

PSC2225: Women and Politics

Fall 2017

W/F 11:10AM – 12:25PM BELL 108

Prof. Corrine McConaughy

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Office Hours: W 2-3pm and by appointment

Gender is a complicated social construct—one that enters our lives through the roles we play, the social structure that connects us, the lenses through which we perceive ourselves and others. It involves hierarchies imposed in both impersonal and intimate ways. And it enters politics in countless, but not always easily detectable, ways. Our purpose this semester is to consider how gender enters and shapes politics. We will focus primarily on the American context, but the ideas should inform broader consideration.

Elections are central in democracies, and so they shall be in this course – though we will also consider other topics. We will ask a number of questions that directly engage elections: How did women gain the right to participate in elections in the U.S.? What have women done with their right to vote? Are women voters really different than men voters? Are women politicians really any different than men politicians? Why or why not? Has women's involvement in electoral politics changed anything? What? We will also consider how the gendered space of the American electoral system has limited its effectiveness in delivering outcomes desired by some groups of women, what their alternatives might be, and how those alternatives have been and continue to be pursued.

Student Learning Objectives

- Students understand central concepts of sex, gender, gender identity, gender roles, patriarchy, power
- Students are able to analyze political processes and institutions for their gendered content and the consequences thereof
- Students are able to connect their personal experiences to gendered political processes
- Students are able to use their knowledge of gender and politics to evaluate current political events

Assignments, Grading, and Expectations

This course will be a mixed-format course, which will include some lecture, some small-group activities and discussions, and some class-wide discussions. As such, its success or failure rests on your preparation and participation. Before each class session you will need to have done the assigned readings, thought about them, and prepared yourself with comments and questions for our discussion. **In accordance with University policy, I expect that you will spend a *minimum* of 5 hours per week on class work outside of the classroom.**

Midterm Exam (**October 14**) – 20%

Analytic Paper/Essay (5 pages) – 20%

Political Ad or Experiment and Paper (group assignment broken into several pieces) – 45%

Class Attendance *and* Participation – 15%

The **midterm exam** is an in-class exam of multiple choice and short answer format. There will be NO early or make-up exams except in cases of extreme, documented emergencies,

observance of religious holy days, or properly documented University-sponsored planned activities (see absence policy). Missing an exam in all other cases will result in a score of zero on that exam.

Details of the **analytic paper/essay** and **ad/experiment project** assignments will be provided to you in a separate document in the first weeks of the course.

Class attendance and participation will include your contributions to class discussions, your performance on “pop” quizzes, and your grades from in-class activities (some of them completed as a group). Each student will receive one “free pass” – that is, the ability to drop the lowest score on one quiz or activity. **There will be no make-ups of quizzes or activities. Students missing a quiz will receive a score of zero**, except in cases of *documented* emergencies or illnesses, observance of a religious holiday, or properly documented University-sponsored planned activities. **Except in cases of emergency, I must be notified PRIOR to your expected absence from class.** In cases of excused absences, any missed quiz or activity will simply be dropped from BOTH the numerator and the denominator of the student’s participation grade calculation. Note that **students who never contribute to classroom discussion can receive no higher than a B- for this portion of their grade.** If speaking in class is an issue for you, please see me during office hours **early** in the semester to come up with a strategy for enabling your participation.

Policy on Absences

The number one rule is to contact me ASAP. IN WRITING.

The number two rule is documentation.

There are three possible grounds for an excused absence from class:

- Observance of religious holy day – for class *on a holy day*. **Written** notification to me during the first week of the semester.
 - You will be excused from participation; if you will miss an exam, arrangements will be made for a make-up or early exam (at my discretion). If you fail to show up at the agreed upon date, time, and place of the make-up exam, you will receive a score of zero on the exam.
- Documented emergency/illness (*excuse note* from a medical professional). Written notification to me *before* class missed due to illness
 - Contact me as soon as possible in the case of an emergency
- Properly documented *University-sponsored* planned activities (e.g., sports, music events in which you represent the University). Some University-affiliated activities will not be considered grounds for an excuse, including, but not limited to, intramural sports activities and fraternity or sorority events.
 - Written documentation to me no later than 2 weeks before
 - Sports schedules to me at beginning of term

Policy on Deadlines

No late papers.

Grade Disputes

Failure to comply with this procedure will result in forfeiture of your ability to dispute your grade.

Grade disputes will only be considered if they adhere to this policy. Grade disputes must be made in writing (TYPED!) to me. You must wait **at least 2 full days after** you receive your grade to submit a grade dispute (“cooling off period”); you may wait **no more than 2 weeks after** you receive your grade to submit a dispute. For example, your exam was returned on Monday, November 7: you may submit a grade dispute no earlier than Thursday, November 10, but no later than Tuesday, November 22. Your written dispute must contain a documented logic for why you believe your answer for each disputed item was incorrectly marked—you must cite specific passages in the texts and/or lectures *and explain why you thought they applied to the item in question*. I will then review your dispute and issue a decision within one week. This review will involve a reassessment of the entire exam or assignment, and your grade may go up or down as a result of the review.

Extra Credit

Extra credit *may* be made available during the term. *If* so, it will be made available to all students.

E-mail and Office Hours

Questions of a substantive nature should be brought to office hours and/or raised in class. Questions of a procedural nature may be e-mailed or posted to our class Facebook page. Be sure to consult your syllabus, Blackboard, and your colleagues first to make sure you cannot answer your own procedural questions.

Blackboard

This syllabus and other course announcements will be provided to you via Blackboard.

Academic Integrity

I will be following the GW Code of Academic Integrity. It states: “Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” For the remainder of the code, see: <http://www.gwu.edu/~ntegrity/code.html>

Support for Students Outside the Classroom

DISABILITY SUPPORT SERVICES (DSS)

If you may need an accommodation based on the potential impact of a disability, please contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242. They will help you to establish eligibility and to coordinate reasonable accommodations. For additional information, see:

<http://gwired.gwu.edu/dss/>

Also, please make arrangements to see me at the start of the term to discuss your needs, even if you have not yet established eligibility through DSS.

UNIVERSITY COUNSELING CENTER (UCC) 202-994-5300

The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:

- crisis and emergency mental health consultations
- confidential assessment, counseling services (individual and small group), and referrals

<http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices>

Security

As advised by the University, in the case of an emergency:

If at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

Course Outline and Reading List

Note: **Readings should be completed before the meeting of the (first) class day under which they appear.** It is strongly suggested that you take notes on the readings. I reserve the right to modify reading assignments based on class needs and interests.

August 30 – Introduction to Gender and American Politics

September 1 – Watch “Miss Representation” (available many places online)

September 6 – Basic Concepts: Gender, Sex, Feminism, Patriarchy, Power

“[We should all be feminists](#)” Chimamanda Ngozi Adichie’s talk for TEDxEuston (there’s also a book)

Valenti, Jessica. 2007. *Full Frontal Feminism*. (Seal Press). Introduction and Chapter 1.

Bachrach, Peter and Morton S. Baratz. 1962. “Two Faces of Power.” *American Political Science Review*. P.p. 947-952. ([jstor.org](http://www.jstor.org))

[Bell Hooks On The State Of Feminism And How To Move Forward Under Trump: BUST Interview](#)

Recommended:

<https://finallyfeminism101.wordpress.com/purpose/>

<http://msmagazine.com/blog/2010/09/07/10-years-of-feminism-is-for-everybody/>

September 8 – What (if anything) Should Politics Change? Considering Feminisms and Their Demands from the State

Ehrenreich, Barbara. 1994. “[Sorry, Sisters, This is Not the Revolution.](#)”

Lorber, Judith. 2011. “Feminisms and Their Contributions to Gender Equality,” *Gender Inequality: Feminist Theories and Politics*. (Oxford University Press)

hooks, bell. 2000. “Introduction,” “Feminist Politics,” and “Feminist Masculinity” *Feminism is for Everybody*. (Pluto Press).

Recommended:

<http://new.livestream.com/TheNewSchool/Slave> (bell hooks (et al.); includes hooks's somewhat controversial commentary on Beyoncé and the concept of her as "powerful" and "feminist.")

September 13 - Conceptualizing Gender in Politics: Identity and Interests

Young, Iris Marion. 1994. "Gender as Seriality: Thinking about Women as a Social Collective." *Signs*. Vol. 19, No. 3, pp. 713-738.

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.

September 15 – Gendered Origins of the American State and Early American Feminist Demands from the Policy Process

McConnaughy, Corrine. 2014. [Forget Susan B. Anthony](#). The Monkey Cage/Washington Post.

McConnaughy, Corrine. 2017. "Layers of Activism: Women's Movements and Women in Movements Approaching the Twentieth Century."

September 20 – Gender and Political Preferences

Sanbonmatsu, Kira. 2012. [The Quest for Women's Votes in Election 2012](#). (SSN)

Leonie Huddy, Erin Cassese, and Mary-Kate Lizotte. 2008. "Gender, Public Opinion, and Political Reasoning" in *Political Women and American Democracy* edited by Christina Wolbrecht, Karen Beckwith, and Lisa Baldez (Cambridge University Press).

September 22 – Gendered Party Politics

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

Gimenez, Karpowitz, Monson, and Preece. 2017. "[The double bind still constricts: Gendered self-presentation and electoral success in Republican neighborhood caucuses](#)"

September 25-27 – Gender and Political Appeals

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, pp. 512-541

Schaffner, Brian F. 2005. "Priming Gender: Campaigning on Women's Issues in U.S. Senate Elections." *American Journal of Political Science* 49: 4, pp. 803-817.

McConnaughy, Corrine. 2012. [Why Romney's Debate Win May Be a Loss among Female Voters](#). The Monkey Cage.

October 4, 6 – Gender and Women's Campaigns – The Lay of the Unclear Land

Eagly, Alice and Steven Karau. 2002. "[Role Congruity Theory of Prejudice Toward Female Leaders.](#)" *Psychological Review*. 109(3), pp. 573-598.

Schneider, Monica and Angela Bos. 2014. "Measuring Stereotypes of Female Politicians." *Political Psychology* 35:2, pp. 245-266.

Sanbonmatsu, Kira. "[Women Candidates and their Campaigns](#)" *Political Parity*.

Sides, John. 2016. "[Are voters really guided by gender stereotypes? New research says no.](#)" *The Monkey Cage/Washington Post*.

Recommended:

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.

October 11 – In class work and review day

October 13 – Midterm Exam

October 18, 20 – Becoming a Candidate

Lawless, Jennifer and Richard Fox. 2013. [Girls Just Wanna Not Run The Gender Gap in Young Americans' Political Ambition.](#)

Thompson, Danielle. 2015. "Why So Few (Republican) Women? Explaining the Partisan Imbalance of Women in the U.S. Congress" *Legislative Studies Quarterly*. 40(2), pp. 295-323.

Brown, Nadia. 2014. "Black Women's Pathways to the Statehouse: The Impact of Race/Gender Identities." *National Political Science Review*. 16, 81-96.

October 25, 27 – Gender and Campaigns – Strategy, Money, and Media

Dittmar, Kelly. 2015. *Navigating Gendered Terrain: Stereotypes and Strategy in Political Campaigns*. Temple University Press. Selections.

Bystrom, Dianne. 2008. "Confronting Stereotypes and Double Standards in Campaign Communication," in Beth Reingold, ed. *Legislative Women: Getting Elected, Getting Ahead*. Boulder, CO: Lynne Rienner Publishers, Inc.

McConaughy, Corrine. 2016. "[Do gendered comments help or hurt Hillary Clinton?](#)" *Monkey Cage/Washington Post*. (March 17)

November 1, 3 – Thinking Through Gender in Elections 2008, 2012, 2014 and 2016

Duerst-Lahti, Georgia. 2010. "Presidential Elections: Gendered Space and the Case of 2008." in Susan J. Carroll and Richard L. Fox, eds. *Gender and Elections*. New York: Cambridge University Press.

Hayes, Danny. 2012 [Why did women do so well in 2012? Because gender bias is declining](#). (Wonkblog, *The Washington Post*)

**Other Readings, TBA

November 8 – Gender and Political Participation

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, pp. 373-389.

Karpowitz, Christopher, Tali Mendelberg, and Lee Shaker. 2012. “[Gender Inequality in Deliberative Participation](#)” *American Political Science Review*. 106(3): pp. 533-547.

November 10 – Women in Political Movements

Deckman, Melissa. 2016. *Tea Party Women: Mama Grizzlies, Grassroots Leaders, and the Changing Face of the American Right*. NYU Press. Selections

*Additional reading TBD

November 15 – Women as Office Holders

Eagly, Alice. 2016. “[What does social science say about how a female president might lead?](#)” The Conversation.

Volden, Craig, Alan E. Wiseman and Dana Wittmer. 2013. “When Are Women More Effective Lawmakers Than Men?” *American Journal of Political Science*, 57 (2): 326-341.

*Additional reading TBD

November 17 – Women and War

Watch Wonder Woman (we’ll make arrangements)

Did you make it this far in the syllabus? If so, send me an email before class time on September 6 with a Wonder Woman image and get 5 free quiz points!

Lizotte, Mary-Kate. 2017. “Investigating the Origins of the Gender Gap in Support for War.”

Holman, Merolla and Zechmeister. 2011. “Sex, Stereotypes, and Security: A Study of the Effects of Terrorist Threat on Assessments of Female Leadership” *Journal of Women, Politics & Policy*.

December 1, 6, 8 – Final Presentations