

POSC 3340: WOMEN AND POLITICS

Winter 2018

Class meeting time: Thursdays 7-9:30 pm in SN-2036

Instructor: Dr. Amanda Bittner

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Office: SN2040

Office Hours: Thursdays 3-4:30pm and 9:30-10pm (after class)

Course Description

This course will provide an exploration of the role gender plays in politics, including voting, party activism, leadership, candidacy, office-holding, and law-making. Special attention will be paid to the relationship between gender and political behaviour, including political participation, attitudes, and policy making. This course is not based solely on Canada, and much of our discussion will centre on American politics as well. We will discuss the meaning of gender and sex, and the role they play in politics.

Goals and Objectives

As an instructor, my goals for this course are simple. I want to help students:

- Ø Understand, evaluate and explain the relationship between gender and politics; and
- Ø Develop their skills and confidence as researchers, writers and communicators

By the end of the course, students will be able to:

- Ø Define and appropriately use key concepts relevant to the study of women, gender and politics
- Ø Apply a gendered lens to current and historical political issues and events
- Ø Explain how gender influences political institutions and outcomes
- Ø Evaluate gendered assumptions and gender biases
- Ø Assess the quality and relevance of evidence in your own research and that of others
- Ø Develop a clearly written and articulated thesis statement
- Ø Advance persuasive, evidence-based arguments

Required Readings

There is no required textbook for this course. However, there is a book that you may find useful as a secondary reference. It is not required, but it's a good book, it covers many of the topics that we do in the course, and it's available in the stacks at the library. If you want to purchase it, I would recommend checking online at Chapters or Amazon, it should be available for about \$40.

Krook, Mona Lena and Sarah Childs. 2010. *Women, Gender, and Politics: A Reader*. Oxford, UK; Oxford University Press.

We will be reading selected articles and chapters over the course of the term, as listed in the table below. Students are responsible for the material assigned each week. The assigned material will form the basis of class discussion.

Also: **READ THE SYLLABUS** in its entirety. Please. Just read it. It's worth it.

A quick note on correspondence and class conduct:

I am available in office hours (Thursdays 3-4:30pm and 9:30-10pm) and by appointment. Most issues can be most effectively addressed in person; please see below for advice on when to use (and not use) email. If contacting me by email, please put POSC3340 in the subject line and use your MUN email address. I check my email regularly during working hours (weekdays from 8:30 am to 4:30 pm). You can generally expect a reply within 48 hours during this time period, but this is a goal, not a promise.

Please remember that the university is a professional environment. Email correspondence should include an appropriate salutation (“Hello Dr Bittner” or “Dear Professor Bittner” not “Yo” or “Hiya” or “Mrs. Bittner”... that’s my grandma). Please sign off using your full name (there are lots of Yasmeens, Sandeeps, Johns, and Emmas). Be polite (“please” and “thank you” still go a long way), proofread what you’ve written, and **OMG please use real words and sentences.**

I will be using your MUN email addresses to correspond with you if I need to get in touch with you outside of class, and I would encourage you to check your MUN email frequently to make sure you don’t miss out.

I use twitter a lot (you can follow me @amandabittner), and will be using the hashtag #genpol when I find interesting stuff that I want to share with you. This material is not mandatory, unless I bring it up specifically in class lectures. But you may find it helpful (and interesting!) and if you find cool stuff that you want to share, by all means, tweet it at me and I will retweet. It’s often because of students that I have any clue about what’s happening in the world.

Throughout the course, I want you to do your own thinking. I want you to think about the readings, where there are strengths and weaknesses, and where you think the dialogue is missing something. Everything is contentious, nothing is set in stone. I don’t expect anybody to agree with everything, and I’d like to encourage you to discuss your thoughts, in an environment where we are all open-minded, respectful, and considerate of one another.

Assignments

Overview

1. Midterm – 22%
2. Video Quiz – 3%
3. Looking at/looking for gender in everyday politics “field log” – 5%
4. Research Paper – 20%
5. Book Review – 15%
6. Final exam – 35%

Midterm (25%) and Final Exam (35%)

Both the midterm test and the final exam are cumulative: that is, they cover all the material we have done in class until that date. So the midterm covers all of the materials we cover in class up until February 15. The final exam will cover all of the material from the course (from beginning to end), including all assigned chapters, all class discussions and lectures, and anything else we might do in class – movies, guest speakers, etc. The midterm will take place the week of February 15th, and is worth 25%. The final exam will take place during the exam period in December, and is worth 35% of your final grade.

Gender in Everyday Politics Field Log (5%) (Due January 25th at 11:59 pm, online in D2L Dropbox)

For one week, you will keep a “field log” providing your own observations and reflections on the role of gender in the everyday political world. Details about this assignment and what is involved will be provided in class.

Video Quiz (3%)

A video will be shown in class on February 8th. It is called Chisholm '72: Unbought & Unbossed, and it’s an oldie but goodie: a documentary on Brooklyn-based Congresswoman Shirley's Chisholm's 1972 presidential bid. There is a short 3% quiz that will be administered online after the movie is over, to encourage you to watch the film. You can choose to watch this on your own time instead of during classtime, in advance of the showing in class. The quiz will be open for a short window, details to follow.

Research Paper (20%) (Due March 22)

Students will be required to write a research essay in this course. I will circulate a list of essay questions early in the term, from which you are to choose one question for your paper. The final draft of your paper will be due on **March 22nd** in class. Do not email your paper to me, please print it out and hand it in. If you hand it in after class, it will be considered “late.”

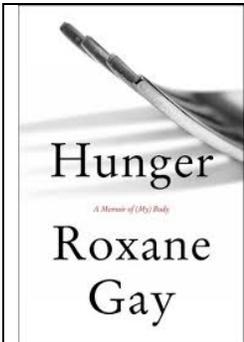
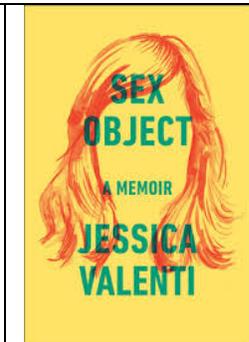
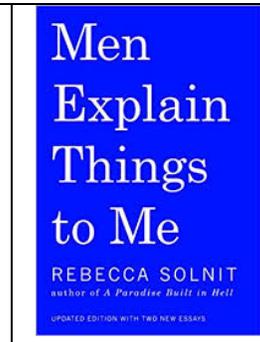
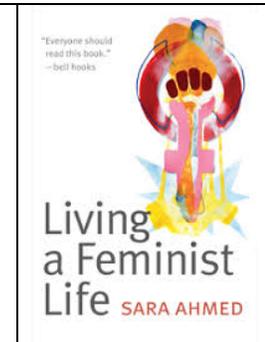
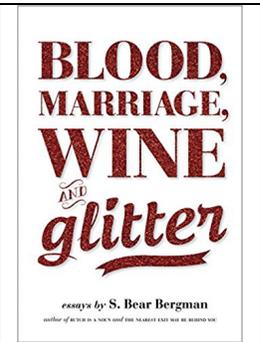
Papers must be 3000 words in length. You are required to cite a minimum of TEN (10) sources in this paper, through the use of in-text citations following the *Mapping Politics* style guide (we will discuss this in class) as well as including a bibliography with your paper when you hand it in.

We will discuss the paper more in class, and I will hand out more information, including my expectations and the list of essay questions, later in January. This assignment, including a bibliography, is worth 25% of your final grade.

*note: this is a research assignment. But it doesn’t have to be a research *paper*. If you have some alternative idea/output that you want to execute, come talk to me about it. I’m not against creative innovation, but whatever it is you want to do does need to be research-based.

Book Review (15%) (Due March 1)

Students will be required to read one book from a selection of options, and write a book review of this book. More details about the assignment will be forthcoming. Students may choose from one of the following five books, which are my top 5 favourite books that I read in 2017. Book Reviews are due in class on March 1, 2018

				
Hunger by Roxane Gay	Sex Object: A Memoir by Jessica Valenti	Men Explain Things to Me By Rebecca Solnit	Living a Feminist Life By Sara Ahmed	Blood, Marriage, Wine, and Glitter By S. Bear Bergman

Schedule of Classes, Readings, and Assignments:

Date	Topic	Readings	Deadlines
Jan 4	Introduction & The State of Women and Politics Today	<p>CAWP. Current Numbers http://www.cawp.rutgers.edu/current-numbers</p> <p>“The Data on Women Leaders” http://www.pewsocialtrends.org/2015/01/14/the-data-on-women-leaders/</p> <p>Folbre, Nancy. 2011. “Feminism’s Uneven Success.” <i>New York Times</i>. http://economix.blogs.nytimes.com/2011/12/19/feminisms-uneven-success/</p> <p>Shannon Proudfoot. 2016. “Women in politics: We’re not as equal as we think we are.” <i>Maclean’s</i>. July 31. http://www.macleans.ca/politics/ottawa/women-in-politics-were-not-quite-as-equal-as-we-think-we-are/</p>	
Jan 11	The Women’s Movement in Canada	<p>Chapter 4 “The Women’s Movement in Canada” by Jacquetta Newman and Linda White (from “Women, Politics, and Public Policy: The Political Struggles of Canadian Women)</p> <p>CPAC. Undated. “Telling Times – History of the Vote: Women’s Right to Vote.” http://www.cpac.ca/en/programs/telling-times/episodes/21252966/</p> <p>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.</p> <ul style="list-style-type: none"> • http://www.buzzfeed.com/ellievhall/the-feminist-taylor-swift-twitter-account-is-hilarious#.gqOVW538k / 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 	
Jan 18	The Gender Gap in Attitudes and Participation	<p>Hooghe, Marc and Dietlind Stolle. 2004. “Good Girls Go to the Polling Booth, Bad Boys Go Everywhere: Gender Differences in Anticipated Political Participation Among American Fourteen-Year-Olds.” <i>Women and Politics</i> 26(3.4): 1-23.</p> <p>Inglehart, Ronald and Pippa Norris. 2000. “The Developmental Theory of the Gender Gap: Women’s and Men’s Voting Behavior in Global Perspective.” <i>International Political Science Review</i> 21(4): 441–463.</p> <p>“Women vote at higher rates than men. That might help Clinton in November.” <i>Monkey Cage</i> https://www.washingtonpost.com/news/monkey-</p>	

		cage/wp/2016/06/27/women-vote-at-higher-rates-than-men-that-might-help-clinton-in-november/ Diekman, Amanda B., and Monica C. Schneider. (2010). A Social Role Theory Perspective On Gender Gaps In Political Attitudes. <i>Psychology of Women Quarterly</i> 34 (4): 486-497.	
Jan 25	No class (Gender and Politics field work week)	Chira, Susan, and Catrin Einhorn. 2017. "How Tough is it to Change a Culture of Harassment? Ask Women at Ford" https://www.nytimes.com/interactive/2017/12/19/us/ford-chicago-sexual-harassment.html?smid=pl-share Anonymous. 2014. "No Shortcuts to Gender Equality: The Structures of Women's Exclusion in Political Science." <i>Politics & Gender</i> 10: 437-47.	Field log due Fri Jan 26 th
Feb 1	Gender Identity, Gender Consciousness	Conover, Patricia Johnston. 1988. "The Role of Social Groups in Political Thinking." <i>British Journal of Political Science</i> 18 (1):51-76. Bittner, Amanda & Elizabeth Goodyear-Grant. 2017. "Sex isn't gender: Reforming concepts and measurements in the study of public opinion." <i>Political Behavior</i> 39 (4), 1019-1041 I will circulate some questionnaires for you to complete in advance of class. Please print out your answers and bring them with you. Discussion of Gender and Politics Field Logs in class today. Be prepared to discuss your findings.	
Feb 8	Race, Class, and Candidates	Video shown in class: Chisholm '72: Unbought and Unbossed There will be a short "quiz" that I will administer online in D2L after the movie.	Video Quiz (online) after video
Feb 15	MIDTERM	ONLINE only, no in-class meeting this week – details TBA	
Feb 22	No class	READING WEEK	
Mar 1	Descriptive and substantive representation	Dovi, Suzanne. 2002. "Preferable Descriptive Representatives: Will Just Any Woman, Black or Latino Do?" <i>American Political Science Review</i> 96 (4):729-43	Book Reviews due in class
Mar 8	Intersectionality, Attitudes, and Participation	Farris, Emily and Mirya R. Holman. 2014. "Social Capital and Solving the Puzzle of Black Women's Political Participation." <i>Politics, Groups, and Identities</i> 2(3): 331-349. Goodyear-Grant, E. and Tolley, E., 2017. Voting for one's own: racial group identification and candidate preferences. <i>Politics, Groups, and Identities</i> , pp.1-17. Nadia E. Brown. 2014. "Political Participation of Women of Colour: An Intersectional Analysis." <i>Journal of Women, Politics & Policy</i> 35(4): 315-348.	
Mar 15	Gender Stereotypes	Huddy, Leonie, and Nayda Terkildsen. 1993. "The Consequences of Gender Stereotypes for Women Candidates at Different Levels and Types of Office." <i>Political Research Quarterly</i> 46 (3):503-25. Herrnson, Paul S., J. Celeste Lay, and Atiya Kai Stokes. 2003. "Women Running "as Women": Candidate Gender, Campaign	

		<p>Issues, and Voter-Targeting Strategies." <i>The Journal of Politics</i> 65 (1): 244-55.</p> <p>Mo, Cecilia. 2016. "People Who Don't Consider Themselves Sexist May Still be Biased Against Clinton." <i>Washington Post – Post Everything</i>. https://www.washingtonpost.com/posteverything/wp/2016/07/27/people-who-dont-consider-themselves-sexist-may-still-be-biased-against-clinton/</p>	
Mar 22	Entering the race	<p>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</p> <p>Holman, Mirya, Monica C. Schneider, Amanda B. Diekman, and Thomas McAndrew . 2013. "Power, Conflict, and Community: How Gendered Views of Political Power Influence Women's Political Ambition." <i>Political Psychology</i>.</p> <p>Murray, Rainbow. 2014. "Quotas for men: reframing gender quotas as a means of improving representation for all." <i>American Political Science Review</i> 108(3): 520-532.</p> <p>Sanbonmatsu, Kira. 2002. Political Parties and the Recruitment of Women to State Legislatures." <i>Journal of Politics</i> 64 (3): 791-809.</p> <p>Crowder-Meyer, Melody. 2013. Gendered Recruitment without Trying: How Local Party Recruiters Affect Women's Representation. <i>Politics & Gender</i>, 9, 390-413.</p>	Research Papers due in class
Mar 29	Media and Candidates	<p>Martel, Ned. 2011. "Nikki Haley picks Romney, but can they help each other?" <i>The Washington Post</i>. http://www.washingtonpost.com/lifestyle/style/nikki-haley-south-carolinas-hard-charging-gop-governor/2011/11/28/gIQA10vhwO_story.html</p> <p>Portnoy, Jenna. 2011. "Christie uses tough talk in Iowa to encourage Republicans to vote for Romney." <i>The Star-Ledger</i> http://www.nj.com/news/index.ssf/2011/12/christie_uses_to_ugh-talk_in_io.html</p> <p>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." <i>Communication Studies</i> 60(4): 326-343.</p> <p>Gidengil, Elisabeth and Joanna Everitt. 2000. Filtering the Female: Television News Coverage of the 1993 Canadian Leaders' Debates. <i>Women and Politics</i> 21(4): 105-131.</p> <p>Goodyear-Grant, Elizabeth. 2013. "Media Effects on Politicians' Experiences of Their Political Careers" in <i>Gendered News: Media Coverage and Electoral Politics in Canada</i>. Vancouver: University of British Columbia Press.</p>	
Apr 5	Women & Policy Making	<p>Swers, Michele. 1998. "Are Congresswomen More Likely to Vote for Women's Issue Bills Than Their Male Colleagues?" <i>Legislative Studies Quarterly</i> 23 (4):435-48.</p> <p>"104 Women in Congress. Does It Matter?" <i>Politico</i> http://www.politico.com/magazine/story/2015/01/104-women-in-congress-does-it-matter-113903.html#.VcOBt_IViko</p>	

		<p>Wilkinson, Tracey A., Nisha Fahey, Emily Suther, Howard J. Cabral, and Michael Silverstein. 2011. "Access to Emergency Contraception for Adolescents." <i>JAMA: The Journal of the American Medical Association</i>.</p> <p>Audra Williams. 2016. "Lean Out." <i>The Walrus</i>. June 8. https://thewalrus.ca/lean-out/</p> <p>Peresie, Jennifer L. 2005. "Female Judges Matter: Gender and Collegial Decisionmaking in the Federal Appellate Courts." <i>The Yale Law Journal</i> 114 (7):1759-90.</p> <p>Christina Hoff Summers. 2000. <i>The War Against Boys</i>. http://www.theatlantic.com/magazine/archive/2000/05/the-war-against-boys/304659/</p>	
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Notes on Grading, Missed Tests, and Late Penalties

In the event of a class cancellation, then a scheduled quiz or midterm test will be administered in the class immediately following. Students unable to write the midterm or final exam on the days which they are administered may qualify—by providing valid medical documentation (e.g. doctor’s note) for the day in question—for a different test/exam on a different day.

The research essay is due Tuesday, November 14, in class. The penalty for late assignments is 10% per day, including each weekend day. So, if you submit your paper on the Monday after it is due, 60% will be automatically deducted. This seems like a lot – it is. So submit the paper on time! If class is cancelled on the day the research paper is due, then students are responsible for submitting the assignment in the class immediately following the cancelled class (e.g. if class is cancelled Nov 14, then the assignment will be due on Nov 16).

Cheating on quizzes, midterm tests, research assignments, and/or final examinations includes (but is not limited to) allowing another student to copy from your own work, presenting someone else’s work as your own, and/or consulting with others while a test is taking place. Information about procedures and penalties for academic dishonesty is outlined in the University Calendar and is available through the Department of Political Science.

Accommodation of students with special needs

I am committed to facilitating and promoting an accessible, inclusive, and mutually respectful learning environment. Please feel free to get in touch with me to ensure that this takes place in my course. Students requiring special accommodation are asked to communicate with the Glenn Roy Blundon Centre (www.mun.ca/blundon) at the earliest opportunity. University policies and procedures pertaining to accommodations for students with disabilities can be found at www.mun.ca/policy/site/policy.php?id=239

Academic Integrity & Misconduct

Plagiarism

Plagiarism means offering the words or ideas of another person as one's own. The material copied or paraphrased may consist of a few phrases or sentences, or an entire passage or paper. Whatever its form and extent, plagiarism constitutes two kinds of failure: 1) Failure to perform the basic tasks expected in any paper -- original mental effort and expression; 2) Potentially, the moral failure of academic dishonesty. Plagiarism may be deliberate (as in the submission of a paper written in whole or part by another student, purchased from an essay bank, or cut and pasted from web sites) or the result of carelessness through failure to provide proper documentation.

All directly copied or quoted material must be enclosed in quotation marks and the source must be clearly identified in a footnote. The source of any paraphrased material or ideas must also be properly documented. Failure to do so is plagiarism.

The procedure for handling cases of suspected plagiarism at Memorial University is set out in the University Calendar. All cases of suspected plagiarism must be reported to the Department Head in accordance with Section 4.11 of the University Calendar General Regulations. Depending on the circumstances and the degree of plagiarism involved, the Department of Political Science normally handles first offenders in accordance with the Procedures for Informal Resolution (Section 4.11.5). The penalty in such cases is normally a grade of 0 for the work concerned. The Department maintains a list of students who have been found guilty of plagiarism, and in the case of a second offence or in particularly serious cases of plagiarism, the Procedures for Formal Resolution (Section 4.11.6) will be followed. The penalty in these cases may be probation, suspension or expulsion in addition to the grade of 0 for the work concerned.

If in any doubt about what plagiarism consists of, consult with your instructor or refer to any standard work on writing essays and research papers. The Faculty of Arts Writing Centre (SN2053) can also provide relevant information. The notes on proper documentation below may be of assistance.

Notes on Proper Documentation

A good political science paper contains a logical argument built on solid evidence. While the evidence may be that of first-hand observation and study, evidence for most student papers will come from books, journals, newspapers, and government documents. Documentation in the form of footnotes, endnotes, or in-text references (with page numbers) must be provided for all facts, ideas, or interpretations which are not considered to be common knowledge. An acceptable rule of thumb for determining whether an item is one of common knowledge would be if the information is readily available in a number of different sources. An example may help.

It is common knowledge that Martin Luther King, Jr. was a black civil rights activist who was jailed in Alabama for leading a march against segregation in the early 1960s. No footnote would be required for such a fact.

A footnote would, however, be required for a statement such as: Martin Luther King, Jr. expressed disappointment that southern religious leaders urged people to comply with desegregation not because it was morally right but because it was the law.

In the latter case, the reader might want to check that Rev. King actually did express those views. A good guideline to follow is to ask yourself where your understanding of the thoughts, beliefs, or ideas of an individual

or a group came from. If you don't know, are you sure that your understanding is accurate? If it isn't, then don't use it. If you do know, then state the source.

A common misperception is that footnotes only have to be given for direct quotations. This is not correct: footnotes must be provided in all cases where an idea, belief, action, or thought is attributed to an individual or group.

A footnote would be required for the following quotation from page 14 of the province's Strategic Economic Plan. "The private sector must be the engine of growth. While it is the role of government to create an economic and social environment that promotes competitiveness, it is the enterprising spirit of the private sector that will stimulate lasting economic growth."

A footnote would also be required for the following statement. The Strategic Economic Plan argues that the private sector must be the basis of economic growth in the province.

Similarly, a footnote must be provided whenever you "borrow" a particular idea, interpretation, or argument from a known source.

Other forms of Academic Misconduct

Misconduct can take many forms, and none are tolerated. Please see section 6.12.4 of the University Calendar for more information about academic offences. If you have any questions about this topic, feel free to contact me.

Special note: this syllabus was put together based on lots of exciting work being done in women and politics around the world. I'd like to give a special thanks to Erin Tolley at the University of Toronto and Mirya Holman at Tulane University for advice, suggestions, and amazingly helpful ideas when I was drawing up the plan for our class. These two professors have done many of the things that we are going to do here, and I really appreciate their thoughtful insights and willingness to share their work with me. You can follow them both on Twitter (@e_tolley and prof_mirya), it's worth it. They are incredibly smart and insightful.

ONCE YOU READ THIS ENTIRE DOCUMENT, SEND ME AN EMAIL AT abittner@mun.ca

IN THE SUBJECT LINE, I WANT YOU TO WRITE "I read the POSC3340 syllabus!"

In the body of the email I want you to write "yay me, for reading this" and I want you to send me an interesting link or picture involving women and politics. If you do this correctly I'll add one percent of extra credit to your final grade.