

COURSE SYLLABUS

Political Science 4377: Women and Politics
1:00-2:15 p.m., Monday and Wednesday, Fall Semester, 2016

Contact Information

Professor: (Dr.) Marianne Stewart
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Course Description

The general objectives of this lecture-seminar course are to help students learn to describe, explain, and assess (by applying new ideas to) the following:

- the meanings of politics and of the distinction between the private and the public arenas of politics;
- the sources and the occurrences of women's participation in the public arena of politics, that is, women as voters in elections, women as candidates for public office, and women as leaders in public office;
- the consequences of women's participation in the public arena of politics for political representation and public policy.

Course Books

Two required course books are available from online and other sources. These books are:
Carroll, Susan J. and Richard L. Fox (eds.). 2014. *Gender and Elections: Shaping the Future of American Politics*, third edition. New York: Cambridge University Press.
Paperback ISBN 978-1-107-61161-0.
Carroll, Susan J. and Kira Sanbonmatsu. 2013. *More Women Can Run: Gender and Pathways to the State Legislatures*. New York: Oxford University Press.
Paperback ISBN 978-0-19-932243.

Other required course readings are available from *Annual Review of Political Science*. Palo Alto, CA: Annual Reviews. Go to UTD McDermott Library EBSCO Host:

- <http://www.annualreviews.org.libproxy.utdallas.edu/journal/polisci>;
- if prompted, then enter your UTD netid and password;
- click on volume selector on left-side bar, then on year, and then on article title (pdf or full text).

Course Schedule

August 22. An Introduction to The Course.

August 24-29-31. Part 1: Politics, Women and The Private-Public Distinction.

Class lectures and discussions.

Recommended readings

Burns, Nancy, Key Lehman Schlozman and Sidney Verba. 2001. *The Private Roots of Public Action: Gender, Equality and Political Participation*. Cambridge, MA: Harvard University Press.

Elshtain, Jean Bethke. 1981. *Public Man, Private Woman: Women in Social and Political Thought*. Princeton: Princeton University Press.

September 5. Labor Day – No Class.**September 7-12-14-19.** Part 2. Women as Voters in Elections.

Class lectures and discussions.

Required readings

Burns, Nancy and Katherine Gallagher. 2010. "Public Opinion on Gender Issues: The Politics of Equity and Roles," *Annual Review of Political Science*, volume 13, pages 425-443.

Carroll and Fox (eds.), *Gender and Elections*:

"Introduction: Gender and Electoral Politics in the Twenty-first Century," by Susan J. Carroll and Richard L. Fox.

Chapter 1, "Presidential Elections: Gendered Space and the Case of 2012," by Georgia Duerst-Lahti.

Chapter 3, "Voter Participation and Turnout: The Political Generational Divide among Women Voters," by Susan A. MacManus.

Chapter 4, "Voting Choices: How and Why the Gender Gap Matters," by Susan J. Carroll.

Chapter 5, "Latinas and Electoral Politics: Expanding Participation and Power in State and National Elections," by Anna Sampaio.

Chapter 6, "African-American Women and Electoral Politics: Translating Voting Power into Officeholding," by Wendy G. Smooth.

Recommended reading

McDermott, Monika L. 2016. *Masculinity, Femininity, and American Political Behavior*. New York, NY: Oxford University Press.

September 21-26-28/October 3. Part 3A: Women as Election Candidates for State Legislative Offices.

Class lectures and discussions.

Required readings

Carroll and Sanbonmatsu, *More Women Can Run*:

Chapter 1, "Rethinking Candidate Emergence"

Chapter 2, "Can More Women Run? Reevaluating Pathways to Office"

Chapter 3, "Gender and the Decision to Run for Office"

Chapter 4, "Republican Women State Legislators: Falling Behind"

Chapter 5, "Democratic Women State Legislators: On the Rise"

October 5. Test #1**October 10-12.** Part 3B. Women as Election Candidates for U.S. Congressional Office.

Class lectures and discussions.

Required reading

Carroll and Fox (eds.), *Gender and Elections*:

Chapter 7, “Congressional Elections: Women’s Candidacies and the Road to Gender Parity,” by Richard L. Fox.

October 17-19. Part 3C: Women as Election Candidates for U.S. Vice President and President. Class lectures and discussions.

Required reading

Carroll and Fox (eds.), *Gender and Elections*:

Chapter 2, “Cracking the ‘Highest, Hardest Glass Ceiling’: Women as Presidential and Vice Presidential Contenders,” by Kelly Dittmar and Susan J. Carroll.

October 24-26-31. Part 3D: Women as Election Candidates for Public Offices – Elections, Media and Mobilization.

Class lectures and discussions.

Required readings

Carroll and Fox (eds.), *Gender and Elections*:

Chapter 8, “Political Parties and Women’s Organizations: Bringing Women into the Electoral Arena,” by Barbara Burrell.

Chapter 9, “Advertising, Websites, and Media Coverage: Gender and Communication along the Campaign Trail,” by Dianne Bystrom.

Chapter 10, “Women’s Election to Office in the Fifty States: Opportunities and Challenges,” Chapter 10, by Kira Sanbonmatsu.

Carroll and Sanbonmatsu, *More Women Can Run*:

Chapter 6, “The Future of Women’s Officeholding”

Recommended reading

Dolan, Kathleen. 2013. *When Does Gender Matter? Women Candidates and Gender Stereotypes in American Elections*. New York, NY: Oxford University Press.

November 2-7. Part 4: Women as Leaders.

Class lectures and discussions.

Required reading

Ahlquist, John S. and Margaret Levi. 2011. “Leadership: What It Means, What It Does, and What We Want to Know About It,” *Annual Review of Political Science*, volume 14, pages 1-24.

Recommended readings

Escobar-Lemmon, Maria C. and Michelle M. Taylor-Robinson. 2016. *Women in Presidential Cabinets: Power Players or Abundant Tokens?* New York, NY: Oxford University Press.

Jalalzai, Farida. 2013. *Shattered, Cracked, or Firmly Intact? Women and The Executive Glass Ceiling Worldwide*. New York, NY: Oxford University Press.

Richards, Rebecca S.. 2013. “Averting Crisis: Women as Heads of State and Rhetorical Action,” in Michele Lockhart and Kathleen Mollick (eds.), *Political Women: Language and Leadership*. New York: Lexington Books, Chapter 4.

November 9. Test #2.

November 14-16. Part 5: Women, Policy and Representation.

Class lectures and discussions.

Recommended reading

Escobar-Lemmon, Maria C. and Michelle M. Taylor-Robinson (eds.). 2014. *Representation: The Case of Women*. Oxford: Oxford University Press.

November 21-23. Fall Break – No Classes.

November 28-30/December 5-7. A Conclusion to The Course.
Student Research Teams' Class Presentations/Reports.

Grading Criteria and Requirements

Attendance and Participation = 15%. Each student is required to attend and to complete assigned readings before each class meeting, and is expected to participate constructively in class discussions.

Two Tests: Test #1 = 25%; Test 2 = 35%. A review, based on class lectures, class discussions, and assigned readings is available on e-learning approximately one week before each test. Each test is based class lectures, class discussions, and assigned readings. Each test also is in-class, is closed-book and closed-note, and consists of 2-3 essay questions that involve description, explanation, and assessment. The tests are scheduled for October 5 and November 9 – All students are expected to comply with these dates – No make-up tests are given.

Students Research Teams' Class Presentations/Reports = 25%. Each team:

- is formed by students themselves and includes approximately four students;
- selects its own topic that involves women as voters, women as candidates, women as leaders, or women, policy and representation. Each team is expected to inform the professor by e-mail of its team members' names and of its team topic not later than September 21.
- conducts its own research on this topic that involves academic and/or reliable media or online sources;
- reports its research on this topic in an approximately 30-minute, power-point presentation (allowing for discussion) that describes the team's topic, explains why the topic is interesting and important, discusses how the team conducted its research on the topic and what the team learned as a result of this research, and assesses what the real-world implications of its research might be. Presentations-reports are scheduled for November 28-30 and December 5-7. All students are expected to comply with these dates and to attend all presentations-reports.

A+: 97-100%; A: 93-96%; A-: 90-92%; B+: 84-89%; B: 77-83%; B-: 70-76%; C+: 67-69%; C: 64-66%; C-: 60-63%; D+: 57-59%; D: 54-56%; D-: 50-53%; F: Below 50%.

Note

In addition the above, students are expected to:

- know that this syllabus, including course schedule, is subject to change at the discretion of the Professor;
- read related policy material at <http://go.utdallas.edu/syllabus-policies>.