

Polisci 222: Women & Politics

Dr. Jessica Defenderfer
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Office: 213A Bakeless

Spring 2017
M: 6-9:00
Bakeless 211

Office hours: MW 1-2:00,
Tu 12-3:00, and by appt
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“Yesterday I was tough and direct; today I have to be charming. Basically, yesterday I was Hillary Clinton and today I am Bill.”

– Leslie Knope in *Parks and Recreation*

COURSE DESCRIPTION

This course examines the role of gender in the political process. We will consider the historical and theoretical perspectives of women in politics, women as voters and consumers of political information, the impact of gender stereotypes and sex roles on the election of female candidates, and finally, the unique perspective women bring to policy. The content of this course is based on gender in the political process, but the design of this course is to develop the students' critical thinking skills. This course seeks to enhance students' abilities to analyze arguments through required readings, class participation, research, and exams. Most importantly, this course is not about promoting a particular philosophy or agenda. Rather, I ask each student to search for objective truth about the role of gender in the political process and their own role as citizens.

REQUIRED MATERIALS

There is no textbook for this course. Required readings will be in the form of individual book chapters and articles, which will be available to you through BOLT.

ASSIGNMENTS

1. **Exams (45% of total grade).** There will be three in-class examinations each worth 15% of the total grade. All exams may consist of matching, multiple-choice, short answer, and essay. Everything from the textbook, readings, in-class videos, guest speakers, and material discussed in class is fair game for the in-class examinations.
2. **Trend Investigation Paper & Report (20% of total grade).** Each student will conduct an original investigation answering one of two questions: are women who obtain elected office more qualified than men OR are female representatives more likely than men to sponsor bills that are of interest to women? The paper will be at least 8 double-spaced pages and include the collection of original data. The paper is due at the

start of class on Monday, April 24 (worth 15%). On Monday, May 1, we'll review all the findings of the papers. You do not need to prepare a formal presentation; you simply need to be prepared to report on your findings and your conclusions as it relates to the larger question you attempted to investigate (worth 5%). A separate detailed assignment sheet will be posted to BOLT.

3. **Participation (15% of total grade).** I will take note of attendance during each class. Participation will also include activities and exercises. The most important part of participation, however, is in-class discussion. Come with your already prepared comments about the day's readings. I will keep track of your additions to class conversation and the quality of those comments as a large consideration for the participation grade. If you have concerns about the participation grade, please take preventative measures by contacting me well before the end of the semester.
4. **Reading Response (15% of total grade).** For five course readings, students will provide a paragraph response to a question about the reading. You'll sign-up next week for your response days. You'll read the article and respond to its question on a note card, which you'll bring to class. I'll randomly select note cards to begin discussion on the articles.

Grading Scale

- A: Outstanding understanding/application with very few errors, if any
- B: Above average knowledge/application with some errors
- C: Basic knowledge/application with a number of notable errors
- D: Fair amount of knowledge/application with significant shortcomings
- F: Minimal knowledge, if any, of course material

A = 93 – 100%	B = 83 – 86.9	C = 73 – 76.9	D = 60 – 66.9
A- = 90 – 92.9	B- = 80 – 82.9	C- = 70 – 72.9	F = 59.9 and below
B+ = 87 – 89.9	C+ = 77 – 79.9	D+ = 67 – 69.9	

COURSE POLICIES

You are expected to check your university email account daily and utilize the BOLT features of the course on a regular basis. In an effort to be fair to all class members, please take note of my detailed course policies below.

During class, refrain from using all forms of social media technology. No phones and no texting. You may use your laptop for note taking or following along with the readings *only*.

Class attendance is critical to your success; without your presence, you cannot receive credit for quizzes or in-class activities. You do not need to email me if you will miss a class period with no assignments due. As adults, I expect that there will be moments when you may have to prioritize life circumstances over class. If your absence is a university authorized absence, you must bring the proper documentation to me the very **next class period** you are present. I will then remove that absence from the attendance calculation. When missing a class, you need to take upon yourself the responsibility of acquiring missed notes and announcements from another student in the class. Not

being prepared for class or for an assignment due as a result of a previous absence will not excuse you from that activity.

Class absence is not an excuse for missing any graded assignment. Due to the nature of *pop* quizzes and group activities, I do not offer make-up opportunities for these missed assignments. For all other missed assignments, I apply a letter grade reduction to late or missed assignments, and this letter grade reduction continues for every 24-hour period past the due date and time. Please note: passing the class is contingent on your completion of *each* graded assignment. For example, it may be possible to receive a passing grade and not hand-in the paper; however, I consider this failure to complete the class, which will result in a failing grade.

The unexpected can happen, and I want to be sensitive to a variety of situations when major course assignments are missed. The Bloom attendance policy provides an avenue for students to make up an assignment due to an **authorized** absence (What's an authorized absence? see: http://bloomu.edu/policies_procedures/3506). I will consider late assignments with prior permission or a written excuse from a medical professional. Health center notes are subject to my discretion, and employment and family vacations do not count as extenuating circumstances. **The number one rule is to contact me in advance of class with any serious situation that may arise.** I can only make honest judgments of unexpected events if I am aware of the situation, so email as soon as possible. All considerations of rescheduled assignments must be placed in writing (email is fine), and I reserve the right to consider special requests before responding. If you are at all unsure of the attendance policy, please see me.

I will take inquiries about the grades of assignments by appointment. However, specific disputes or issues with the graded assignment must first be placed in writing prior to our meeting (email is fine). Please note: When you ask me to review a grade, I review the whole assignment, meaning that I review the grade for accuracy throughout the document, not just in the area of your concern. Additionally, I will consider disputes for one week after the class has received the graded assignment (e.g., I will not discuss the merits of your midterm grade during the final week of class).

In general, expect a response to your questions and e-mails within 24 hours during the week and within 48 hours over the weekend. As most of you are new to the college experience, I strongly encourage you to read the following guide to academic **e-mail etiquette**: <http://www.wikihow.com/Email-a-Professor>. Remember, you are writing to me as your instructor not texting your best friend. I grant each student one inappropriately addressed email. I will gently remind you in that email to write in proper letter form. After the midterm of the semester, I will stop responding to emails written inappropriately.

Overall, I ask for conscientious students—those who are prepared and can manage their course requirements and personal lives. Displays of responsibility go a long way in my book. Finally, enrollment in this course implies understanding and acceptance of the aforementioned policies.

Academic Integrity: Academic dishonesty includes all forms of student academic misconduct wherever committed. Illustrated by, but not limited to, cases of plagiarism, cheating, fabrication, misrepresentation in connection with examinations and course assignments, and recycling whole or partial papers to be used a second time without prior approval. Informal and formal avenues of sanction are available to instructors and some penalties are severe. I do not overlook instances of academic dishonesty. Please read: http://bloomu.edu/policies_procedures/3512. It is your

responsibility to write original papers for every class, use your own words, and properly cite published works as appropriate for assignments. Please note that all assignments loaded to BOLT Dropbox are screened through Turnitin.

The BU Writing Center Can Help: BUWC is a free resource that offers support for undergraduate and graduate writers assistance in getting started, clarity, grammar, organization, citations or any other aspect of writing or the English language. Appointments are highly recommended, but walk-ins are welcome. BUWC consultants are also available to conduct sessions online. Please visit: <http://bloomu.edu/writingcenter> for more information.

Disability Services: Students with disabilities that have been certified by the Students with Disabilities Center will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Students with Disabilities Center is located in Warren Student Services Center 043 and reachable by telephone at 570-389-4491.

An additional note to **student athletes** and **students certified with SDC**: Multiple class absences can significantly lower your grade. I hold all students to the same standard. If you are on a university sports team or have a disability that impacts your attendance, you must talk to me in the first week of class, regardless of when your athletic season starts or if you believe you will not be impacted by your disability this term. It is much more difficult for me to make fair arrangements in the middle of the term when I had no knowledge of the potential for your absences.

TENTATIVE COURSE SCHEDULE

Adjustments to this schedule may occur and will be communicated clearly in class

Fight for Political Rights

Jan 23: Film: *Iron-Jawed Angels*

Jan 30:

Wheeler, Marjorie Spruill. 1995. "Introduction." In *One woman, one vote: rediscovering the woman suffrage movement*. Troutdale, OR: NewSage Press. 9-19.

McConaughy, Corrine. 2013. "Introduction: On States and Suffrage." In *The Woman Suffrage Movement in America: A Reassessment*. New York: Cambridge University Press.

Feb 6:

Wheeler, Marjorie Spruill. 1995. "Chapter 10." In *One woman, one vote: rediscovering the woman suffrage movement*. Troutdale, OR: NewSage Press. 179-202.

McBride, Dorothy and Janine Parry. 2011. "The U.S. Constitution." In *Women's Rights in the USA*. New York: Taylor and Francis Group. 24-48.

Feb 13:

Iannello, Kathleen, P. 2011. "Third-Wave Feminism and Individualism: Promoting Equality or Reinforcing the Status Quo?" In *Women in politics: outsiders or insiders?*, ed. Lois Duke Whitaker. 5th ed. Boston: Longman.

McBride, Dorothy and Janine Parry. 2011. "Reproduction." In *Women's Rights in the USA*. New York: Taylor and Francis Group. 81-117.

Film: *The Pill*

Feb 20: Exam 1

Film: *MissRepresentation*

Women as Voters

Feb 27:

Carroll, Susan J. 2010. "Voting Choices: The Politics of the Gender Gap." In *Gender and Elections*, eds. Susan J. Carroll and Richard L. Fox. New York: Cambridge University Press.

Kaufmann, Karen M. and John R. Petrocik. 1999. "The Changing Politics of American Men: Understanding the Sources of the Gender Gap." *American Journal of Political Science* 43(3): 864-887.

March 6:

Burns, Nancy, Kay Lehman Schlozman and Sidney Verba. 1997. "The Public Consequences of Private Inequality: Family Life and Citizen Participation." *American Political Science Review* (91)2: 373-389.

Mondak, Jeffrey and Mary R. Anderson. 2004. "The Knowledge Gap: A Reexamination of Gender-Based Differences in Political Knowledge." *Journal of Politics* 66(2): 492-512.

March 13: Spring Break

March 20:

Winter, Nicholas. 2010. "Masculine Republicans and Feminine Democrats: Gender and Americans' Explicit and Implicit Images of the Political Parties." *Political Behavior* 32(4): 587-618.

Hutchings, Vincent L., Nicholas A. Valentino, Tasha S. Philpot, Ismail K. White. 2004. "The Compassion Strategy: Race and the Gender Gap in Campaign 2000." *The Public Opinion Quarterly* 68(4): 512-541

March 27: Exam 2

Film: *Game Change*

Women as Candidates

April 3:

Dolan, Julie, Melissa Deckman, Michele Swers. 2011. "Chapter 5: Women as Candidates for Elective Office." in *Women and Politics: Paths to Power and Political Influence*. Boston: Longman, Pearson Education. 141-171.

Huddy, Leonie and Theresa Capelos. 2002. "Gender Stereotyping and Candidate Evaluation: Good News and Bad News for Women Politicians" In Ottati, Victor, et al. eds., *The Social Psychology of Politics*. Springer.

April 10:

Fox, Richard L. and Jennifer L. Lawless. 2011. "Gendered Perceptions and Political Candidacies: A Central Barrier to Women's Equality in Electoral Politics." *American Journal of Political Science* 55(1): 59-73.

Sanbonmatsu, Kira. 2002. "Political Parties and the Recruitment of Women to State Legislatures." *Journal of Politics* 64(3): 791-809.

April 17:**Gender, Representation, & Policy**

Dolan, Julie, Melissa Deckman, Michele Swers. 2011. "Chapter 7: Women in Congress and the State Legislatures." in *Women and Politics: Paths to Power and Political Influence*. Boston: Longman, Pearson Education.

Swers, Michele and Karin Larson. 2005. "Women in Congress: Do They Act as Advocates for Women's Issues?" In *Women and Elective Office: Past, Present, and Future*, eds. Sue Thomas and Clyde Wilcox. 2nd ed. New York: Oxford University Press.

April 24:

McBride, Dorothy and Janine Parry. 2011. "Sexuality: Intimidation." In *Women's Rights in the USA*. New York: Taylor and Francis Group. 279-306.

Film: *The Invisible War*

May 1:

Sapiro, Virginia. 1981. Research Frontier Essay: When Are Interests Interesting? The Problem of Political Representation of Women. *The American Political Science Review*, 75(3): 701-716.

May 8 6:30-8:30: Exam 3