

POLS 415: Gender and Politics

Fall 2015

McGannon 122

Tuesday, 4:20-6:50

Instructor: Dr. Jason Windett

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Course Description

This course examines the ways in which women shape and are shaped by American politics and public policy. We explore the history, approaches, findings and controversy in research about women in American politics and political science from a range of theoretical and methodological approaches. We will examine work within several subfields of American politics (i.e. public opinion, voting behavior, electoral politics, legislative studies, public policy and social movements). Throughout this course, we will analyze the ways in which sex and gender-based issues and discrimination intersect with other politically-relevant categories, identities, and forms of marginalization, such as race, class, and ideological and partisan identification.

Learning Objectives

There will be several goals that this course will focus upon; among them are:

1. To understand basic theories about sex and gender as they apply to U.S. politics.
2. To be able to articulate how sex/gender matters to U.S. politics, generally and for specific aspects.
3. To master basic empirical facts about sex/gender in contemporary U.S. politics.
4. To gain knowledge about political institutions and processes.
5. To learn to conduct original empirical research.
6. improve oral, written, and visual communication skills.
7. To increase analytic ability.

Course Structure

This course is designed as a seminar. As such, an emphasis will be placed on critical discussion of the assigned reading material. Students should come to class prepared and ready to participate actively in these discussions.

My Teaching Philosophy

I believe that my role in the classroom is to help you learn the class material, as well as skills such as clear writing, speaking, and critical thinking. Towards this end, I develop a class that calls upon students to engage in reading, writing, talking, and listening. I want you to learn; I try to help make the material and tasks as clear as possible so that you are able to learn. I have an open door policy and will work with you to help you master class and reading material, as well as critical thinking skills.

Your Learning Philosophy

If you want a high grade with a minimum amount of work, you should enroll in another class. You will need to be dedicated to keeping up with the reading load and course assignments. If you want to learn as much as possible on the topic of women and politics, this class should be highly satisfactory. As upper-level students, I expect that you will consistently come to class prepared and ready to participate.

Readings

The following books have been ordered for the course. Please get the most updated editions listed below, as the content is different in older versions. These books are available at the University Student Stores.

- *Gender and Elections: Shaping the Future of American Politics, 3rd Edition* edited by Susan Carroll and Richard Fox. 2010.
- *Women and Politics* by Julie Dolan, Melissa Deckman, and Michele Swers. 2011.
- *When Does Gender Matter? Women Candidates and Gender Stereotypes in American Elections* by Kathleen Dolan. 2014.
- *How Women Represent Women* by Tracy Osborn

All additional readings are posted on the course blackboard webpage.

Course Requirements

Attendance and Participation: 25%

This course is reading and discussion intensive. You are expected to be an active participant in our discussions and classroom activities. An emphasis will be put not only on quantity of participation, but the quality of comments. If speaking in class is difficult for you, come see me.

Class attendance is required. You will be allowed one unexcused absence over the course of the semester. After that, each additional unexcused absence will lower your attendance grade by one letter grade. **If you miss more than 4 classes, you will fail the course.** If you know you will be missing a class, please let me know as soon as possible. This class is a discussion based course, it is rude to interrupt the flow of course. If you are not in class by 4:20 pm, please do not walk in and interrupt the conversation. You will be marked absent– no exceptions.

Writing Assignment: 40%

You will write a 15 page research design on a topic relating in some way to gender in American Politics. Papers are due in class on December 4. Late papers will not be accepted except under extraordinary circumstances. I do not accept papers emailed to me. They must be turned in during the class period.

You will turn in a 5 page prospectus at the mid-term, due October 13th in class.

You will also be required to present your research to your colleagues during the last two class sessions. You should prepare a 10 minute presentation outlining your theory, expectations, and analysis.

As this is an upper division/graduate seminar, I expect work of the highest caliber. Writing is a process, therefore it can not be accomplished in the final week before the assignment is due. I have scheduled the week of November 10th for paper meetings. Each student will bring in a full rough draft that we will go over together. You should also plan on meeting with me earlier in the semester to discuss a paper topic.

Final Exam:35%

There will be an in-class written final exam. The final exam will be held during the assigned period, Tuesday, 12/11 from 6:30-8:30. This will be a cumulative examination on material covered throughout the semester.

Grade Scale

Final grades for the course will be based on the following scale. I reserve the right to make adjustments to grades based on overall performance in the course. There will be no extra credit offered in the course, nor will there be curving grades.

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	F	62 or below
B	83-87	C-	70-72		

Academic Integrity Syllabus Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:

http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found at:

<http://www.slu.edu/x12657.xml>

All clear violations of academic integrity will be met with appropriate sanctions. **Academic dishonesty on an assignment will result in an automatic grade of an F for the course** and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences.

Title IX Syllabus Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy> www.slu.edu/here4you .

Student Success Center Syllabi Statements

In an effort to be inclusive of students' learning styles and needs with regard to academic support, the following statement has been developed for use in course syllabi which identifies resources for student support in various areas of learning. As faculty members construct their syllabi for future courses, it is requested that they update materials to include new language regarding academic and career related support offered to students through the Student Success Center.

The syllabus statement will be available throughout the year by visiting the following websites, but we encourage you to place these resources on any departmental websites you feel necessary:

- Student Success Center: www.slu.edu/success
- Reinert Center for Transformative Teaching & Learning: www.slu.edu/ctl

Student Success Center Syllabus Statement:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.

Disability Services Academic Accommodations Syllabus Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Expectations and Procedures

Technology

Put everything on mute. You do not need to use your lap top for this course. Please take notes the old fashion way. This will dissuade the trend of college students to browse the web, check e-mail, and frequent social networking sites during lecture. I will post all lecture powerpoints on blackboard after the daily lecture. If I use additional material I will post it on blackboard so you may access it at a later point.

Communication

I will post grades, send class e-mails, etc... with Blackboard. Be sure that you can access the e-mail address listed. I will only send e-mail out to your SLU e-mail accounts listed on the course roster in Blackboard. I will not keep track of any other e-mail addresses you may use.

I am very accessible both during and after normal work days. Please feel free to contact me or stop by my office if you need to talk. Also, please contact me immediately if you are going to miss an exam or need to reschedule. I do not like to give make up exams, but under extenuating situations, I will make allowances. Please contact me prior to the exam if you need to reschedule, I will not allow make up exams if contacted after the exam period.

Tentative Course Outline

Please complete the readings prior to class time on the day assigned so that you can fully participate.

Section I: Women as Political Actors

- **August 25: Introduction and Class Expectations**
- **September 1st: Women, Civic Activity, and the Construction of Identity**
 - *The Private Roots of Public Action*, Chapter 1, (BB)
 - *Women and Politics*, Chapter 1 and 2.
 - “Doubly Bound: The Impact of Gender and Race on the Politics of Black Women.” Claudine Gay and Katherine Tate. 1998. *Political Psychology*. 19:1
 - “Race, Gender, and Linked Fate.” Simien, Evelyn. 2005. *Journal of Black Studies*. 35:5

Section II: Women and Electoral Politics

- **September 8th: Political Ambition**
 - *Gender and Elections* Introduction.
 - “Entering the Arena? Gender and the Decision to Run for Office.” 2004. Richard Fox and Jennifer Lawless. *American Journal of Political Science*. 48:2
 - “Gender Quotas, Norms, and Politics.” 2006. Mona Lena Krook. *Politics and Gender*. 2:1
 - “The Sense of a Woman: Gender and Congressional Ambition.” 2006. Sarah Fulton, Cherie Maestas, Sandy Maisel, and Walter Stone. *Political Research Quarterly*. 59
 - “Ideological Moderates Won’t Run: How Party Fit Matters for Partisan Polarization in Congress.” Thomsen, Danielle. *Journal of Politics*.
- **September 15th: Running for Office**
 - *Women and Politics*, Chapter 3 and 5.
 - *Gender and Elections*, Chapter 1, 2, 10
- **September 22nd: Running for Office Part 2**
 - “Positioning Women to Win. New Strategies for Turning Gender Stereotypes into Competitive Advantage.” Barbara Lee Family Foundation.
 - “Women Running ‘as Women’: Candidate Gender, Campaign Issues, and Voter Targeting Strategies”. 2003. Paul Hernson, Celeste Lay, Atiya Kai Stokes. *Journal of Politics*. 65:1
 - “Do Women Candidates Play to Gender Stereotypes? Do Men Candidates Play to Women? Candidate Sex and Issue Priorities on Campaign Websites.” 2005. Kathleen Dolan. *Political Research Quarterly*. 58:1

- “Gendered Campaign Strategies in U.S. Elections: ‘Women Running as Women’” 2014. Windett

- **September 29th: Running for Office Part 3**

- *When Does Gender Matter? Women, Candidates, and Gender Stereotypes in American Elections.* Dolan. Chapters 1-4.

- **October 6th: Voter Behavior**

- *When Does Gender Matter? Women, Candidates, and Gender Stereotypes in American Elections.* Dolan. Chapters 5-7.
- “Gender Stereotypes and Vote Choice.” 2002. Kira Sanbonmatsu. *American Journal of Political Science.* 46:1
- “Sex and the Grand Old Party: An Experimental Investigation of the Effect of Candidate Sex on Support for a Republican.” 2003. David King and Richard Matland. *American Politics Research.* 31.
- “One of Our Own: Black Female Candidates and the Voters Who Support Them.” Tasha Philpot and Hanes Walton Jr. 2007. *American Journal of Political Science.* 51:1

- **October 13th: Midterm Writing Assignment**

- **October 20th: NO CLASS, FALL BREAK**

Section III: Women and Governing

- **October 27th:: The Impact of Women on Political Outcomes**

- *How Women Represent Women* , Chapters 1-7

- **November 3rd: Voting Behavior and the Influence of Women in Legislatures**

- “The Roll Call Behavior of Men and Women in the U.S. House of Representatives, 1937-2008.” 2010. Dennis Simon and Barbara Palmer. *Politics and Gender.* 6
- “Quasi-Experimental Design, Constituency, and Advancing Women’s Interest: Reexamining the Influence of Gender on Substantive Representation.” 2010. Jason MacDonald and Erin O’Brien. *Political Research Quarterly.* 20
- “Power and Influence in State Legislative Policymaking: The Interaction of Gender and Position in Committee Hearing Debates.” 1994. Lyn, Kathlene. *American Political Science Review.* 88:3
- “A View of Their Own: Women’s Committee Leadership Styles in State Legislatures.” 1997. Cindy Rosenthal. *Policy Studies Journal.* 25:4
- “Social Construction of Target Populations: Implications for Politics and Policy.” 1993. Anne Schneider and Helen Ingram. *American Political Science Review.* 87:2
- “Female Legislators and the Women’s Rights Agenda: From Feminine Mystique to Feminist Era”. 2002. Christina Wolbrecht. in *Women Transforming Congress* On blackboard.

– “Agenda Setting and African American Women in State Legislatures”. Kathleen Bratton, Kerry Haynie, and Beth Reingold. 2007. *Journal of Women, Politics, and Policy*. 28:3

- **November 10th: Paper Meetings**
- **November 17th: Peer Review in class**
- **November 24th: Research Presentations**
- **December 4th: Papers Due in Class. Research Presentations**
- **December 11th: Final Exam**