

IDS 4930/PUP3233: Special Topics: Women and Politics

Spring 2023

January 9 - May 5, 2023

Keene-Flint 0119

M, W, F, Period 3: 9:35AM - 10:25AM

Instructor: Dr. Teresa Cornacchione

Office Location: 234 Pugh Hall

Office Hours: M/W 2:00-3:30PM; OR by appointment through Calendly:

calendly.com/tcornacchione

Email: tcornacchione@ufl.edu

Phone: 352-273-1088

Course Description

Prerequisite: None. But introduction to American Government or Introduction to Comparative Politics is strongly suggested.

Overview: This is an upper-level interdisciplinary studies course that will serve as an introduction to the study of women and politics. I should note that this is not a course on feminist theory. Instead, we will be focused on questions such as: Does the descriptive representation of women guarantee their substantive representation? Which electoral rules favor the election of women? Do the negative effects of gender quotas outweigh their impressive ability to increase the number of women in office? Once in power do women govern differently than men? Much of our time in the course will be spent on the obstacles that women face in obtaining positions of power.

Course Objectives: While this course will cover a global perspective, we will not cover specific regions in depth. Rather, the goal is to explore several political puzzles that are of particular relevance to the study of gender and politics, and to create students who are well-versed in the ever-growing literature on women and politics. Some of the concepts presented in the readings and in lecture will be straightforward, while others may take a reasonable amount of effort to understand.

In some of the political science articles you will read, the methods used may be entirely new to you. I do not expect you to familiarize yourself or understand all the methodological tools used in the readings. It is my hope that through readings and lectures, you will have the tools necessary to evaluate the arguments. After you leave the class at the end of the semester, the material will give you a much deeper understanding of developments in the study of gender and politics.

Readings

There are no required textbooks for this course. Texts will consist of scholarly articles, current news articles, policy papers, and online resources. These will appear in the online Canvas course shell. Scholarly articles are listed in the course schedule below, under the weeks for which they are assigned. All scholarly articles can be accessed through the UF Libraries website, if you need help navigating the library website, tutorials are available here. From your computer, you will need to be on the UF VPN Network.

Suggested Texts: These works represent quality research in the field of women and politics. These readings are NOT required, but they are recommended to enhance your understanding of course material. If you find yourself wanting to know more – these are a great place to start.

Fox, Richard L., Jennifer L. Lawless, and Richard L. Fox. 2005. *It Takes a Candidate: Why Women Don't Run for Office*. N.p.: Cambridge University Press.

Herman, Eleanor. 2022. *Off With Her Head: Three Thousand Years of Demonizing Women in Power*. New York, NY: Harper Collins.

Lawless, Jennifer L., and Richard L. Fox. 2017. *Women, Men & U.S. Politics: Ten Big Questions*. N.p.: W.W. Norton.

Lemi, Danielle C., and Nadia E. Brown. 2021. *Sister Style: The Politics of Appearance for Black Women Political Elites*. N.p.: Oxford University Press.

Murray, Rainbow, ed. 2010. *Cracking the Highest Glass Ceiling: A Global Comparison of Women's Campaigns for Executive Office*. N.p.: Praeger.

Paxton, Pamela, Melanie M. Hughes, and Tiffany D. Barnes. 2021. *Women, Politics, and Power: A Global Perspective*. Maryland: Rowman & Littlefield.

Pitkin, Hanna. 1967. *The Concept of Representation*. Berkeley: University of California Press.

Grading Policy

Your grade in this class will be based on four components: attendance, participation, leading one class discussion, and a research paper. All assignments will be submitted via Canvas. Late Assignments and Make-up Exams/Quizzes will not be accepted without a university-approved excuse and instructor approval. Every component is worth 100 points, the weight of each is listed below:

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| Attendance | 10% |
| Participation/Reading Questions | 10% |
| Class Discussion Lead | 30% |
| Research Paper | 50% |

Attendance: I will take attendance randomly 5 times throughout the semester. This will be done via quiz on the lecture that day to check your understanding and is graded on completion. If you are present, you will get a 100, if you are absent, you will receive a zero. In an extreme circumstance, I reserve the right to waive attendance; but I will only do so if provided documentation of a university-approved excuse (military service, documented illness, jury duty, university-approved activity, etc.).

Class Discussion Lead: You will be responsible for leading class discussion on one of the assigned academic articles on the syllabus (those indicated by **). This entails submitting a two-page synopsis of the reading, and a list of questions or points of discussion you would like to address with the class.

You may choose how you lead the discussion. It can be a formal presentation, or an informal discussion, etc. Full assignment details are on Canvas.

Participation/Reading Questions: Your participation grade is based on two elements. First, you will be graded on participating in the student-led discussion. To facilitate discussion, you will be responsible for coming to class with one question or point of discussion for each student-led reading. This question must be submitted in person. You are excused from submitting a reading question for one student-led discussion. More information is available on Canvas. Only students with a university-approved excuse will be exempt from more than one student-led discussion. Second, you will read and annotate three of six pre-selected readings on Perusall (marked by a *p*). Perusall is interactive software that allows you to read and annotate a text along with your peers. You can highlight, ask questions, and respond to your classmates' comments and questions. You can earn extra credit for annotating more than three.

More information is available on Canvas.

Research Paper: In lieu of exams, you will complete a research paper over the course of the entire semester. The research paper is 12-15 pages (typed, double spaced), and will address a topic of your choosing pertaining to women/gender and politics. To assist in this task, the research paper is broken up into five separate assignments, each worth 5% of your grade, with the final product worth 25% of the grade. The due dates of each component are listed below. Instructions and the rubric are available on Canvas.

- Research Question and Description of Topic: **January 30 @ 11:59 PM**
- Annotated Bibliography: **February 13 @ 11:59 PM**
- Introduction and Motivations/Previous Research: **March 3 @ 11:59 PM**
- Theory: **March 24 @ 11:59 PM**
- Research Design Draft: **April 4 @ 11:59 PM**

Your final paper will be due Thursday, May 4 by 2:30PM via Canvas, or in-person to my office. The paper should include all parts listed above (and outlined in the final paper instruction guide). Your final paper should incorporate feedback from your previous drafts. Grades will be based on substance and style. Use proper grammar, appropriate language, and proofread and spell-check your paper!

Extra Credit: Typically, I am not a fan of extra credit. If you make an effort throughout the semester, you should not need extra credit. HOWEVER, there may be occasions when I will offer extra credit to the ENTIRE class to attend a guest lecture, view a program, etc. I will not offer individual extra credit.

Grading Scale

I adhere to the University letter-to-grade conversion chart for all exams, papers, assignments, quizzes, and final grades. Grades ending in 0.5 or higher are rounded up to the nearest whole percentage point.

93 or above=A 90-92=A- 87-89=B+ 83-86=B 80-82=B- 77-79=C+

73-76=C

70-72=C-

67-69=D+

63+-66=D

60-62=D-

0-59=F

Grade Changes: I am certainly open to and actively encourage you to challenge me both in class as well on disputed test questions/essay points – sometimes, I make mistakes and sometimes, it is possible that more than one answer or perspective is correct. If you present an empirically-defensible case as to why your answer/assumptions are also correct (for which I originally took off points), I will gladly give back partial or full credit, depending on the quality of your argument.

However, at the end of the semester, there are inexorably a handful of students who send me a late-night email requesting (and sometimes incoherently demanding) that I raise their final grade, whether from a D+ to a C-, or a B+ to an A- or anywhere in between. Two remarks on this rather bold and questionable strategy.

1. I try to be charitable in terms of the grading scheme already – both the attendance and participation grades (30% of your final grade) are designed to give your grade a “cushion.”
2. Secondly, the “But I NEED a/an (insert grade here)”, or “can you *just* raise my grade x-number of points” arguments reflect a fundamental misunderstanding of the nature of grades. Implicit in this statement is the assumption that grades are capriciously handed out on the instructor’s whim or fancy and are not based on the student’s demonstrated mastery of the material. Grades reflect your mastery of the course material. There are many things YOU can do to enhance your mastery of the material, and consequently, your grade.
 - Attend class regularly
 - Be present – pay attention in class and participate
 - Read materials
 - Ask questions – either in class or during office hours or over email
 - Do not procrastinate on assignments.

I will not respond to emails asking for extra points, or for grades to be bumped up. If a student wishes to dispute a grade on an assignment or test, the student must request an appointment or come during office hours and present a compelling case as to why extra points should be awarded.

Email Policy

Please include your first and last name and course information in the subject line of your email. When I receive your email, I will make every effort to respond in a timely manner, usually within 48 hours. Though you may receive a reply sooner than that, you should not expect an immediate response. Please treat all email correspondence with your instructor as you would treat any other professional exchange.

Accordingly, I expect emails to be respectful and polite, to use correct grammar and complete sentences. I reserve the right to summarily delete rude, disrespectful, and/or poorly written emails without reply. Please note that I have structured the course and office hours to best assist you in mastering the materials. Please utilize office hours, in-class time, and your syllabus to answer any doubts you may have. Finally, I will contact you via your UF designated email address via Canvas, so please see to it that your account is set such that you are able to receive these communications.

Technology Policy

The use of technology in the classroom can be a wonderful way to directly engage with materials. From time to time, I may utilize YouTube clips and social media because it can be a fun way to keep us all motivated and engaged with the real world of politics. That said, cell phones and laptops are generally a distraction and detrimental to the classroom experience. They have the potential to take students “away” from the lecture and impede active engagement with their peers. While I do permit the use of laptops and tablets for note-taking, I encourage you to give your eyes a rest and take notes with paper and pen. Given the time and effort I invest in course planning, I am hard pressed to see a reason why you would need to be on your phone during class. Please turn your phones off or on vibrate.

Academic Honor Policy

UF students are expected to uphold the highest standards of academic honesty. Requirements, expectations, and violations can be found here: <https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>.

It is your responsibility to know university policies and procedures, and to hold yourself to the highest standards.

Academic Accommodations

In keeping with the Americans with Disabilities Act (ADA) and University of Florida policy, students with disabilities needing academic accommodation should: 1. Register with and provide documentation to the Disability Resource Center; and 2. Bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. The syllabus and other materials are available in alternative format upon request.

For more information about services available to UF students with disabilities, contact the:

Disability Resource Center

001 Reid Hall

DRC@ufsa.ufl.edu

352-392-8565

disability.ufl.edu

Other Helpful Links

UF Counseling and Wellness Center: <https://counseling.ufl.edu/>

UF Writing Center: <https://writing.ufl.edu/writing-studio/>

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Final (and perhaps reiterative) Notes on Course Protocol:

- Arriving late or leaving early is disruptive to all of us who made it a priority to get to class time and be here. Please enter and exit the classroom quietly within minimal interruptions and take a seat close to the door.
- Please keep private conversations private. Discussions with your neighbor are distracting for me as well as other students. If you have a thought on course material or a question, speak up! Please feel free to share your thoughts on the lecture topic with all of us.
- I reserve the right to dismiss individual students from the classroom for disruptive behavior, and report them to the Dean of Students

- I do not tolerate academic dishonesty in any form, and will pursue the full penalties for violations thereof. For your reference, the University of Florida Academic Honor Policy is listed above.

Syllabus Change Policy Except for changes that substantially affect the parameters of evaluation, including grading and the scheduling of the final exam, this syllabus is subject to change at the discretion of the instructor. I will provide you with advance notice in class and via your university registered email contact.

Course Schedule

| Date | Topic | Reading(s) |
|-------------------|---|--|
| Part I | Introduction to Women and Politics | What are the fundamental questions? |
| | Week 1: January 9 - 13 | |
| January 9 | Syllabus and Introduction to the Course | None |
| January 11 | The importance of representation | Mansbridge (1999) Schwindt-Bayer & Mishler (2005) |
| January 13 | State of the Discipline | Allen (2021) |
| Part II | Women in the Electorate | Why would anyone vote for a woman? How do voters evaluate candidate gender? |
| | Week 2: January 18 & 20 | |
| January 16 | MLK HOLIDAY - NO CLASS | |
| January 18 | The Gender Gap | Inglehart & Norris (2002)** Junn & Masouka (2019)** |
| January 20 | Women's Voting Behavior | Campbell & Heath (2014)** |
| | Week 3: January 23 - 27 | |
| January 23 | Women's Voting Behavior | Deckman & McDonald (2022)** <i>p</i> |
| January 25 | Women's Voting and Other Participation | Cordova & Rangel (2017)** |
| January 27 | Women's Voting and Other Participation | Agbiboa (2021)** |
| Part III | Women as Candidates | What challenges do women face running for office? |
| | Week 4: January 30 - Feb. 3 | |
| January 30 | Why do/don't women run? | Fox & Lawless (2004)** |

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| February 1 | Barriers to Women Running | Crowder-Meyer (2018)** |
| February 3 | Barriers to Women Running | Bernhard et al (2020)** |

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| Week 5: Feb. 6 - Feb. 10 | | |
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| February 6 | Barriers to Women Running | Lazarus et al (2022)** |
| February 8 | Candidate Recruitment | Preece et al (2016)** |
| February 10 | Candidate Recruitment | Tolley (2022)** <i>p</i> |
| Week 6: Feb. 13 - Feb. 17 | | |
| February 13 | Role of Parties | Ritterberger & Ritterberger (2015)** |
| February 15 | Role of Parties | Doherty et al (2019)** |
| February 17 | Perceptions of Female Candidates | Lucciola (2022)** |

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| Week 7: Feb. 20 - Feb. 24 | | |
| February 20 | Perceptions of Female Candidates | Eggers et al (2018)** |
| February 22 | Perceptions of Female Candidates | Teele et al (2018)** <i>p</i> |
| February 24 | Who Votes for Women? | Karpowitz et al (2017)** |

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| Part IV | Women in Legislatures | Once in office, what agendas do women legislators pursue? Are they effective? |
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| Week 8: Feb. 27 - March 3 | | |
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| February 27 | Quotas | Krook et al (2009)** Franceschet & Piscopo (2014)** |
| March 1 | Quotas | Caul (2001)** Celis et al (2014)** |
| March 3 | Impact of Quotas | Clayton & Zetterberg (2018)** |

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| Week 9: March 6 - March 10 | | |
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| March 6 | Women's Legislative Agendas | Tajali (2022)** |
| March 8 | Women's Legislative Agendas | Mügge et al (2019)** |
| March 10 | Women's Legislative Agendas | Holman & Mahoney (2017)** Volden et al (2011)** |

SPRING BREAK: NO CLASSES 3/13 - 3/17

| Part V | Women as Executives | What do women do in the highest offices? How do women executives influence others? |
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| Week 10: March 20 - March 24 | | |
| March 20 | Women as Executives | O'Brien (2015)** <i>p</i> |
| March 22 | Women as Executives | O'Neill, Pruysers, & Stewart (2019)** |
| March 24 | Women as Executives | Reyes-Housholder (2016)** |
| Week 11: March 27 - March 31 | | |
| March 27 | Women in the Executive | Stockemer & Sundström (2018)** |
| March 29 | Women in the Executive | Barnes & O'Brien (2015)** |
| March 31 | Why Women in the Executive Matter | Wahman et al (2021)** |
| Part VI | Women and Authoritarian Regimes | How does women's political behavior differ in non-democratic states? |
| Week 12: April 3 - April 7 | | |
| April 3 | Women as Elites | Iran: Moghadam & Haghigatjoo (2016)** |
| April 5 | Women's Representation | China: Jiang & Zhou (2021)** |
| April 7 | Women's Representation | Thames (2017)** |
| Week 13: April 10 - April 14 | | |
| April 10 | Policy Implications | Turkey: Arat (2021)** |
| April 12 | Authoritarian Limitations | Nyrup et al (2022)** <i>p</i> |
| April 14 | NO CLASS | MPSA Conference |
| Part VII | Women in the Radical Right | Under what conditions will women join Radical Right Wing Parties? How do RRWP women behave in office? |
| Week 14: April 17 - April 21 | | |
| April 17 | The Gender Gap in the Radical Right | Immerzeel et al (2015)** Christley (2021)** |
| April 19 | Gender and Elites and RRWP | Snipes & Mudde (2021)** |

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| April 21 | RRWP and Representation | O'Brien (2018)** <i>p</i> Cornacchione & Tuning (2019) |
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Part VIII

Writing and Course Wrap-UP

Week 15: April 24 - April 28

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| April 24 | NO CLASS | Prepare writing to bring in for next class |
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| April 26 | Peer Review Day | I WILL BE TAKING ATTENDANCE |
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NO CLASS April 28 (Reading Day) FINAL PAPER IS DUE THURSDAY, MAY 4, 2023 by 2:30PM