

PSCI-21000-01 Women, Power, & Politics

Spring 2018

Basic Information

Instructor: Dr. Ondercin

Office: 105 Kauke

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Office Phone: 330-287-1934

Class Details: Monday & Wednesday, 2:00-3:20, 135 Kauke

Office hours: Monday and Tuesdays, 9:00-10:30

You are welcome to meet with me about the class or your professional development at any point during the semester. To facilitate meeting with me, please go to <https://ondercin.youcanbook.me/> and select an available time. You must do this at least 24 hours before you wish to meet with me.

Course Description

Gender is a social and historical construction loosely tied to the biological categories of male and female. Gender can be an identity possessed by an individual. Gender also acts as an institution structuring individual experiences and political outcomes. Additionally, gender is not limited to only the study of women. It applies to men as well.

This class is designed as an overview of the field of gender and politics, specifically American politics. We will examine critically the role gender plays in shaping U.S. politics at the individual level and how gender shapes the institutions of the U.S. political system.

The class begins by introducing some fundamentals of feminist theory; providing the critical lenses we will use throughout the semester. We move on to examine how gender structures the political status of individuals in the United States. We will discuss the three waves of the women's movement to understand how the relationships among gender, citizenship, and law have changed over time. In the second section of the class we explore how gender structures the political participation of both men and women. In this section we ask how and why women's political participation differs from men's. The third section of the class addresses how gender shapes who runs and wins elective office in the United States. In this section we also explore the impact of gender on the various institutions of government: Executive, Legislative, Judicial, and the federal bureaucracy.

Course and Learning Objectives:

- Overall, students will have an understanding of how gender is shaped by and shapes politics in the United States.

- Through class participation, students will further their basic knowledge about the role of gender in politics and critically analyze ideas presented in the readings, lecture, and class discussion.
- With the exams, students will apply their knowledge of gender and the U.S. political system obtained in class discussion, lectures, and readings.
- With the short writing assignments, students will analytically apply material from both class and the readings to analyze contemporary issues in politics.

Class Practices and Policies

The class meets twice a week. I expect you to be there at **all times**. It is the student's responsibility to come to class and arrive on time and prepared for class. It will be extremely hard to do well in this class if you do not regularly attend. A lot of material for the exams will only be covered in class. You are paying far too much money for college not to attend. Moreover, I assume that since you are here to learn, you will want to come to class so you can do so. (If you are not here to learn, you should be asking yourself far bigger questions about why you are here!). This is a serious class for serious students – those of you looking to get a good grade while doing little or no work should seek a different instructor.

I will run the class in a variety of formats. You can expect a mixture of lecture, class discussion, small group projects, and individual projects. At all times, my aim will be to help you achieve a deep understanding of the material. Since so much of what I want you to learn will be dealt with only in class, it is important that you attend. Two things are very important to the success of this class: 1) your participation in every class; and 2) that you have completed the readings **before** the class in which we will discuss them. You cannot learn from each other, and I cannot learn from you, if you are not prepared for class. I encourage you to ask questions you may have about lectures, class discussions, readings, and things you see in the news. Do not be passive; class will be much more interesting and you will learn the material better if you are an active participant.

I expect you to observe common courtesy when you are in class. Please come on time: lateness is very rude! Please turn off cell phones. Please leave the newspaper, crossword puzzles, and other work at home. **NO LAPTOPS ALLOWED or TABLETS**. If I see you using electronics, work for other classes, or non-class related material you will lose all participation points for that day. If this happens 3 or more times in the class you will get a zero for participation for the semester. I do not teach in your bedroom; therefore, please do not sleep in my classroom. I expect you to be mentally present as well as physically present in class; this is the best way to ensure that you learn the course material.

I will not discuss or send grades via e-mail. E-mail is not a secure form of communication, meaning anyone can read your messages. In order to protect your privacy I will not e-mail you your grades. I am happy to discuss your grades with you in person anytime during office

hours or by appointment.

Grading

Grades for the class will be based on participation, brief writing assignments, and two exams. A total of 100 points are available. Below you will find a description of each of the factors that go into the final grade, the due dates, and the grade distribution.

Table 1: Assignments and Due Dates

	Points Available	Due Dates
Participation	15	Everyday
Writing Assignments	25	See outline below
Exam 1	30	February 26 th
Exam 2	30	May 10 th at 2:00 pm
Total	100	

Participation. Participation in class discussions and other classroom activities is extremely important; as a result participation is worth 15% of your final grade. This means if you fail to participate the highest grade you will be able to receive in this class is a B. Participation will be assessed in two different ways. First, there will be a variety of in-class and out-of-class assignments throughout the semester that will count for participation. Second, your in-class contributions will also count towards participation. You are expected to be engaged in class discussions, ask questions, and contribute to group work. Participation is not simply about quantity or quality. While taking notes and listening attentively is important, it does not count as class participation. You should participate on a regular basis in a meaningful way.

Writing Assignments. There are five short writing assignments that are designed to apply what you are learning in the classroom to contemporary U.S. politics. For each assignment you will write 3-5 pages, double spaced in 12 point Times New Roman font or equivalent and with standard 1 inch margins. All assignments are due on the date listed in the tentative course schedule. Descriptions of each writing assignment can be found on Moodle.

Writing counts. I expect assignments to be clearly written with complete sentences and proper grammar. I highly recommend that you read them over before you turn in the assignments.

I recommend that you save your work for assignments for this class (and others) frequently and in multiple locations. Documents saved on library computers are not always there when you return. Make multiple copies of your work on at least two USB drives, hard disks, or cloud locations. Email a version to yourself. Save your drafts frequently (just hit ctrl+s or cmd+s every few minutes and/or work in Google Drive). Print out copies of your rough

drafts. If you take these reasonable precautions, you will not be prevented from meeting due dates even if your computer should malfunction. In both college and the professional world, computer malfunctions are not an excuse for late work.

Exams. There will be two exams. Both exams will be essay format. The second exam is not cumulative.

Make-up exams will be given at the discretion of the instructor and only in extreme circumstances. You must contact the instructor before the exam. No make-up exams will be given if you contact the instructor after the missed exam. There are no make-up final exams.

Table 2: Grade Distribution

A	100 – 93
A–	92–90
B+	89–87
B	86–83
B–	82–80
C+	79–77
C	76–73
C–	72–70
D	69–60
F	59 and below

Remember if you are a political science major and wish to have this class count towards the major requirements you must receive at least a C.

Grade Appeal. I will not discuss changes in grades for 24 hours after a paper or exam has been handed back. If you feel that I missed an important point that you made or there is some other problem with your grade after 24 hours you may submit a grade appeal. Your appeal should be a typed argument for why your grade should be changed. It should be no longer than 1 page. You will need to hand the appeal and the original exam back to me for review. I will then ask you to schedule a time to meet with me to discuss the appeal. Appealing the grade does not mean that I will automatically increase your grade.

Important Policies

Moodle and Campus E-mail. This course will largely rely on Moodle to distribute assignments, to post course announcements, and to post readings for the course. Please check the site regularly. You will submit all assignments via Moodle. You are expected to log in to Moodle by the second day of classes to make sure you can navigate the site. I will return assignments via Moodle. You are responsible for checking your Wooster email account daily for important class communications.

Please do not hesitate to email me with any questions or concerns you may have. However, there are a few important things about e-mail communications. First, I will make every effort to respond to your e-mail in a timely manner, but I will not respond to e-mails after 5pm or on weekends. Second, before sending an e-mail make sure the answer to your question is not in the syllabus, assignment sheet or other material on Moodle, or in an e-mail that I have sent out. Third, I will try respond to your e-mail within 24 hours of receiving the email. Finally, please be professional in your emails. Just like a written letter, be sure to open your email with an appropriate greeting like, “Dear Dr. Ondercin”, or “Professor Ondercin.” Please make sure to identify who you are and what class you are taking from me in the body of the e-mail. In addition, in many cases, I may request you meet with me to discuss your question rather than engage in a series of back-and-forth emails.

Meeting with the Professor. I strongly encourage you to meet with me during office hours. You must schedule your meetings during office hours at <https://ondercin.youcanbook.me/>. I encourage you to come to me with any questions or concerns.

Late Work. Late work is not tolerated in this course. Think of the deadline as the time that an airline flight takes off. Just as you arrive at the airport with plenty of time, so too should you submit your assignment with plenty of time. Once the flight takes off or the deadline passes, you will receive a zero. Contact IT if you’re having issues with Moodle. I am skeptical of any excuses for late work that involve computer failure, thus you should be sure to save your work often and to back it up in another way.

Attendance Policy. Since this course requires active participation in the classroom you are expected to attend all class meetings. If you have a college related absence (i.e., traveling with a college sports team, attending a conference) it is your responsibility to arrange written notification of the absence BEFORE you are absent and make arrangement for any missed work. All assignments will be due before anticipated absences.

Incompletes. Incomplete coursework is a major inconvenience for students and professors. I expect you to do everything in your power to avoid this situation. Legitimate excuses include verified illnesses and family emergencies. No incompletes will be given unless a legitimate excuse is verified and you have a prior written agreement with the professor. As per College of Wooster policy, any unfinished work resulting in an “Incomplete” must be

submitted by the first week of the following semester.

Academic Integrity. Academic integrity is essential to a positive teaching and learning environment. All students enrolled in College of Wooster courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The complete policy can be found at: http://www.wooster.edu/home/Academic_Policies.php. The College policy suggests that a student will not give, offer, or receive aid other than that specifically allowed by the professor on any course work or examination; knowingly represent the work of others, including materials from electronic sources, as his/her own; falsify data; submit an assignment produced for a course to a second course without the authorization of all the instructors involved; deny other students access to necessary documents/materials by stealing, misplacing or destroying those materials; copying or paraphrasing from any source without proper citation, going beyond what is allowed in a group project, fabricating excuses and lying in connection with your academic work, give false reasoning to a faculty member or Dean when requesting an exam change or an extension on a paper/project. You should cite your sources to avoid plagiarizing ideas and text. Particular attention should be directed to the appropriate use of materials available on-line through the Internet. It is important that you read and understand the ethical use of information (<http://library.wooster.edu/services/instruction/ethics/ethics.php>). Whether intentional or not, improper use of materials can be considered a violation of academic honesty. Within this course, a student responsible for scholastic dishonesty will be assigned a penalty up to and including an "F" or "N" for the course.

Classroom Conduct. My expectation is that students will be highly engaged and active in our learning environment. While politics is at times a contentious and controversial subject, I expect students to maintain the highest level of civility and respect to one another and to the professor in the class regardless of differences of opinions. This class will require sophisticated arguments and critical thinking and I expect that students use these skills to develop their own opinions and express their own thinking. While the world of political debates often goes "negative" and personal, I expect more from you as students of politics!

Diversity in the Classroom. Diversity in the classroom is the ultimate goal of any successful democratic environment. One of my goals as an educator is to provide students with the exposure to opinions, cultures, political viewpoints and personal experiences different from their own. With this in mind, I expect students to respond with respect and an open mind to expressions of examples of the previous list that they may find challenging or very different and to actively participate in creating an environment where every person in the class is safe to express his/her opinion.

Policy on Harassment. The College of Wooster has a harassment policy which is detailed in the Handbook of Selected College Policies. According to this policy, harassment of employ-

ees and students based upon race, color, creed, religion, sex, national origin, age, disability, veteran status, sexual orientation, or political affiliation will not be tolerated. Further, the policy suggests that “Any behavior, whether verbal or physical, which exhibits a negative animus toward any person on account of a protected characteristic may be considered illegal harassment.”

Title IX. The College of Wooster and its faculty are committed to ensuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the College has developed policies and procedures which prohibit discrimination, sexual harassment/misconduct, and retaliation. Any member of the College community (faculty, staff, students, visitors, and third party vendors) who believes that they have been a victim of sexual harassment/misconduct, domestic violence, dating violence, bullying, cyber-bullying, stalking and/or gender-based discrimination is encouraged to file a report with the Colleges Title IX Coordinator (Angela Johnston - ajohnston@wooster.edu; 330-263-2141). Reports can be filed in person, via email, or online at <http://wooster.edu/offices/discrimination/sexual/>. In order to ensure student safety and address the well-being of students, the College requires all employees, including faculty members, to report incidents of sexual and gender-based violence shared with them by students to the Colleges Title IX Coordinator. Exceptions are situations where students are unlikely to expect that a disclosure would trigger a reporting obligation such as in a class writing assignment. A faculty member reporting to the Title IX Coordinator does NOT mean that the student will be obligated to participate in any formal proceedings; that decision remains at the discretion of the student unless the information indicates that one or more students are at risk of further harassment. Information regarding the Colleges non-discrimination policy (including bias-related harassment), sexual assault/sexual misconduct, Title IX, and filing a report can be found at <http://wooster.edu/offices/discrimination/>.

Resources

Academic Resources. The College of Woosters Learning Center offers services designed to help students improve their overall academic performance and to assist them in achieving their academic goals. You can go to the Learning Center for help with things like time management, improving your test preparation skills, or to improve your reading skills. The office is also designated with the responsibility for determining reasonable accommodations according to the Americans with Disabilities Act and for maintaining confidential records documenting disabilities. Please contact them if you have a disability that may affect your ability to participate in course activities or to meet course requirements. The Learning Center is located in the Rubbermaid Student Services Building at 554 E. University Avenue. Call -2595 on campus to schedule an appointment. The complete College policy regarding student disabilities is at: http://www.wooster.edu/Learning_Center/handbook/full_manual.pdf.

The Writing Center. I encourage all of you to take advantage of the campus Writing Center. You can get on-on-one guidance, resources and support with regard to your writing skills. The Writing Center is located on level 1 of the Andrews Library. You can call them at extension 2205, e-mail them at writing_center@wooster.edu, or visit their website at www.wooster.edu/writing_center.

Course Outline¹

Week 1: The Study of Gender & Politics

How is the study of gender and politics different than the study of women and politics? What does it mean to consider gender as a category of analysis? How is gender related to our ideas of citizenship?

- Monday, January 15th MLK Day – See Campus Calendar for Events.
- Wednesday, January 17th
 - Syllabus.
 - Ritter, Gretchen. 2008 “Gender as a Category of Analysis in American Political Development.” in *Political Women and American Democracy* ed. Christina Wolbrecht, Karen Beckwith, and Lisa Baldez.

Week 2: Gender as a Social Construction.

What is the difference between sex and gender? What does it mean to say something is socially constructed? How does gender relate to categories of race, class, and sexual identity? What is hegemonic masculinity?

- Monday, January 22nd
 - Lorber, Judith. 2009. “The Social Construction of Gender” in *The Social Constructions of Difference and Inequality 4th Edition* ed. Tracy E. Ore. Boston, MA: McGraw Hill.
 - Messner, Michael A. 2007. “The Masculinity of the Governor Muscle and Compassion in American Politics.” *Gender & Society* 21(4): 461-480.
- Wednesday, January 24th
 - Smith, Adian. 2018. “Trump That Bitch” Masculinity and Backlash in the 2016 Presidential Election” *Gender Heteronormativity, and the American Presidency*.
 - Jamison, Kathleen Hall. 1997. “Hillary Clinton as Rorschach Test” in *Beyond the Double Bind* Oxford University Press.

¹Any changes to this schedule will be announced verbally in class. It is the student’s responsibility to note changes and adhere to the new schedule.

Week 3: Gender Stereotypes and Understanding Women’s Historical Role

How are the traits of a politician gendered? What impact does this have for male politicians? Female politicians? What is the double bind women face? How have constructions of gender shaped our understanding of the role of women in politics throughout history?

- Monday, January 29th
 - Monica C. Schneider and Angela L. Bos. 2014. “Measuring Stereotypes of Female Politicians.” *Political Psychology* 35 (2): 245-266.
 - Diekmann, A.B. and Eagly, A.H., 2000. “Stereotypes as dynamic constructs: Women and men of the past, present, and future.” *Personality and social psychology bulletin* 26(10), pp.1171-1188.
- Wednesday, January 31st
 - Baker, Paula. 1984. “The Domestication of Politics: Women and American Political Society, 1780-1920.” *The American Historical Review* 89(3):620-647.

Week 4: Gender, The Constitution, and Women’s Movements What was women’s legal/Constitutional status before suffrage? What is women’s Constitutional status as a result of the 2nd wave of the women’s movement? Have women achieved equality?

- Monday, February 5th
 - “Declaration of Sentiments”
 - “Constitutional Argument” by Susan B. Anthony.
 - Kerber, Linda K. 1995. “‘Ourselves and Our Daughters Forever’: Women and the Constitution, 1787-1876” in *One Woman, One Vote: Rediscovering the Women’s Suffrage Movement* ed Marjorie Spruill Wheeler. Troutdale, OR: New Sage Press.
 - Montoya, Celeste. “Intersectionality and Womens Voting Rights.” In Lee Ann Banaszak and Holly McCammon (Editors), *100 Years Since Woman Suffrage*. New York: Oxford University Press.

- Wednesday, February 7st

- Freeman, Jo. 2008. We Will be Heard: Womens Struggles for Political Power in the United States. Lanham, MD: Rowman and Littlefield. Chapter 12. How Sex Got into Title VII: Persistent Opportunism as a Maker of Public Policy. Pp. 171-190.
- Mezey, Susan Gluck. 2003. *Elusive Equality: Women’s Rights, Public Policy, and The Law*. Boulder, CO: Lynne Rienner. Chapter 1 Seeking Constitutional Parity

Writing Assignment 1 Due

Week 5: Modern Women’s Movement

What shapes protest activity? What issues motivate the women’s movement today? What are the similarities and differences to historical women’s movements in the United States? Activism in other countries?

- Monday, February 12th

- Murdie, A. and Peksen, D., 2015. “Women and contentious politics: A global event-data approach to understanding womens protest.” *Political Research Quarterly* 68(1), pp.180-192.
- 4 Part Series on the Monkey Cage regarding the Women’s March.
- Annys Shin and Libby Casey November 22, 2017 “Anita Hill and her 1991 congressional defenders to Joe Biden: You were part of the problem” Washington Post.

- Wednesday, February 14st

- Please read these articles and then spend some time looking through the original source of material. Come to class with your own take on one of the following.

- * <http://www.buzzfeed.com/ellievhall/the-feminist-taylor-swift-twitter-account-is-hilarious#.gq0VW538k/>
- * <https://twitter.com/feministtswift>
- * http://www.huffingtonpost.com/2015/02/06/feminist-ryan-gosling_n_6555750.html/http://feministryangosling.tumblr.com/
- * <http://www.thedailybeast.com/articles/2015/05/03/inside-the-feminist-onion-the-satirical-bite-of-reductress.html>
- * <http://reductress.com/>
- * http://www.huffingtonpost.com/2014/08/12/woman-against-feminism-parody-twitter-account_n_5671650.html
- * <https://twitter.com/NoToFeminism>

Week 6: Conservative Women Organizing

How have conservative women shaped American politics? What role does gender play in the identities of conservative women? Why have socially conservative women opposed the women's movement?

- Monday, February 19th

- Chapters 5 and 11 in Spruill, Margorie J. 2017 *Divided We Stand*. Bloomsbury Press
- Chapters 2 and 3 in Schreiber, Ronnee. 2008. *Righting Feminism*. Oxford: Oxford University Press.

Writing Assignment 2 Due

- Wednesday, February 21st

- Chapters 3, 5 and 6 in Deckman, Melissa. 2016. *Tea Party Women*.

Week 7: Exam 1 and Is there a Women's Interest?

What are women's interests? How do interests differ from issues and preferences? Are there such things as men's interests or issues? When do men's and women's preferences diverge? Are women's preferences unified?

- Monday, February 26th Exam 1

- Wednesday, February 28st
 - Beckwith, Karen. 2014. "Plotting the Path from One to the Other: Women's Interests and Political Representation" in *Representation The Case of Women* ed Maria C. Esobar-Lemmon and Michelle M. Taylor-Robinson. Oxford University Press.

Week 8: Issues and Preferences

When do men's and women's preferences diverge? Are women's preferences unified?

- Monday, March 5th
 - Huddy, Leonie, Erin Cassese, and Mary-Kate Lizotte. 2008. "Sources of Political Unity and Disunity among Women: Placing the Gender Gap in Perspective" in *Voting The Gender Gap* ed Lois Duke Whitaker. Illinois University Press.
 - Capers, K Juree, and Candis Watts Smith. 2016. "Linked Fate at the Intersection of Race, Gender, and Ethnicity" in *Distinct Identities Minority Women in U.S. Politics* ed Nadia E. Brown and Sarah Allen Gershon. Routledge Press.

- Wednesday, March 7st
 - Bejarano, Christina E. 2014. *The Latino Gender Gap in U.S. Politics*. Chapter 3, "Gender Gaps in Public Opinion." New York: Routledge. Pp. 77-95.
 - Dowe, Pearl K Ford. 2016. "African American Women: Leading Ladies of Liberal Politics" in *Distinct Identities Minority Women in U.S. Politics* ed Nadia E. Brown and Sarah Allen Gershon. Routledge Press.

Week 9 Spring Break

Week 10 Spring Break

Week 11: Voting and Partisanship

Why are women's preferences, voting, and partisanship different than men's preferences, voting, and partisanship? What role does workforce participation play in creating different preferences? When will women's preferences resemble men's preferences?

- Monday, March 26th
 - Chapters 1 & 5 *Women, Work, and Politics The Political Economy of Gender Inequality* by Torben Iversen and Frances Rosenbluth. 2010. Yale University Press.
 - Ondercin, Heather L. “Who Is Responsible for the Gender Gap? The Dynamics of Mens and Womens Democratic Macropartisanship, 1950-2012” *Political Research Quarterly*.
- Wednesday, March 28th
 - Barnes, T.D. and Cassese, E.C., 2017. “American Party Women: A Look at the Gender Gap within Parties.” *Political Research Quarterly*, 70(1), pp.127-141.
 - Bejarano, Christina E. 2014. *The Latino Gender Gap in U.S. Politics*. Chapter 4, “Gaps in Political Ideology and Partisan Identification” New York: Routledge. Pp. 96-122.

Writing Assignment 3 Due

Week 12: Representation

What is descriptive representation? Why do we value descriptive representation? How should we achieve descriptive representation? How does race intersect with gender to shape representation? What are women's current levels of representation in the United States? How does the United States compare to the rest of the World in terms of women's representation? What barriers exist to increasing women's level of representation?

- Monday, April 2nd
 - Dovi, Suzanne. 2002. “Preferable Descriptive Representatives: Will Just Any Woman, Black or Latino Do?” *American Political Science Review* 96 (4):729-43
 - Mansbridge, Jane. “Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'” *The Journal of Politics* 61(3): 628-657.
 - Brown Nadia E. 2014. “Black Women's Representation” in *Sisters in the State House Black Women & Legislative Decisions Making*. Oxford University Press.

- Wednesday, April 4th

- “Current Numbers” Center for American Women and Politics <http://www.cawp.rutgers.edu/current-numbers>
- “Press release: Sluggish progress on women in politics will hamper development” UN Women <http://www.unwomen.org/en/news/stories/2015/3/press-release-sluggish-progress-on-women-in-politics-will-hamper-development>
- Murray, Rainbow. 2014. “Quotas for men: reframing gender quotas as a means of improving representation for all.” *American Political Science Review* 108(3): 520-532.

Week 13: Running for Office What traits are masculine? feminine? How do these traits influence our evaluation of female candidates/politicians and male candidates/politicians? How do these traits influence the behavior of elected officials?

- Monday, April 9th

- Lawless and Fox. 2013. Girls Just Wanna Not Run. [Online]https://www.american.edu/spa/wpi/upload/girls-just-wanna-not-run_policy-report.pdf
- Holman, Mirya, Monica C. Schneider, Amanda B. Diekman, and Thomas McAndrew . 2013. “Power, Conflict, and Community: How Gendered Views of Political Power Influence Womens Political Ambition.” *Political Psychology*

- Wednesday, April 11th

- Huddy, Leonie, and Nayda Terkildsen. 1993. “The Consequences of Gender Stereotypes for Women Candidates at Different Levels and Types of Office.” *Political Research Quarterly* 46 (3):503-25.
- Sanbonmatsu, Kira. 2002. “Gender Stereotypes and Vote Choice.” *American Journal of Political Science*, 46(1): 20-34.
- Mo, Cecilia. 2016. “People Who Don’t Consider Themselves Sexist May Still be Biased Against Clinton.” Washington Post Post Everything. [Online] <https://www.washingtonpost.com/posteverything/wp/2016/07/27/people-who-dont-consider-themselves-sexist-may-still-be-biased-against-clinton/>

Week 14: Campaigns

How does gender shape the messages of male and female candidates? How does the media shape our understanding and gendered perceptions of candidates?

- Monday, April 16th
 - Dittmar, Kelly 2015. “Gender Dynamics in Image and Message Creation” in *Navigating Gendered Terrain Stereotypes and Strategy in Political Campaigns* Temple University Press.
 - Holman, Mirya R., Monica Schneider, and Kristin Pondel. “Gender Targeting in Political Advertisements.” *Political Research Quarterly*
 - Dolan, Kathleen. 2005. “Do Women Candidates Play to Gender Stereotypes? Do Men Candidates Play to Women? Candidate Sex and Issue Priorities on Campaign Websites.” *Political Research Quarterly*, 58(1): 31-44

Writing Assignment 4 Due

- Wednesday, April 18th
 - Martel, Ned. 2011. “Nikki Haley picks Romney, but can they help each other?” The Washington Post. http://www.washingtonpost.com/lifestyle/style/nikki-haley-south-carolinas-hard-charging-gop-governor/2011/11/28/gIQA10vhw0_story.html
 - Portnoy, Jenna. 2011. “Christie uses tough talk in Iowa to encourage Republicans to vote for Romney.” The Star-Ledger http://www.nj.com/news/index.ssf/2011/12/christie_uses_tough-talk_in_io.html
 - Carlin, Diana B., and Kelly L. Winfrey. 2009. “Have You Come a Long Way, baby? Hillary Clinton, Sarah Palin, and sexism in 2008 campaign coverage.” *Communication Studies* 60(4): 326-343.

Week 15: Power and Governing. How are ideas of power and governing gendered? How might more women in government transform politics?

- Monday, April 23rd
 - Duerst-Lahti, Georgia. 1997 “Reconceiving Theories of Power: Consequences of Masculinism in the Executive Branch.”

- Wednesday, April 25th

- Kathlene, Lyn. 1995. "Alternative Views of Crime: Legislative Policymaking in Gendered Terms." *Journal of Politics* 57 (3):696-723.
- Kenney, Sally J. 2003. "Where Is Gender in Agenda Setting?" *Women & Politics* 25 (1-2):179-207.

Week 16: Policy Making

Do women pursue a different agenda in government than men?

- Monday, April 30th

- Swers, Michele L. 2014. "Unpacking Women's Issues: Gender and Policymaking on Health Care, Education, and Women's Health in the US Senate" in *Representation The Case of Women* ed Maria C. Esobar-Lemmon and Michelle M. Taylor-Robinson. Oxford University Press.
- Chapter 4. Brown, Nadia E. 2014. *Sisters in the Statehouse* Oxford University Press.

- Wednesday, May 2nd

Writing Assignment 5 Due

Final Exam: Thursday, May 10th at 2:00 pm