
PS 4170: Gender and Politics

TH 1:50-4:30pm
Denney Hall 253
Summer Session 2014

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Office Hours: Tues & Thurs 11-12:00pm

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Course Description

This course examines the role of gender in the political process. We start by considering the historical and theoretical perspectives of women in politics. These discussions are the backdrop to understanding the role of gender in the world of politics. The class material then moves to consider women as voters and consumers of political information. Gender stereotypes and sex roles are an underlying consideration of many of these topics, including the election of female candidates. Finally, when women are elected to office, they provide a unique and important perspective to policy, and we will consider these political debates before finishing the semester.

Course Objectives

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, and exams. However, these skills mean little unless they can be applied to the world around us, so we will also consider recent political events throughout the semester. Most importantly, this course is not about promoting a particular philosophy or agenda. Rather, I ask each student to search for understanding and objective truth about the role of gender in the political process and their own role as citizens.

Required Readings

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 Carmen.

Course Assignments

Participation: 20%
Article Critique: 20%
Three Tests: 60% (20% each)

Participation: Participation is a key to success in this class. I will take note of attendance during each class. Participation will also include activities, teamwork, and exercises. The most important part of participation, however, is in-class discussion. Come prepared with questions and comments about the day's readings. I will keep track of your additions to class conversation as a large consideration for the participation grade. If you have concerns about the participation grade, please take preventative measures by seeing me in office hours or emailing me well before the end of the semester.

Article Critique: Students will sign-up to critique one research article (2-3 students will be choosing the same article). For this assignment, thoroughly read the article, send me (by 9am the day of class) a two-page, double-spaced critique of the article (see further details posted on Carmen). Come prepared to talk about the article and answer a few questions in class. I will rely on you and the other students assigned to energize class discussion for that day.

Tests: Exams will test your overall understanding of course concepts, including lectures, readings, and auxiliary materials. The tests will include matching and short essay. The tests are not cumulative (e.g., Test 2 covers just material from Women as Voters to Women as Candidates).

Extra Credit: There may be an opportunity for extra credit during the semester. Your participation is completely voluntary. The extra credit provides a 1/3 of a letter grade increase on your lowest test score. For example, if you earn a B- on Test 1, your exam grade will be bumped to a B. Extra credit, however, does not prevent a failing grade. Students with an E on a test prior to the application of extra credit will not pass the exam with a D.

Course Policies

In an effort to be fair to all class members, please take note of my course policies.

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

Class attendance is critical to your success in this class. I do not keep track of excused and unexcused absences; missing class is an absence regardless of the reason. For the participation grade, I will consider, with proper documentation, the impact of extenuating circumstances of multi-day absences due to a family or medical emergency.

Class absence is not an excuse for missing any graded assignment. Generally speaking, all late or missed assignments will be subjected to an automatic letter grade reduction for every 24-hour period past the due date and time. Please note: passing the class is contingent upon your completion of *each* graded assignment. You must hand-in each assignment to pass this class.

The unexpected can happen. I will consider late assignments in approved situations with prior permission or a written excuse from a medical professional. **The number one rule is to contact me in advance of the assignment's due date; email me as soon as you can.** I can only make honest judgments of unexpected events if I am aware of the situation. All considerations of rescheduled assignments must be placed in writing (email is fine), and I reserve the right to consider special requests before responding.

I will take questions about graded exams and papers by appointment. However, I will consider grade disputes for just one week after the class has received the graded assignment (e.g., I will not discuss the merits of Test 1's grade during the final week of class). More details on this procedure will be available after the first assignment.

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 this syllabus.

Required Statements

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; this includes, but is not limited to, plagiarism and dishonest practices in connection with examinations. I expect all student work to be original for this class. I am required to report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

If you have questions, please ask me or see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform me as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

A note to **student athletes** and **students certified with ODS**: 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 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.

Course Outline and Readings:

The schedule and readings are subject to change at my discretion.

June 17: Fight for Political Rights

Syllabus

Film: *Iron-Jawed Angels*

June 19:

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

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

June 24:

Spruill, Marjorie Julian. 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.

June 26:

Review

Test #1

July 1: Women as Voters

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.

July 3:

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.

July 8:

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

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

July 10: Women as Candidates

Film: *MissRepresentation*

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.

July 15:

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.

July 17:

Review

Test #2

July 22: Gender & Representation

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

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.

July 24: Gender & Policy

Film: *The Pill*

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

July 29:

Film: *The Invisible War*

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

July 31:

TBD

Wed, Aug 6 12-1:45 (Finals Week)

Test #3 (same classroom)