

POLS/WMST 493-02/593-02: Gender and American Politics

Fall 2012

McGannon 122

Tuesday, 7-9:30

Instructor: Dr. Jason Windett

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Office Hours: TR 10-12, 3-4 and by appt.

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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.

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. In addition, each student will be responsible to co-lead class discussion about the readings for three sessions with one other student.

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, 2nd Edition* edited by Susan Carroll and Richard Fox. 2010.
- *Women and Politics* by Julie Dolan, Melissa Deckman, and Michele Swers. 2011.
- *The Difference Women Make: The Policy Impact of Women in Congress* by Michele Swers. 2002.
- *The Private Roots of Public Action: Gender, Equality, and Political Participation* by Nancy Burns, Kay Lehman Scholzman and Sidney Verba. 2001
- *Where Women Run: Gender and Party in the American States* by Kira Sanbonmatsu. 2006.

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 7pm, please do not walk in and interrupt the conversation. You will be marked absent– no exceptions.

Writing Assignment: 40%

You will write a 10 page (undergraduate) research design or 20 page (graduate) research paper on a topic realting in some way to gender in American Politics. Undergraduates may also write research papers if they choose, but it is not required. 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 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 13th 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.

Discussion Leader

Each MA student will be required to lead the daily discussion one time (5% of your attendance grade) during the course of the semester. This will show your ability to critically evaluate the readings, and challenge your fellow students with questions on the themes, findings, and implications of the assigned reading. Your responsibility is to email me your discussion questions 48 hours prior to the class meeting. You will only be required to lead discussion for one reading-either an article or a chapter, not the entire session.

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		

Honor Code

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the students own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

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. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: <http://www.slu.edu/x12657.xml>

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.

Disabilities

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. 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/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries.

Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

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 28: Introduction and Class Expectations**
- **September 4th: Women and Civic Activity**
 - *The Private Roots of Public Action*, Chapter 1,3, 4, 5.
 - *Women and Politics*, Chapter 1 and 2.
- **September 11th: The Domestic Construction of Political Identities**
 - *The Private Roots of Public Action*, Chapters 6, 7, 8 and 9
 - “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 18th: Political Ambition**
 - *The Private Roots of Public Action*, Chapter 13.
 - *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
- **September 25th: Running for Office**
 - *Women and Politics*, Chapter 3 and 5.
 - *Gender and Elections*, Chapter 1, 2, 10
- **October 2nd: 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 Herson, 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’...sometime.” 2012. Windett

- **October 9th: Voter Behavior**

- “Gender Stereotypes and the Perception of Male and Female Candidates.” 1993. Leonie Huddy and Nayda Terkildsen. *American Journal of Political Science*. 37:1
- “Gender Stereotypes and Vote Choice.” 2002. Kira Sanbonmatsu. *American Journal of Political Science*. 46:1
- “Voting For Women in the ‘Year of the Woman’.” 1998. Kathleen Dolan. *American Journal of Political Science*. 42:1
- “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 16th: The Role of Political Parties**

- *Where Women Run*, Chapters 1-7

- **October 23rd: NO CLASS, FALL BREAK**

Section III: Women and Governing

- **October 30th:: The Impact of Women on Political Outcomes**

- *Women and Politics*, Chapters 7, 8, and 9.
- *The Difference Women Make*, Chapters 1-8

- **November 6th: 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 13th: Paper Meetings**
- **November 20th: NO CLASS, THANKSGIVING BREAK**
- **November 27th: Research Presentations**
- **December 4th: Papers Due in Class. Research Presentations**
- **December 11th: Final Exam**