the syllabus. Each week following the panel discussion, **a paper on the same respective topic** will be due – **cumulative total of three writing assignments for the course**. Students will be graded on both their three panel presentations (5% each) – course total 15%; and their three written papers (10% each) – course total 30%:

- Panel Presentation: Each panelist will give a 5-minute presentation that will be followed by discussion between panelists and/or with the professor. Panelists may utilize visual materials, illustrations, and primary research such as newspapers to aid their presentations;
- Paper: The paper will be 3 to 5 pages in length. Papers that receive high grades are expected to be historically accurate, clearly written, and reflective of critical thinking from an intersectional perspective. The rules of attribution apply to take home exams: All sources should be cited, including other students' written work or oral presentation:
 - For citations, please follow the APA Citation Style. You can find information in the [Bobst Library APA Citation Style Guide](#).

Late Assignment Policy & Attendance and Participation

Extensions will be granted only in case of emergency. Late submissions without extensions will be penalized ½ letter grade per day (B+ to B, e.g.).

Course Readings

Required Texts

- Eagly, A. H., & Carli, L. L. (2007). *Through the labyrinth: The truth about how women become leaders*. Harvard Business Press.
- Kay, K., & Shipman, C. (2014). *The Confidence Code: The Science and Art of Self-assurance---what Women Should Know*. HarperBusiness. **[Available online through Bobst Library]**
- Giddings, P. J. (2007). *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. William Morrow Paperbacks.

Additional Course Reading

The following readings will either be found in the Resources folder of the NYU Classes site or linked directly from the syllabus.

- Allen, J., & Parnes, A. (2017). *Shattered: inside Hillary Clinton's doomed campaign*. Crown Books.
- Barsh, J., Cranston, S., & Lewis, G. (2011). *How remarkable women lead: The breakthrough model for work and life*. Crown Pub.
- Jones, M. S., (2020). *Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All*. Basic Books.
- Tetrault, L. (2014). *The Myth of Seneca Falls: Memory and the Women's Suffrage Movement, 1848-1898*. UNC Press Books.

- Bloodworth, J. (2013). *Losing the Center: The Decline of American Liberalism, 1968--1992*. University Press of Kentucky.
- Burnham, L. (2013). Lean in and one percent feminism. *Portside, March, 26*.
- Bystrom, D. G., Robertson, T. A., & Banwart, M. C. (2001). Framing the fight: An analysis of media coverage of female and male candidates in primary races for governor and US Senate in 2000. *American Behavioral Scientist, 44*(12), 1999-2013.
- Caroli, B. (2010). *First Ladies: From Martha Washington to Michelle Obama*. Oxford University Press.
- Collins, G. (2009). *When everything changed: The amazing journey of American women from 1960 to the present*. Little, Brown.
- Crawford, V. L., Rouse, J. A. & Woods, B., eds. (1990). *Women in the civil rights movement: Trailblazers and Torchbearers, 1941-1965*.
- Devlin, R. (2018). *A Girl Stands at the Door: The Generation of Young Women Who Desegregated America's Schools*. Basic Books.
- Dill, B. T., Zambrana, R. E., & Collins, P. H. (2009). *Emerging Intersections: Race, Class, and Gender in Theory, Policy, and Practice*. Rutgers University Press.
- Eidelson, J. (2013, April 5). Labor Leader Ai-jen Poo: We Are All Domestic Workers Now. *The Nation*.
- Giddings, P. J. (2008). *IDA: A sword among lions: Ida B. Wells and the campaign against lynching*. New York: Amistad.
- Ginsburg, J. R. B. (2005). humanrights hero: Tribute to Constance Baker Motley. *Human Rights, 26-26*.
- Kellerman, B., Rhode, D. L., & O'Connor, S. D. (2007). *Women and leadership: The state of play and strategies for change* (Vol. 141). Jossey-Bass.
- Lawless, Jennifer., *"It Still Takes a Candidate: Why Women Don't Run for Office"*, August, 2010.
- Levy, G. (2018, June 1). The Report: The Girls Who Paved the Way. *U.S. News & World Report*.
- McIntosh, P. WHITE PRIVILEGE AND MALE PRIVILEGE: A Personal Account of Coming to See Correspondences Through Work in Women's Studies (1988).
- Motley, C. B. (1999). *Equal justice under law: An autobiography*. Macmillan.
- Page, Susan., *Madam Speaker: Nancy Pelosi And The Lessons of Power – A Biography*
- Pao, E. K. (2017). *Reset: My Fight for Inclusion and Lasting Change*. Spiegel & Grau.
- Poo, A.J. (2015). *The Age of Dignity: Preparing for the Elder Boom in a Changing America*. The New Press.
- Roberts, C. (2004). *Founding Mothers: The Women Who Raised Our Nation*. Easton Press.
- Singer, N. (2015, November 3). The Digital Divide for Lower-Income Youth. *The New York Times*.
- Sokol, J. (2014). *All eyes are upon us: Race and politics from Boston to Brooklyn*. Basic Books.
- Sotomayor, S. (2013). *My beloved world*. Alfred a Knopf Incorporated.
- Terkildsen, N., & Schnell, F. (1997). How media frames move public opinion: An analysis of the women's movement. *Political research quarterly, 50*(4), 879-900.
- Traister, R. (2011). *Big girls don't cry: The election that changed everything for American women*. Simon and Schuster.

- Wright, L. (2014). *Thirteen Days in September: Carter, Begin, and Sadat at Camp David*. Oneworld Publications.
- Ziegler, M. (2018). *Beyond Abortion: Roe V. Wade and the Battle for Privacy*. Harvard University Press.
- Ziegler, M. (2018, January 21). Opinion: Roe v. Wade Was About More Than Abortion. *The New York Times*.

Suggested Reading

In addition to required text and the assigned reading, you will to stay abreast of current vital public-sector issues by reading *The 19thnews.org*, *AXIOS.com*, *FiveThirtyEight.com*, *POLITICO.com*, *NYTimes.com*, *The Nation Magazine*, *The New York Times*, *The Wall Street Journal*, and, streaming at *PBS.org/American-Masters* *Unsung Women Who Changed America*.

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Detailed Course Overview

Introduction

September 2nd : Colonial Women, Intersectional Theory and 21st Century Public Leadership

This introduction is an overview of the course, an outline of the seminar themes, introduction of intersectional theory and a review of the syllabus and its relationship to seminar themes. These themes will be studied through readings, case-study discussions, and guest lectures.

Readings and Screenings

- Eagly, A. H., & Carli, L. L. (2007). *Through the labyrinth: The truth about how women become leaders*. Harvard Business Press. Preface, pp. ix-x.
- Kay, K., & Shipman, C. (2014). *The Confidence Code: The Science and Art of Self-assurance---what Women Should Know*. HarperBusiness. Introduction, pp. xi-xxi.
- Lawless, J. L., & Fox, R. L. (2010). *It still takes a candidate: Why women don't run for office*. Cambridge University Press. 1. "Electoral Politics: Sill a Man's World?", pp. 1-17.

- Dill, B. T., Zambrana, R. E., & Collins, P. H. (2009). *Emerging Intersections: Race, Class, and Gender in Theory, Policy, and Practice*. Rutgers University Press. Forward: “*Emerging Intersections- Building Knowledge and Transforming Institutions*”, by Williams, pp. vii-xiii.
- Screen Intersectionality
 - [Intro to Intersectionality](#), Taryn Lee Crenshaw [9mins:53secs]
 - [Lecture: Intersectionality](#) [2mins:53secs]
 - Kimberlé Williams Crenshaw: [What is Intersectional Feminism?](#) [4mins:25secs]
 - [Kimberlé Crenshaw Discusses 'Intersectional Feminism'](#) [9mins:57secs]
 - [Does Feminism Only Help White Women?](#) [7mins:16secs]
 - Kimberlé Crenshaw - [On Intersectionality - keynote - WOW 2016](#) [30mins:46secs]
 - NETFLIX documentaries “*Knockdown the House*” [1hr 27mins]
 - “*Human Trafficking*”, Amazon PRIME Video; Lifetime Television – a 2005 three part docudrama [60 mins each] about the American Immigration and Customs Enforcement system
 - “*A Midwife’s Tale*”, PBS — American Experience [88 mins] a film of keen intelligence
 - “*Unladylike 2020 The Change Makers*”, PBS -- American Masters [53 mins 55 secs]

In-Class Screening

- Part I & Part II: *One Woman, One Vote*. DVD [120 mins.]

I. American Women’s Voice: 18th & 19th Century ~*Their Emotional Truth & Legacy of Leadership*

September 9th: The Rise of Female Independence in America

Revealing anecdotes of the wives, daughters and their relationships to their “Colonial-Sisters – the women of the actual and proverbial “Founding Fathers” are uncloaked, recognized as we discover their vital roles in the evolution of our democracy. Though *Abigail Adams* denounced “*the wretched scourge of slavery*”, in writing and urged her husband John and his southern brethren – The Die was Cast – Morality, Slavery, the Cult of True Womanhood and Resistance ...” I most sincerely doubt if any other race of [African & Native American] WOMEN could have brought its fineness up through so devilish a fire” – *W.E.B. Du Bois*.

Readings and Screenings

- “The Abolitionists” ~ Part I [54mins.], PBS American Experience.
- Roberts, C. (2004). *Founding Mothers: The Women Who Raised Our Nation*. Easton Press. Introduction, pp. xv-xx; Chapter One. “Before 1775: *The Road to Revolution*,”- *Stirrings of Discontent*, pp.1-36; Chapter Two. “1775-1776: Independence – *Rebellious Women*”, pp. 37-77; Chapter Three. “1776-1778: War and a Nascent Nation - *At the Front*”, pp. 78-108;

- Giddings, P. J. (2007). *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. William Morrow Paperbacks. Chapters II. "Casting The Die: Morality, Slavery, and Resistance" pp. 33-55;
- Jones, M. S., (2020). *Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All*. Basic Books.
- Giddings, P. J. (2008). *IDA: A sword among lions: Ida B. Wells and the campaign against lynching*. New York: Amistad. Introduction, pp.1-7.
- Collins, G. (2009). *When everything changed: The amazing journey of American women from 1960 to the present*. Little, Brown. Introduction – "She Has A Head Almost Too Small For Intellect", pp. 4-6.
- Dill, B. T., Zambrana, R. E., & Collins, P. H. (2009). *Emerging Intersections: Race, Class, and Gender in Theory, Policy, and Practice*. Rutgers University Press. Chapter 1. "Critical Thinking about Inequality: An Emerging Lens" pp.1-18.
- Barsh, J., Cranston, S., & Lewis, G. (2011). *How remarkable women lead: The breakthrough model for work and life*. Crown Pub. PART ONE, Chapter 1. "It All Begins with Meaning", pp.21-29; Chapter 2. "Your Own Happiness Equation", pp. 30-38; Chapter 3. "Start with Your Strengths", pp. 39-45.

In-Class Screening

- "Iron Jawed Angels" ~ DVD [125mins.]

September 16th: Suffrage: Legend or Fable to Invent a Platform

From the courage, strength and intellectual prowess of the *Colonial women* the "Founding Mother's", from aristocrats -- the elite class in the *early 18th century* -- we cross the bridge from the abolitionist's women leaders and focus on the oft forgotten African American, Native American – women of color – who "*Invented Themselves ...*" -- "she had nothing to fall back on; not maleness, not whiteness, not ladyhood, not anything. And, out of the profound desolation of her reality she may well have invented herself.", *Toni Morrison*. -- The story of how the women's rights movement began at the *Seneca Falls convention of 1848* is a cherished *American myth*. The standard account credits founders such as *Elizabeth Cady Stanton, Susan B. Anthony, and Lucretia Mott* with defining and then leading the campaign for women's suffrage. In the provocative history, by *Lisa Tetrault*, the myth is challenged -- We will review and discuss the ideas *Tetrault* introduces -- that *Stanton, Anthony*, and their peers gradually created and popularized this origins story during the second half of the *nineteenth century* in response to internal movement dynamics as well as the *racial politics* of memory after the *Civil War*.

Special Guest Paula J. Giddings, Professor and Author: *When and Where I Enter: The Impact of Black Women on Race and Sex in America; IDA: A sword among lions: Ida B. Wells and the campaign against lynching*.

Readings and Screenings

- Giddings, P. J. (2007). *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. William Morrow Paperbacks. Chapter I. "To Sell My Life as Dearly as Possible", pp.17-31.
- Tetrault, L. (2014). *The Myth of Seneca Falls: Memory and the Women's Suffrage Movement, 1848-1898*. UNC Press Books. Prologue – "Getting Acquainted with History", pp. 1-17; Chapter 1. *Woman's Day in the Negro Hour 1865-1870*, pp. 19-45; Chapter 2. *Movements without Memories 1870 – 1873*, pp.46-74; Chapter 3. *Women's Rights from 1873 – 1880*, pp.75-111; Chapter 4. "Inventing Women's History: 1880 – 1886," pp.112-144.
- Jones, M. S., (2020). *Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All*. Basic Books.

In-Class Screening

- Greaves Producer: Ida B. Wells ~A PASSION FOR JUSTICE [53mins.]
- The19th Represents A Panel Discussion *The Asterisk: Suffrage as Unfinished Business* – Panelists include:
 - Moderator Nikole Hannah-Jones, New York Times Magazine;
 - Alicia Garza, Black Futures Lab and #BlackLivesMatter;
 - Maria Teresa Kumar, Voto Latino;
 - Martha S. Jones, Historian and Author of "*Vanguard*".

YouTube Panel *The Asterisk: Suffrage as Unfinished Business* Suffrage [start 57:06/1:48:04]

September 23rd First Oral/Panel Presentation (Paper Due September 30th)

Theme: "A First: Supreme Court Justice Sonia Sotomayor"

September 23rd: A FIRST: Supreme Court Justice Sonia Sotomayor

We explore the sociological complexities delineated in *My Beloved World* -- the memoir by *Supreme Court Justice Sonia Sotomayor*, the *first Hispanic justice* on the Court appointed by *Barack Obama* the *44th President of the United States*. We will review *Sotomayor's* first-person perspective, as she describes her *childhood, family, education, and career trajectory* through 1992.

Readings and Screenings

- Sotomayor, S. (2013). *My beloved world*. Alfred a Knopf Incorporated. Prologue, pp. 3-9; *Chapter One*. pp. 11-15(C), *Chapter Two*. pp. 16-26 (C); *Chapter Three*; *Chapter Four*. pp. 32-39(C), *Chapter Five*. pp. 40-45(C), *Chapter Six*. pp. 46-50(C); *Chapter Seven*. pp. 51-64(C); *Chapter Eight*. pp. 65-75(C); *Chapter Nine*. pp. 76-81(C); *Chapter Ten*. pp. 82-88; *Chapter Eleven*. pp. 89-97; *Chapter Twelve*. pp. 98-108.; *Chapter Thirteen* pp. 109-115, *Chapter Fourteen*. pp.116-126(C), *Chapter Fifteen*. pp.127-136(C), *Chapter Sixteen*. pp.137-142(C); *Chapter Seventeen*. pp. 143-160(C); *Chapter Eighteen*. pp. 161-168(C); *Epilogue*, pp. 298-302.

- Kay, K., & Shipman, C. (2014). *The Confidence Code: The Science and Art of Self-assurance---what Women Should Know*. HarperBusiness. Chapter 1. “It’s Not Enough to Be Good”, pp. 3-25.
- Screen: U.S. Supreme Court Associate Justice Sonia Sotomayor at UC Berkeley. [60mins.]

September 30th: Intersections, Identities, and Inequalities

No sugar coating. The rigors of sustainability in political movements – learning about unforeseen obstacles and denial of moral inconsistency ... In this context, the leaders often reshaped the past for immediate political gain. Women leaders must continue to learn, develop ideas, disrupt and create vehicles of change.

Readings and Screenings

- Dill, B. T., Zambrana, R. E., & Collins, P. H. (2009). *Emerging Intersections: Race, Class, and Gender in Theory, Policy, and Practice*. Rutgers University Press. Essay 4, *Staggered Inequalities in Access to Higher Education*, by Ruth Enid Zambrana and Maria Macdonald, pp.73-94; Essay 5, *Developing Policy to Address the Lived Experiences of Working Mothers*, by Mary Gatta, pp. 101-119; Essay 10, *Intersections, Identities, and Inequalities in Higher Education*, by Bonnie Thornton Dill, pp. 229-250.
- Kay, K., & Shipman, C. (2014). *The Confidence Code: The Science and Art of Self-assurance---what Women Should Know*. HarperBusiness. Chapter 2. Do More Think Less”, pp. 27-54; Chapter 3. “Wired for Confidence”, pp. 55-84; Chapter 4. “Dumb Ugly Bitches” and Other Reasons Women Have Less Confidence”, pp. 85-118.
- Barsh, J., Cranston, S., & Lewis, G. (2011). *How remarkable women lead: The breakthrough model for work and life*. Crown Pub. Chapter 4. “A Sense of Purpose”, pp. 46-54; Chapter 6. “A Matter of Framing”, pp. 65-78; Chapter 13. “Reciprocity Forms Relationships”, pp. 143-152; Chapter 18. “Stand Up Speak Up”, pp.196-205; Chapter 19. “Make Your Own Luck”, pp.206-213.

In-Class Screening

PBS Ken Burns “Prohibition: [Part I] A Nation of Drunkards” [94mins.] Describes how immigration, alcoholism, women’s suffrage and the temperance movements [led by women] was catalyst for the 18th Amendment, Prohibition.

October 7th: Women in Transition: The Impact of a Voice & Action

As we evaluate the status of women in general, we will acknowledge the journey of women of color: *Ida B. Wells, Mary Church Terrell, Marian Anderson, Pauli Murray, Rosa Parks, Fannie Lou Hamer* to name a few; *Levittown* and this nation’s post *World War II* government programs/privileges for white males in the main will be examined and the impact on women. How “*Rosie the Riveter*”, was forced back in the kitchen after having experienced during the war – working, earning her own income and economic

independence. What were the policies pursued -- *Title VII of the 1964 Civil Rights Act, prohibiting sex discrimination by government contractors requiring affirmative action plans for hiring women; launching ERA movement, Title IX[1972] of the US Education Amendment [Patsy Mink Equal Opportunity Education Act - 2002]; the creation of the DOL Women's Bureau, and the Commission's on the Status of Women -- With NYS [the first in the nation] leading the way giving their commission cabinet level status. Importantly, advocacy – raising the vital issue of Child Care which almost became law --- legislation derailed during the Equal Pay debates, as with most issues economic defined by equity-in-pay echoes our current discourses regarding the gender equity.*

Readings and Screenings

- Collins, G. (2009). *When everything changed: The amazing journey of American women from 1960 to the present*. Introduction. pp. 3-8; Part I: 1960, 1. "Repudiating Rosie", pp.11-24; 2. "The Way We Lived", pp.25-42; Part II: WHEN EVERYTHING CHANGED, Chapter 4. "The Ice Cracks." pp. 63-95, Chapter 5. "What Happened?" pp. 95-105, Chapter 7. "The Decline of the Double Standard" pp. 149-177, Chapter 8. "Women's Liberation" pp. 178-209.
- Levy, G. (2018, June 1). [The Report: The Girls Who Paved the Way](#). *U.S. News & World Report*.
- Ziegler, M. (2018). *Beyond Abortion: Roe V. Wade and the Battle for Privacy*. Harvard University Press. Introduction, pp. 1-14; Chapter 1. "A History of Privacy Politics", pp. 15-40; Chapter 2. "Sexual Liberty", pp. 41-81.
- McIntosh, P. [WHITE PRIVILEGE AND MALE PRIVILEGE: A Personal Account of Coming to See Correspondences Through Work in Women's Studies](#) (1988).
- Salam, Maya. (2020, August 14/19) "How Queer Women Powered the Suffrage Movement", *The New York Times*.

In-Class Screening

PBS American Experience: "1964 ~ The Year We Stood Up And Split Apart" [120mins.]

II. Community Organizing: Leadership, Political Activism & Mobilizing Cities

October 14th: Second Oral/Panel Presentation (Paper Due October 21st)

Theme: Mobilizing Women: Ideas, Activists, Leadership & Civil Rights

October 14th: Mobilizing Women: Ideas, Activists, Leadership & Civil Rights

This class will focus on how the complex-- and sometimes contentious--relationship between civil rights and white feminist constituencies [which have affected political outcomes and American culture for centuries] developed. Guided by our readings we will explore the unique contributions of Black women in the desegregation movement. How did these events and relationships impact the conditions, status and lifestyles of American women, their families, communities and the mainstream?

Readings and Screenings

- Crawford, V. L., Rouse, J. A. & Woods, B., eds. (1990). *Women in the civil rights movement: Trailblazers and Torchbearers, 1941-1965*. 1. "Men Led, but Women Organized: Movement Participation", by Payne, Charles, pp.1-12; 3. "Is This America? Fannie Lou Hamer and the Mississippi Freedom Democrat Party", by Locke, Mamie E., pp.27-38; 5. "Ella Baker and the Origins of "Participatory Democracy," by Mueller, Carol, pp. 51-70; 12. "The Role of Black Women in the Civil Rights Movement", by Standley Anne, pp.183-202; 13. "Women as Culture Carriers in the Civil Rights Movement: Fannie Lou Hamer", by Reagan, Bernice Johnson, pp. 203-218; 15. "A Reluctant Persistent Warrior: Eleanor Roosevelt and the Early Civil Rights Movement", by Allida, Black, pp. 233-250; "And the Pressure Never Let Up": Black Women, White Women, and the Boston YWCA, 1918-1948, by Sharlene Voogd Cochrane, pp.259-270.

October 21st: Women: Elected, Appointed, Contested (Part I)

Our major urban centers have an unparalleled history of women in leadership, with direct roots in social justice and progressive public policy that has defined our democratic ideal. This course delves into the fascinating dynamic of women's history. We will investigate the role of women as shapers and players in *the national public policy*. The central focus will be on 19th, 20th & 21st century history, including the *Eleanor Roosevelt National Historic Site (Val-Kill)* the retreat "think-tank" for women leadership in the early 20th Century; our examination will include benchmark political movements organized by Women.

Readings and Screenings

- Lawless, J. L., & Fox, R. L. (2010). *It still takes a candidate: Why women don't run for office*. Cambridge University Press. 2. "Explaining Women's Emergence in the *Political Arena*", pp.18-43; 3. "The Gender Gap in Political Ambition", pp.44-60; 4. "Barefoot, Pregnant, and Holding a Law Degree: *Family Dynamics and Running for Office*", pp.61-88.
- Kellerman, B., Rhode, D. L., & O'Connor, S. D. (2007). *Women and leadership: The state of play and strategies for change* (Vol. 141). Jossey-Bass. Foreword, O'Connor, Sandra Day (Ret.) Justice, pp. xiii-xv, Kellerman, and Rhodes, "Women and Leadership: The State of Play, pp. 1-35, Chapter 1. "Crossing the Bridge: *Reflections on Women and Leadership*" pp. 65-88.
- Ziegler, M. (2018). *Beyond Abortion: Roe V. Wade and the Battle for Privacy*. Harvard University Press. Chapter 5. "Death, Discrimination and Equality", pp. 163-201.
- Kay, K., & Shipman, C. (2014). *The Confidence Code: The Science and Art of Self-assurance---what Women Should Know*. Harper Business. Chapter 5. "The New Nurture", pp. 119-138; Chapter 6. "Failing Fast and Other Confidence-Boosting Habits", pp. 139-166; Chapter 7. "Now, Pass It On", pp. 167-188.

In-Class Screening

“Chisholm 72’ - Unbought & Unbossed” DVD [77mins.]

October 28th: Women: Elected, Appointed, Contested (Part II)

New York State has produced three female Supreme Court Justices, Ginsburg, Kagan and Sotomayor; and, the first Woman and Second African American, former US Attorney General, Loretta Lynch. We will review profiles of New York Women of leadership elected & appointed to include [a glimpse] Betty Friedan, Gloria Steinem, Congresswomen Bella Abzug, Shirley Chisholm, 1984 U.S. Vice Presidential Candidate, Geraldine Ferraro, 2008 & 2016 U.S. Presidential Candidate, former U.S. Secretary of State, former, U.S. Senator Hillary Rodham Clinton and former Secretary of State Madeline Albright; former Manhattan Borough President [ran unopposed and appearing on the ballot in all three party lines; [R.I.P.] Hon. NYS Supreme Court Judge Constance Baker Motley who argued ten U.S. Supreme Court cases - **winning nine**.

Readings and Screenings

- Lawless, J. L., & Fox, R. L. (2010). *It still takes a candidate: Why women don't run for office*. Cambridge University Press. 5. “Gender, Parity, and Political Recruitment”, pp. 89-111; 6. “I’m Just Not Qualified: Gendered Self-Perceptions of Candidate Viability”, pp. 112-135; 8. “Gender and the Future of Electoral Politics”, pp. 163-171.
- Sokol, J. (2014). *All eyes are upon us: Race and politics from Boston to Brooklyn*. Basic Books. 5. “Shirley Chisholm’s Place”, pp. 137-170.
- Bloodworth, J. (2013). *Losing the Center: The Decline of American Liberalism, 1968--1992*. University Press of Kentucky. 8. “Everybody Is People” ~ “Bella Abzug and the New Politics of Feminism”, pp. 155-174.
- Motley, C. B. (1999). *Equal justice under law: An autobiography*. Macmillan. pp. 45-60.
- Ginsburg, J. R. B. (2005). humanrights hero: Tribute to Constance Baker Motley. *Human Rights*, 26-26.
- New York Times Editorial. (2014, November 10). Endorsement of Loretta Lynch for the US Attorney General. [Don't Delay on the Attorney General](#).

In-Class Screening

- Summated: Frances Perkins and the General Welfare – PBS [1Hr. 54Secs.]
- [U.S. Supreme Court Associate Justice Sonia Sotomayor at UC Berkeley](#). [1Hr.]

November 4th: Election '08, '12, & '16. America's 1st [competitive] Female Candidates

This class will examine the historic 2008, 2012 & tumultuous 2016 elections. We'll review the First Women competitors to run as serious Candidates – former Senator Hillary Clinton [for President] and

Governor Sarah Palin, [first Republican] for Republican Vice President and the urban policy implications of their campaigns. Topics to be studied through readings, lecture and discussion, will include: political strategies of the campaign, the challenge to the southern strategy -- race, class, gender, and generational dynamic of the changing electorate.

Special Guest Ken Sunshine is a public relations consultant, co-CEO and founder of Sunshine Sachs Consultants. He began his career in New York City politics, including serving as chief of staff for Mayor David Dinkins. Ken represents high profile activists including Kerry Kennedy, Barbara Streisand, Leo DiCaprio, and Rev. Al Sharpton to name a few.

Readings and Screenings

- Jones, M. S., (2020). *Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All*. Basic Books.
- Collins, G. (2009). *When everything changed: The amazing journey of American women from 1960 to the present*. Little, Brown. Part III – 15. Hillary and Sarah ...and Tahita, pp. 375-393.
- Traister, R. (2011). *Big girls don't cry: The election that changed everything for American women*. Simon and Schuster. Chapter 1. "Hillary Is Us", pp. 11-34.
- Kay, K., & Shipman, C. (2014). *The Confidence Code: The Science and Art of Self-assurance---what Women Should Know*. HarperBusiness. "The Science and the Art", pp. 189-203.
- Allen, J., & Parnes, A. (2017). *Shattered: inside Hillary Clinton's doomed campaign*. Crown Books. Introduction, ix-xii; Chapter 1, "Or I Wouldn't Have Run", pp. 1-18; Chapter 2, "The Mercenaries and The Missionaries", pp. 19-35; Chapter 3, "Feeling The Bern", pp. 36-51; "The Summer Service", pp. 52-69; Chapter 6, "Mrs. October", pp. 80-100; Chapter 11, "Canary in The Auto Plant", pp. 175-199; Chapter 12, "Damage" pp. 200-227; Chapter 13, "Too Easy", pp. 228-255; Chapter 16, "It's so Phony", pp. 301-321.

In-Class Screening

- Toni Morrison: The Pieces I Am – *American Masters* PBS [1Hr. 56Mins. 14Secs.]

November 11th: The 60s: The Decade We Stood Up

We will explore the status of women in the context of the tumultuous complex cultural changes of the 1960s – Betty Friedan's book *The Feminine Mystique* ignites the second wave American feminist movement in the 20th Century. After winning the heavyweight championship in 1964 Cassius Clay becomes a member of the Nation of Islam and changes his name to *Muhammad Ali*. Brave *Civil Rights* workers were murdered and the *African Americans* fought back against racial injustice. We will explore courageous American Women whose principled stands would set the country onto a new progressive course.

Readings and Screenings

- Collins, G. (2009). *When everything changed: The amazing journey of American women from 1960 to the present*. Little, Brown. Part III - 9. Backlash, pp. 213-239; 10. “You’re Gonna Make I After All”, pp. 240-270; 11. Work and Children, pp. 271-290; 12. The 1980s – Having It All, pp. 291-329; 13. The 1990s – Settling for Less?, pp. 330-350; 14. The New Millennium, pp.351-374.
- Screen: [PBS American Experience – 1964: The Year We Stood up... And Split Apart.](#)

November 18th: The First Ladies & Their Legacies

This class will examine the historic 2008, 2012 & tumultuous 2016 elections. We’ll review the First Women competitors to run as serious Candidates – former Senator Hillary Clinton [for President] and Governor Sarah Palin, [first Republican] for Republican Vice President and the urban policy implications of their campaigns. Topics to be studied through readings, lecture and discussion, will include: political strategies of the campaign, the challenge to the southern strategy -- race, class, gender, and generational dynamic of the changing electorate.

Readings and Screenings

- Caroli, B. (2010). *First Ladies: From Martha Washington to Michelle Obama*. Oxford University Press. Introduction, pp. xii-xxii; 1. Setting Precedents: *The First Presidents’ Wives* (1789-1829), pp. 3-33; 6. The Paradoxical 1920s, pp. 156-188; 9. New Dimensions to the Job of First Lady (1974-1993), pp. 260-334.
- McCabe, Jewell Jackson., Junior Fortnightly Discussion Chair, Presentation Narrative 3.9.15, “*America’s First Ladies: The Iconic 46*”.
- Wright, L. (2014). *Thirteen Days in September: Carter, Begin, and Sadat at Camp David*. Oneworld Publications. “Day Three”, pp. 102-111.

In-Class Screening

- Showtime Movie “Geraldine Ferraro: Paving the Way” [86mins.]

November 24th - 25th Thanksgiving Recess. No classes scheduled.

December 2nd: Third Oral/Panel Presentation (Paper due December 9th)

Theme: Emerging Women Leaders, Communication 2.0.

December 2nd: Emerging Women Leaders, Communication 2.0.

Ellen K. Pao's book "Reset", is the rallying cry – the story of a whistleblower who aims to empower women struggling to be heard, in Silicon Valley. In 2015, Pao, the daughter of immigrants, sued a powerhouse *Silicon Valley* venture capital firm, calling out workplace discrimination and retaliation against women and other underrepresented groups. Her suit rocked the tech world – and exposed its toxic culture and its homogeneity. *Time Magazine*, hailed Pao as "the face of change." Though Pao lost her suit, she revolutionized the conversation at tech offices, in the media, and around the world.

Readings and Screenings

- Pao, E. K. (2017). *Reset: My Fight for Inclusion and Lasting Change*. Spiegel & Grau. Prologue: "You Fought So Hard", pp. 3-12; Part I: *Chasing the American Dream* - Chapter 1: *From China to Maplewood*, pp. 13-20; Chapter 2: *Sleepless in New Jersey*, pp. 21-26; Chapter 3: *Eating Ice Cream in Hallways*, pp. 27-34; Chapter 4: *Harvard Business School*, pp. 35-42; Part II: *Starting Up in Silicon Valley* - Chapter 5: *Startup City*, pp. 43-61; Chapter 6: *Adventure Capital*, pp. 62-91; Chapter 9: *Whack-a-Mole*, pp. 107-116; Chapter 10: *The Last Straw*, pp. 117-148.
- Eagly, A. H., & Carli, L. L. (2007). *Through the labyrinth: The truth about how women become leaders*. Harvard Business Press. Chapter Five, "Is Discrimination Still a Problem?", pp. 67-82; Chapter Six, "What Is the Psychology of Prejudice Toward Female Leaders?", pp. 83-100; Chapter Seven, "Do People Resist Women's Leadership", pp. 101-118; Chapter Eight, "Do Women Lead Differently from Men", pp. 119-136; Chapter Nine. "Do Organizations Compromise Women's Leadership?" pp. 137-160.
- Bystrom, D. G., Robertson, T. A., & Banwart, M. C. (2001). Framing the fight: An analysis of media coverage of female and male candidates in primary races for governor and US Senate in 2000. *American Behavioral Scientist*, 44(12), 1999-2013.
- Terkildsen, N., & Schnell, F. (1997). How media frames move public opinion: An analysis of the women's movement. *Political research quarterly*, 50(4), 879-900.
- Singer, N. (2015, November 3). The Digital Divide for Lower-Income Youth. *The New York Times*.

December 9th: Women's Stories and their ACTION Will Change the World

We will explore Women in leadership, organizing in American Cities: Our emerging Labor movement on behalf of the fast-growing elder population (By 2035, the number of Americans over the age of eighty-five will more than double, to 11.5 million); advocating an increase in the minimum wage; and, organizing immigrant women workers; are, significant humanitarian-pragmatic movements.

Further, Sheryl Sandberg has taken it upon herself to jump-start the stalled feminist revolution it's worth looking at the brand of feminism she espouses. Sandberg's book, *Lean In*, together with her plan to re-launch the feminist movement on the scaffolding of "Lean In Circles," has drawn an enormous amount of media attention. This flows from both Sandberg's prominence as the COO of Facebook and the media's ongoing enchantment with a specific gender story: whether women at the top of their professions or careers can 'have it all.'

Readings and Screenings

- Poo, A.J. (2015). *The Age of Dignity: Preparing for the Elder Boom in a Changing America*. The New Press. ABOUT THE AUTHORS, pp. 227-226; Chapter 3. pp. 71-105; Part II: Care At The Crossroads, pp. 109-111; Chapter 4. Waking the Caring Majority, pp. 113-139; Chapter 5. A Policy of Caring pp. 141-168 pp.; AFTERWORD: Life in the Care Grid, pp.169-176.
- Eidelson, J. (2013, April 5). Labor Leader Ai-jen Poo: We Are All Domestic Workers Now. *The Nation*.
- Pao, E. K. (2017). *Reset: My Fight for Inclusion and Lasting Change*. Spiegel & Grau. Chapter 7: *Getting Crushed*, pp. 92-99; Chapter 8: *What a Wonderful World*, pp. 100-106; Chapter 11: *“Clean Out Your Desk”*, pp. 149-166; Chapter 12: *The Glass Cliff*, pp. 167-196; Chapter 13: *The Trial*, pp. 197-214; Chapter 14: *The Verdict and Fallout*, pp. 215-234; Chapter 15: *Project Include*, pp. 235-256; Epilogue: *The Future of Tech*, pp. 257-262.
- Dill, B. T., Zambrana, R. E., & Collins, P. H. (2009). *Emerging Intersections: Race, Class, and Gender in Theory, Policy, and Practice*. Rutgers University Press. Essay 2. “Entering a Profession: Race, Gender, and Class in the Lives of Black Women Attorneys.”
- Burnham, L. (2013). Lean in and one percent feminism. *Portside, March, 26*.

48 Hours Cumulative Take Home Final Exam

Distributed Saturday, December 10th (Due Monday, December 12th)

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.