

# Fall 2018 POLI 4028 Gender & Politics

POLI 4028 Gender & Politics  
Class Time: Tuesdays & Thursdays  
10:30 a.m. - 11:50 a.m.  
Class Location: 203 Tureaud Hall

Instructor: Dr. Bauer  
Office: Stubbs Hall 208B  
Office Hours: Tuesdays 915-1015 am  
Wednesdays 100-200 pm, or by appointment  
Contact: nbauer4@lsu.edu

## Course Description

For much of American history, politics was an exclusively masculine institution. However, these dynamics have changed dramatically in recent decades. Women are now active political players in every stage of the political process. In fact, women vote at higher rates compared to men in national elections. Yet, women's representation in political institutions is well below gender parity. Women hold less than 20% of seats in Congress, an average of 25% of seats in state legislatures (women hold 15.3% of seats in Louisiana's state legislature), women sit in 6 out of 50 gubernatorial offices, and only one woman ever won the nomination of a major party to run for the presidency. This class will explore the ways in which women and men experience the political world differently as citizens, candidates, and officeholders. We will also examine the ways in which gender intersects with other identities that shape how individuals experience the politics including race, social class, sexual orientation, and gender identity. We will do this through class readings, lectures, in-class activities, and, of course, following current political events.

## Required Textbooks

Bos, Angela L. and Monica C. Schneider. 2016. The Political Psychology of Women in U.S. Politics. New York: Routledge.

You do not need to buy this textbook. There is an e-copy available through the LSU Library.

## Attendance & Participation

Class sessions will be a combination of lectures, discussions, and other in-class activities. Regular attendance and keeping up with the course readings are necessary to do well in this class.

## Course Objectives & Goals

By the conclusion of this course, each student will be able to:

- Explain the origins of gender roles and identify how these role distinctions affect conceptions of leadership.
- Analyze whether and how political institutions reinforces conceptions of femininity and masculinity.
- Discuss the similarities and differences in how women and men participate in politics as citizens, candidates, and leaders.
- Investigate the intersectional nature of gender to delineate how women differ from each other and how men differ from one another.

### Course Policies:

- Participation grades are based on not only regular attendance, but on participation in class discussions. There will be many opportunities for us to discuss the core themes of this class, and I do expect all students to contribute.
- Class sessions will be a combination of lectures, discussions, and other in-class activities. Regular attendance and keeping up with the course readings are necessary to do well in this class. Moreover, the class is structured to encourage discussion of key concepts, and these discussions are essential to student learning.
- Lectures will not repeat the readings. The lectures will expand on the concepts introduced in the readings, and will often introduce new concepts that may not be included in the readings.
- If you do need to miss class be sure to check with a classmate about getting the notes.
- When I use PowerPoint in class, I will post those slides to the course website **after** class. Note that in order to do well on the exams and assignments you should plan to take notes in addition to these slides.
- The larger academic setting and this course, in particular, requires an open, inclusive, and engaging learning environment in which students feel comfortable expressing their own opinions as well as being exposed to opinions, cultures, viewpoints, and personal experiences different from their own. With this in mind, students are expected to engage one another with respect, courtesy, and sensitivity both inside and outside of this classroom.
- Please be sure to silence your cell phone during class. You are welcome to use a laptop for taking notes or accessing the online readings. If it is clear you are using the laptop for another purpose, I will ask you to put it away. Do note that students who do best in my classes are those who DO NOT use laptops as they are unnecessarily distracting.

- I do not discuss grades with students over email. If you would like to discuss a grade you must set up a time to do so in person. This policy applies to mid-semester grade calculations. You will all receive mid-term grades in accordance with LSU policy. However, if you want to know your grade at another point in the semester it is up to you to do that calculation. I will return all assignments in a timely manner, and this syllabus has details about the grade distribution.
- Late assignments will receive a 10% penalty for every hour they are late. Five minutes late means 10% deduction. One hour late means a 10% deduction. Five hours late means a 50% deduction. After five hours late, your assignment will receive a failing grade.
- If you require an accommodation, I am happy to work with you to make the appropriate arrangements; however, you do need to let me know right away.
- Any case of academic misconduct, including plagiarism or cheating, will be considered a violation of the University's honor code and these violations will be referred to the appropriate office at LSU.

## **A Note on Communication**

Outside of my office hours, email is almost always the best way to get in touch with me. To ensure a timely response to your email I ask that students follow professional email etiquette. Each email subject line should include which course you are enrolled in and a brief description of the content of the email. For example, you might have a question about an upcoming due date so the subject should read "PSC 422 Assignment Due Date." You should always start your email with a greeting. For example, Dear Professor Bauer or Hello Dr. Bauer, are completely appropriate email greetings. Be sure to include some kind of sign off that identifies who you are. I may not always be able to tell who the email is from, especially if you send from a non-university account. I will not respond to emails that do not follow these basic guidelines. These may seem a bit nit picky, but emails without a subject line often get automatically sorted into a Spam or Junk folder before I ever see them.

As long as these rules are followed, I'll generally respond to emails within 1 business day. If you send me an email on Friday I might not get to it until Monday. If you do not hear from me within 2 business days, you should follow-up with a second email or say something to me before class or during office hours.

## **Grading**

Below is the breakdown for how I will calculate your grades. More specific instructions and details for the essays, final project, and exams will be provided on the course website closer to the due dates.

|             |            |            |            |                 |
|-------------|------------|------------|------------|-----------------|
| 100-98 = A+ | 87-89 = B+ | 79-77 = C+ | 69-67 = D+ | 59 or below = F |
| 97-93 = A   | 86-83 = B  | 76-73 = C  | 66-63 = D  |                 |
| 92-90 = A-  | 82-80 = B- | 72-70 = C- | 62-60 = D- |                 |

A - Achievement that is outstanding relative to the level necessary to meet course requirements.

B - Achievement that is significantly above the level necessary to meet course requirements.

C - Achievement that meets course requirements in every respect.

D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.

F - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the professor and the student that the student would be awarded an I.

## Assignments

Your grade is based on the following components: Two exams, two short writing assignments, participation, and a group project/presentation.

Mid-Term: 20%

Final: 20%

In-Class Participation: 20%

Assignment 1: 10%

Assignment 2: 10%

Research Design Poster: 10%

Research Design Conference Participation 10%

## Key Dates

All the due dates are also included in the course schedule.

Assignment 1: **September 18, 2018**

Mid-Term: **October 16, 2018**

Assignment 2: **November 6, 2018**

Research Design Posters: **November 25, 2018**

Research Design Presentations: **November 27, 2018 & November 29, 2018**

Final Exam: **December 6, 2018**

## Extra Credit

I will offer extra credit to students who participate in the Media Effects Lab experimental subject pool. I will post more details about this extra credit opportunity on Moodle.

From time to time, I will offer extra credit for attending and writing about various events on campus. These opportunities will be discussed in class as they come up, but you must be physically present in class to take advantage of these opportunities.

## Course Schedule

### *Gender & Citizenship*

August 21, 2018: Introduction & Overview

August 23, 2018: Sex vs. Gender

Bittner, Amanda and Goodyear-Grant, Elizabeth. forthcoming. "Sex isn't Gender: Reforming Concepts and Measurements in the Study of Public Opinion." *Political Behavior* (on course website)

August 28, 2018: Gender & Social Roles

Eagly, Alice H. 1987. Sex Differences in Social Behavior: A Social Role Interpretation. Chapter 1 (on course website)

Bos & Schneider Chapter 3

August 30, 2018: A Brief History of Gender and American Politics

September 4, 2018: Liberal v. Conservative Feminism

Betty Friedan, The Feminine Mystique, Chapter 3 (on course website)

September 6, 2018: Black Feminism

bell hooks, Feminist Theory from Margin to Center, Chapter 2 (on course website)

September 13, 2018: **No class, Assignment 1 Due via Moodle by 5 pm**

September 18, 2018: Political Socialization

Bos & Schneider, Chapter 2

Cassese, Erin. "The wage gap is about women's opportunities, not just their choices." *Washington Post* Monkey Cage Article. (on course website)

September 20, 2018: Gender Gaps

Bos & Schneider, Chapter 4

September 25, 2018: Intersectional Political Identities

Bos & Schneider, Chapter 7

September 27, 2018: No class, mid-term due by 5 p.m. via Moodle

### *Running for Office*

October 2, 2018: Political Ambition

Bos & Schneider, Chapter 8

Wolbrecht, Christina and David Campbell. "Did Jeannette Rankin inspire other women to enter politics?" *Vox Mischiefs of Faction*. (on course website)

October 4, 2018: No Class, Happy Fall Break!

October 9, 2018: Candidate Recruitment

Bos & Schneider, Chapter 9

October 11, 2018: Voter Bias

Bos & Schneider, Chapter 10

October 16, 2018: Intersectional Candidate Identities: Candidate Race

Philpot, Tasha S. and Hanes Walton, Jr. 2007. "One of Our Own: Black Female Candidates and the Voters Who Support Them." *American Journal of Political Science* 51(1): 49-62. (on course website)

October 18, 2018: Intersectional Candidate Identities: LGBTQ

Doan, Alesha E. and Donald P. Haider-Markel. 2010. "The Role of Intersectional Stereotypes on Evaluations of Gay and Lesbian Political Candidates." *Politics & Gender* 6: 63-91. (on course website)

October 23, 2018: Campaign Strategy

Bos & Schneider, Chapter 11

Yanna Krupnikov and Nichole Bauer. "Voters only punish female candidates who use negativity in their campaigns if the voters are from the opposing party." LSE. (on course website)

October 25, 2018: Media Coverage

Lawrence, Regina. "Do the Media Give Women Candidates a Fair Shake." (on course website)

Hayes, Danny & Lawless, Jennifer L. "Rethinking and reassessing gender differences on the campaign trail." (on course website)

## *Women in Office*

October 30, 2018: Women & Representation

Pitkin, Hannah. "The Concept of Representation." (on course website)

Clayton, Amanda, Diana O'Brien, Jennifer Piscoppo. "Americans don't like it when men (and only men) make decisions about women." *Washington Post* Monkey Cage. (on course website).

November 1, 2018, 2018: Issue Advocacy in Office

Bos & Schneider, Chapter 12.

Dittmar, Kelly, Kira Sanbonmatsu, and Susan Carroll. "You can try to silence women of color in Congress, but it won't work." *Vox* Mischiefs of Faction. (on course website)

November 6, 2018: **Election Day, Go Vote! Assignment 2 due via Moodle by 5 p.m.**

November 8, 2018: : Gender, Deliberation, and Small Group Dynamics

Mendelberg, Tali, Karpowitz, Christopher, and Nicholas Godert. 2014. "Does Descriptive Representation Facilitate Women's Distinctive Voice? How Gender Composition and Decision Rules Affect Deliberation." *American Journal of Political Science* 58(2): 291-306. (on course website)

November 13, 2018: The Basics of Research Design

Baglione, Lisa. 2012. *Writing a Research Paper in Political Science*, Chapter 2 (on course website)

In class work on group research design

November 15, 2018: In class work on group research design

November 20, 2018: In class work on group research design

November 22, 2018: No class, Thanksgiving Break

November 25, 2018: **Research Design Poster file due via email by 5 p.m.**

November 27, 2018: **Research Conference**

November 29, 2018: **Research Conference**

December 6, 2018: **Final Exam Due by 230 pm via email**