
UNIVERSITY OF NEBRASKA-LINCOLN

POLS/WMNS 338 – WOMEN AND POLITICS – SPRING 2017

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Office hours: OLDH 540 • Tue. 3:30-4:30pm, Wed. 2-3pm, and by appointment
Class: CBA 308 • Tue and Thu. • 2-3:15pm

PURPOSE OF THE COURSE

Last year, Democratic Party candidate Hillary Clinton made a bid for the White House, winning the popular vote by more than 2 million and losing in the Electoral College to Republican Party candidate Donald Trump, 304 to 227. Perhaps more than in any other race for office in the U.S., issues relating to women and gender were brought to the fore. Yet, the questions that arose are old and universal. Is it important to have women in public office, and if so, why? What explains the lack of women (or overabundance of men) in politics? What is the role of ordinary women in these processes: can they influence politics? This course addresses these questions critically and empirically. We seek to question assumptions, including our own, and use evidence to parse out debates about women and politics.

By the end of the semester, students will gain a better understanding of the following:

1. Whether it is important to have women in office
2. Why there are fewer women than men in office
3. What impact women outside office have on politics

READINGS

Our reading load befits an upper-level course in the social sciences: we will read a lot! I will provide guidance on what to look for. At the same time, you are responsible for keeping up.

There are four required books that have been ordered at the City Campus Union Bookstore. I have also asked Love Library to place them on 2-hour reserve. Other required readings will be posted on Canvas.

Books:

1. Regina Lawrence and Melody Rose. 2009. *Hillary Clinton's Race for the White House: Gender Politics and the Media on the Campaign Trail*. Boulder, CO: Lynne Rienner Publishers. ISBN: 9781588266958
2. Jennifer Lawless and Richard Fox. 2010. *It Still Takes A Candidate: Why Women Don't Run for Office*. Cambridge: Cambridge University Press. *BE SURE TO GET THE 2010 EDITION. ISBN: 9780521179249
3. Clara Bingham and Laura Leedy Gansler. 2003. *Class Action: The Landmark Case that Changed Sexual Harassment Law*. Anchor. ISBN: 9780385496131
4. Faith Holsaert, Martha Prescod Norman Noonan, Judy Richardson, Betty Garman Robinson, Jean Smith Young, and Dorothy Zellner, eds. 2012. *Hands on the Freedom Plow: Personal Accounts by Women in SNCC*. Champaign: University of Illinois Press. ISBN: 9780252078880

Should you wish more background information or a list of scholarly sources, I highly recommend the following, but it is not a required book.

1. Pamela Paxton and Melanie Hughes. 2017. *Women, Politics, and Power: A Global Perspective*, Third Edition. Pine Forge Press. Earlier editions are also fine.

GRADING

Assignments	Points
Class participation	40
Reflective journal	40
Unit quizzes (2x50)	100
SNCC activist project	10
Research paper	
Research proposal	2.5
Research paper	100
Peer feedback	2.5
Presentation	5
Total	300

A+: 290-300, A: 280-289, A- 270-279; B+: 260-269, B: 250-259, B-: 240-249; C+: 230-239, C: 220-229, C-: 210-219; D+: 200-209, D: 190-199, D-: 180-189; F: 179 or lower.

Please see the Q&A at the end of the syllabus for course policies.

Let's have a great semester!

SCHEDULE

(Subject to change, C = Canvas)

Week 1. Introduction

T Jan 10 Course goals, introductions
Th Jan 12 Primer on gender

For class:

After reading Lorber, please come to class with an example of something that is gendered. It does not have to be related to politics. You may have a website or link. Bonus points for creativity or something that makes us think.

For your reflective journal:

Brainstorm 3-5 potential topics or research questions for your research paper.

Reading:

- Lorber (1994) "The Social Construction of Gender" [C]

I. Why Do We Want Women in Office? Do They Make a Difference?

Week 2. Theoretical Grounding

T Jan 17 Formal, descriptive, substantive, symbolic representation

For your reflective journal:

Think about your stance before this semester started and before you did these readings: Did you think it was important that women be in office? Why?

Readings:

- Pitkin (1972) *The Concept of Representation* [C]

- Phillips (1998) “Democracy and Representation: Or, Why Should it Matter Who our Representatives Are?” [C]
- Schwandt-Bayer and Mishler (2005) “An Integrated Model of Women’s Representation” STOP AT PAGE 415 [C]

Th Jan 19 Theorizing about race, gender, and representation

Readings:

- Mansbridge (1999) “Should Blacks Represent Blacks and Women Represent Women? A Contingent ‘Yes’” [C]
- Dovi (2002) “Preferable Descriptive Representatives: Will Just Any Woman, Black, or Latino Do?” [C]

Weeks 3 and 4. Empirical Findings on Substantive Representation

T Jan 24 Women in local-level office

For your reflective journal:

There is a lot of technical language in this article by two economists. Do not worry about following all of the statistics. Can you write a 200-word summary? What is their main research question? What did they find out? How did they come to their conclusions (methods of the study)?

Reading:

- Chattopadhyay and Duflo (2004) “Women as Policy Makers: Evidence from a Randomized Experiment in India” [C]

Th Jan 26 Women in state-level office

For your reflective journal:

Can you summarize Reingold and Haynie’s research question and main findings? Important weaknesses or limitations in their study? 200 words.

Reading:

- Reingold and Haynie (2014) “Representing Women’s Interests and Intersections of Gender, Race, and Ethnicity in U.S. State Legislatures” [C]

T Jan 31 Women in national-level office

Readings:

- Swers (2013) *Women in the Club: Gender and Policy Making in the Senate* excerpt [C]
- Weldon (2002) “Beyond Bodies: Institutional Sources of Representation for Women in Democratic Policymaking” [C]

Th Feb 2 Women in national-level office (cont.)

Weeks 5 and 6. Empirical Findings on Symbolic Representation

T Feb 7 Research day: No class

- Th Feb 9 Women in local-level office. * Research Proposal Due
Reading:
- Beaman, Duflo, Pande, and Topalova (2012) “Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India [C]
- T Feb 14 Women in national-level office
Read 1 of the 2:
- Barnes and Burchard (2012) “‘Engendering’ Politics: The Impact of Descriptive Representation on Women’s Political Engagement in Sub-Saharan Africa” [C]
 - Gilardi (2015) “The Temporary Importance of Role Models for Women’s Political Representation”
- Th Feb 16 ** Unit #1 Quiz **

II. Why Aren’t There More Women in Office?

Weeks 7-8. Learning from the U.S.: Legislative Office

- T Feb 21 Gendered division of labor

For your reflective journal:

What is your reaction to Chapter 4? Does it resonate with you personally or not? Any particular quotation, paragraph, or table you find striking?

Readings:

- Lawless and Fox, Chapter 1 “Electoral Politics: Still a Man’s World?”
- Lawless and Fox, Chapter 3 “The Gender Gap in Political Ambition”
- Lawless and Fox, Chapter 4 “Barefoot, Pregnant, and Holding a Law Degree”

- Th Feb 23 Gendered recruitment

For your reflective journal:

Reactions to Chapter 5? Think about 10 years from now: if someone from a political party approached you and asked you to run for office, would you consider it? What if it were a friend, family member, or co-worker?

Reading:

- Lawless and Fox, Chapter 5 “Gender, Party, and Political Recruitment”

- T Feb 28 Gendered self-disqualification

Readings:

- Lawless and Fox, Chapter 6 “I’m Just Not Qualified”
- Brown (2014) “Black Women’s Pathways to the Statehouse: The Impact of Race/Gender Identities.” *National Political Science Review*. [C]

- Center for American Women and Politics (N.d.) “History of Women of Color in U.S. Politics,” Go to <http://www.cawp.rutgers.edu/history-women-color-us-politics>

Weeks 8-9. Learning from the U.S.: Executive Office

- Th Mar 2 The particularities of running for president
Readings:
- Lawrence and Rose, Chapters 1-4. Specific pages and questions to be distributed by the instructor ahead of time.
- T Mar 7 Gendered campaign strategies
Readings:
- Lawrence and Rose, Chapter 5 “Clinton’s Gender Strategy”
- Th Mar 9 Gendered media coverage
Readings:
- Lawrence and Rose, Chapters 6 and 7 “Quantity vs. Quality of Media Coverage”, “A Gendered Game?”

Week 10. Learning from Comparison

- T Mar 14 Electoral system and international norms
Readings:
- Paxton and Hughes, excerpt from Chapter 5 “Explaining...Politics” [C]
 - **Skim to learn about quotas:** Tripp and Kang (2008) “The Global Impact of Quotas.” *Comparative Political Studies* [C]
- Th Mar 16 **** Polished draft due at the beginning of class ****
**** Comment on your peers’ drafts ****

Week 11. Spring Break

Mar 21, 23 No class

Week 12. Learning from Comparison (cont.)

T Mar 28 Political economy

For your reflective journal:

Try to summarize Iversen and Rosenbluth in 250 words.

Readings:

- Excerpt from Iversen and Rosenbluth (2011) *Women, Work, and Politics* [C]
- **Skim:** Ross (2008) “Oil, Islam, and Women” [C]

Th Mar 30 **** Unit #2 Quiz ****

III. The Importance of Women Outside Office

Week 13. Women’s Social Movements

T Apr 4 Movement emergence

- *Hands on the Freedom Plow* TBA

Th Apr 6 When movements matter
 • *Hands on the Freedom Plow* TBA

Week 14. Women as Plaintiffs

T Apr 11 Group #1 Discussion on *Class Action*

Th Apr 13 Group #2 Discussion on *Class Action*

Weeks 15 and 16. Mini-Conference on Women and Politics

No new readings in these last weeks. Revise your research paper. I will take attendance.

T Apr 18 Panel #1
 Th Apr 20 Panel #2
 T Apr 25 Panel #3
 Th Apr 27 Panel #4

**** THE FINAL VERSION OF YOUR RESEARCH PAPER IS DUE APRIL 27 IN CLASS ****

1. Please email the final version of your research paper to akang2@unl.edu
2. Please include:
 - a. A memo explaining the changes you made for the final version
 - b. Draft version of your research paper (with my comments on it)
 - c. Peers' comments (so I can credit those who gave comments)
 - d. Final version of your paper

Have a great summer!

Course Policies Q & A

Q: *How do you grade participation?*

A: You will earn an A on your participation if, by the end of the semester, you have attended class with few absences; voluntarily made thoughtful contributions to class by engaging with the readings; and acted in a respectful manner always. Do not worry about trying to say something everyday; our class is too big for that. At the same time, our class is smaller than the large lecture courses. Hiding in a class of our size is not an option, so everyone will at some point or another participate. Recall that participating is a good thing: speaking in a group is an important skill for you to develop. Note that I will take attendance periodically. I do this because there is a strong and positive correlation between attendance and performance. If you arrive after attendance is taken or leave early, you are considered absent for the day.

Q: *What is the format of the midterm?*

A: The midterm will be in-class and consist of short identification and short essay questions.

Q: *Is there a final exam?*

A: No. This is because I want you to focus on revising your research paper.

Q: *What if I miss a quiz or midterm?*

A: There are no make-up quizzes (the quizzes are partly used to assess attendance). As for the midterm, if there is an emergency, you must provide a written excuse, contact name, and phone number for verification purposes as soon as possible; the sooner the better.

Q: *What if I wish to contest a grade?*

A: If you wish to contest a grade, please send me an email no sooner than 24 hours and no later than 2 weeks after receiving your grade. Note that when I re-evaluate a grade, I may take off points for other omissions, weaknesses, or errors in the assignment.

Q: *Can you tell me more about the research paper, presentation, and peer review?*

A: See the next page!

Q: *What if I have a learning disability?*

A: If you have a disability for which you require accommodations, please contact me by email or in person for a confidential discussion of your needs. It is the University of Nebraska-Lincoln's policy to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, (402) 472-3787 voice or TTY.

Q: *What is your policy on cheating?*

A: If you use another person's work without giving credit to that person, you will receive 0 points for the assignment and an "F" for the course.

Q: *Can I record lectures?*

A: Please do not record lectures or other meetings without the securing the instructor's permission first.

If anything, minor or major, prevents you from fully participating and benefiting from your hard work in this course, do not hesitate to contact me.

Reflective Journal

To encourage thoughtful in-class discussion and personal reflection, students will write in a journal over the course of the semester.

In the syllabus, there are journal prompts for specific dates and readings. These are required and are due by noon of the day. The instructor will read them prior to class and may use select entries to guide discussion.

You may write in your journal even when there are no specific questions for you.

The journal will be graded as a whole at the end of the semester.

An A journal has the following three characteristics:

1. It is complete. There are no missing entries.
2. All the required entries were completed on time.
3. The entries show self-reflection.

Unlike other types of assignments, students will not necessarily be graded on grammar or spelling.

Please use Google Docs/Drive to create your journal.

Title your document as such: YOUR LAST NAME POLS/WMNS 338 Journal

Then share it with me, at alicejkang@gmail.com, so that I can comment on it.

Reflective Journal
[YOUR NAME HERE]
POLS/WMNS 338: Women and Politics
Spring 2017

Journal entry #1, January 10, 2017

Blah blah blah

Journal entry #2, January 17, 2017

Yadda yadda yaddah

Research Paper

By the time you leave this university, you are expected to be a critical thinker. Critical thinkers know how to ask an interesting question, conduct research to answer that question, and write-up findings in a way that is accessible to your readers. This research paper assignment is designed to help you hone those skills.

Format

Your research paper will be **10-pages, double-spaced** in **Times New Roman 12pt** font with **one-inch margins**. **Please number your pages!** Your peers and I will give comments by referring to specific pages. It makes it hard for your reader to provide feedback on something on page X when there is no page number.

Research Paper Proposal – Due February 9, at the start of class

The one-page proposal is a first cut at writing your introduction. Introductions help readers grasp your argument. They also answer the following questions:

1. What **research question** related to women and politics do you address?
2. Why does this research question arise? From what **literature** or **world events**?
3. **How** will you reach your answers? Say a few words about your sources and methods.
4. What **answer(s)** do you offer? Summarize what your best guess is in one or two sentences.

You will also include a **preliminary bibliography** of five or more sources. At least three of those sources will be **scholarly (not something you just randomly googled)**.

It is Very Important that You Identify a Specific Research Question

1. The research question **fascinates you**. If you are passionate about the question, it will come through.
2. The research question is **clearly defined**. Your roommate/neighbor/uncle can understand it. There are no vague words or phrases.
3. The research question is **specific** to a place, time, and set of people.

Polished Draft – Due March 16, at the start of class

Good writing = many drafts. To encourage good writing, you will submit a **polished draft** of your paper to me on or by the beginning of class. Your draft will be penalized one letter grade per day if the draft is turned in after the start of class (e.g., an 85 will receive a 75 if turned in after the start of class, and a 65 if turned in 24 hours after the start of class).

The polished draft will be give an initial grade based on its merits. If you make the necessary improvements to your polished draft, your grade for final version of the paper may increase *up to and no more than 10 percentage* points. E.g., if your draft merits a 78, the most your final paper can receive is a 88.

Final Version – Due April 27, at the start of class

You will receive feedback on your polished draft from two peers and myself. Use this feedback wisely to finalize your research paper. You will drop off your final version, draft version (with my or your peers' markup), and a brief memo listing the changes you have made (bullet-point is fine), and why you made them.

How will the paper be graded? An A paper exhibits six qualities:

1. Applies course materials
The topic should be related to the course. You are expected to apply or explore at least one of the key concepts learned in class.
2. Asks one question and stays focused on that question
A common mishap is to ask one question and then talk about things unrelated to answering that question. In excellent social science writing, every paragraph, every citation, and every piece of evidence addresses your question and advances your argument. Do not include information just to fill the space.
3. Begins strong
In strong introductions, the research question is clearly stated. A coherent and compelling argument is given.
4. Demonstrates critical thinking
Challenge conventional wisdoms. Be creative. Elaborate your argument with solid logical reasoning and support. Don't just describe; analyze!
5. Ends strong
The paper will end with a conclusion that does not merely repeat the introduction. Recapitulate your paper quickly in a sentence or two, and use your conclusion to explore the implications of your argument. What policy prescriptions follow from your analysis? What further research does your paper suggest?
6. Is professionally written
On time (deduction of a letter grade for each day the paper is late)
Concise
Organized
Consistent
Well-supported with correct citations
Proofread
Pages numbered

Remember: "Write not merely so that the reader *can* understand but so that s/he cannot possibly *mis*-understand" – Dierdre McCloskey (1999, 12)

Anyone interested in a career where one needs to write should own Strunk and White's *The Elements of Style*.

Suggested Research Topics (see me for more details)

1. Gender, Party, and Executive Orders Follow President Trump's Executive Orders and compare them to one previous administration's, using gender and party as the main axes of analysis.
2. Gender in Congress. Analyze the behavior of six U.S. Congresswomen and six U.S. Congressmen. Focus on three to four bills. Your Congresswomen and men should be purposively selected. [I have a handout with sources for this one.] You may do this for state legislature or for other countries.

3. Replicate *It Still Takes a Candidate*. Identify a research question based on Lawless and Fox's book. To answer your question, read two to six memoirs by women and men politicians.
4. Women's Representation around the World. Pick three to five countries that share a characteristic (e.g., all Muslim-majority, all oil producing, all European) and explain their percentages of women in elected office.
5. Gender Here and There. Take a controversial issue in another country pertaining to women (e.g., honor killings, female genital cutting) and compare it to a (somewhat) similar issue in the United States. The idea is to demystify the "exoticness" of "women's problems" and uncover the ways in which the construction of gender shapes our lives.

If You Want to Find Your Own Research Topic

- Read the newspaper. The more you read, the more likely you will come across a topic that interests you. The *BBC News* website, the *Economist* and the *New York Times* are great for this.
- Look ahead in the syllabus. Does any particular reading or topic grab you?
- Keep a page in your class notes where you brainstorm your ideas. Usually these will be in the form of seemingly random questions. It often helps to do this on paper so that you can refer back to old ideas.

Where to Find Sources

1. UNL Library
 - a. Yes, we still read books! Get thee to Love Library. Talk to librarians.
2. Journals (not exhaustive)
 - a. Political science journals
 - i. *Politics & Gender, Journal of Women, Politics, & Policy, Politics, Groups & Identities*
 - ii. *American Political Science Review, American Journal of Political Science, Journal of Politics, Political Research Quarterly*
 - iii. *Comparative Politics, Comparative Political Studies, World Politics*
 - iv. *International Organization, International Studies Quarterly*
 - b. Women's studies journals
 - i. *Signs, International Feminist Journal of Politics, Women's Studies International Forum*
 - c. Sociology journals
 - i. *Gender & Society*
 - ii. *American Journal of Sociology, American Sociological Review*
 - iii. *Social Forces, Mobilization, Social Politics*
 - d. Area studies journals
 - i. Africa: *Journal of Modern African Studies, African Studies Review, Africa Today, Canadian Journal of African Studies, African Affairs, Journal of African History, Journal of Southern African Studies*
 - ii. Asia: *Journal of Asian Studies, Asian Survey, Pacific Affairs, Japanese Journal of Political Science*
 - iii. Europe: *Comparative European Politics, West European Politics, Journal of Common Market Studies, Journal of European Public Policy*
 - iv. Americas: *Bulletin of Latin American Research, Latin American Politics and Society*

v. Middle East: *Middle East Journal*, *International Journal of Middle East Studies*

3. How to find journal articles
 - a. JSTOR
 - b. Proquest Research Library
 - c. Academic Search
 - d. Project Muse
 - e. Web of Science
 - f. Hein Online (for law journals)
4. Google Scholar. The best thing about Google Scholar is it provides a citation count. This gives you a sense of how important a work is for scholars (in the United States). The biggest weakness with Google Scholar in its current state is that it is not comprehensive; for a truly comprehensive search, use one of the above.
5. Many countries have newspapers that archive their issues online. Of course, not all are in English, but you may be pleasantly surprised. National or local newspapers can be an invaluable source of information, but be sure to learn about the newspaper's limitations: is it pro-government? do they favor an ideology? how reliable is the information? Assess whether the editors have a particular bias (e.g., compare Fox and MSNBC news).
6. Wikipedia and encyclopedia entries do not count as references, although you may find them helpful in the preliminary stages of research.
7. Googling keywords is one way of doing research, but it is not the most optimal. I do use Google to locate data sets (e.g., World Bank's World Development Indicators).

Most likely you will find too much information, and it is typical to only use about 25 percent of your sources. Collecting and culling information is part of doing research. A good trick is to prioritize your information from most to least relevant.

Getting all the references takes time, so it's in your best interest to start collecting sources early.

Citing Sources

I recommend the Chicago citation style. You may use a different one (MLA, APA). Just be consistent.

Websites that build your bibliography for you require double-checking and cleanup.

Acknowledging the work of others is important in whatever career you choose. Whenever you use someone else's idea, please cite.

Avoid excessive direct quotation to fill space.

If you have questions, big or small, about citing correctly do not hesitate to see or email me!