

Appendix A - Selected Responses to Open-Ended Survey Questions

How approach to teaching women/gender and politics has changed:

- “I have incorporated more discussion of intersectionality.”
- “Decreasing focus on institutions/elections to make more room for intersectionality and foundations of gender and socialization.”
- “Hopefully more thoughtful, certainly more intersectional, in assigned course content and class discussions.”
- “More intersectionality, more mass behavior.”
- “Moved from women/gender and politics, to gender, to intersectionality, with institutionalized elements growing over the years. With fem theory from early revisionism of classic text, through the amazing work being done now on specific subjects.”
- “Maybe I’ve begun to focus on masculinities a bit more.”
- “I’ve added more on masculinity and trans rights.”
- “Greater emphasis on gender power and masculinism for interpreting and analyzing women’s experiences.”
- “Incorporating more LGBTQ politics.”
- “In first year of teaching course, expanded immediately to address transgender law and policy and intersectionality.”
- “More intersectionality issues; more LGBT issues.”
- “I changed the name from women & politics to gender & politics to spend more time focusing on gender/transgender issues.”
- “I moved from a US centric approach to a comparative/global approach also.”

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- “I have moved from being U.S. focused and empirical/institutional to being more theory focused and at least in theory, more international.”
- “I use more videos from around the world. My approach is to treat US as one case in a comparative perspective. I do more to draw out differences and parallels with the US and how looking comparatively challenges some of the assumptions made in the literature on US politics.”

Resistance from colleagues/department/administrators:

- “I was told my work had no value.”
- “After teaching women’s studies courses for more than 25 years, I still have colleagues in the university, although not in my department, who don’t see it as a rigorous, worthy academic discipline.”
- “That it was a political course and not ‘real’ political science.”
- “My department decided it wasn't important to teach this course, so I went 6 years without teaching my specialization.”
- “There is a sense that the material covered in this course is not as ‘important’ or ‘essential’ as more canonical courses at a similar course level, such as Campaigns and Elections.”
- “Administrators seem to see the study of gender as itself marginal, so as the College attempts to address financial issues, programs like [Gender Studies] lose what little institutional support they had to begin with.”

Resistance from students:

- There are clearly students that are skeptical that gender matters and are resistant to the subject matter.”
- “Negative comments on evaluations about the basic premise of the course.”

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- “Students refusing to recognize sexism is a current issue; refusing to place any responsibility on males and/or patriarchy.”
- “Hostility towards feminism and thinking about gender. For some, they have never really thought about gender before.”
- “Conservative ideas challenging the legitimacy of feminism.”
- “I did have one very conservative student freak out over one of the readings I assigned. It was a work of fiction in which gender roles were reversed. She went to the Dean saying that the chapters I had them read were ‘repugnant to her religious views.’ The Dean backed me up.”
- “Resistance comes primarily from women who are ideologically conservative or Trumpian (rather than traditional conservatives) who express their feeling that the course content doesn’t focus enough on what they call conservative women political actors.”
- “I had a belligerent male student who simply needed to take the course to graduate. He was sexist and had a few issues in the class.”
- “Male students have reported feeling that [the course is] not [an] open enough space for a male perspective and that material should be taught in ways that make male students feel more comfortable participating.”
- “Students, male much more often than female, scoff at the idea that women are still discriminated against; treated differently by their male colleagues.”
- “Maybe not really resistance, as in giving me a hard time for teaching about gender, especially since neither gender course is required. Certainly, there are a few (usually male) students who are skeptical of and sensitive about topics like male privilege, who deny that sex discrimination is particularly prevalent, etc.”

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- “I struggle constantly with students who do not want to feel discomfort. They do not want to be challenged on how their everyday activities and choices reflect and reinforce patriarchy. I mostly get challenged from male students, but sometimes from female students as well.”