

POLSCI 403 - Women, Power, and Politics
Fall 2019
Tue. & Thu. 2:00-3:22pm

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Course Overview

This is an upper division course that examines women's participation in American and world political life as citizens, voters, activists, candidates and officeholders. We will also consider the ways in which public policies shape women's lives. In doing so, we will analyze the effects of gender on electoral behavior and political institutions and the impact of law, policy, and politics on the lives of women. Often this will require us to examine women's lives and situations in contrast to men's. In 2019, women and men are not yet political, social, or economic equals. Understanding why this is the case will sometimes lead us outside the boundaries of traditional political science. Cultural, social, and economic symbols, messages, and debates about women affect us as much, if not more so, than the ones carried out in political life.

Course Objectives

There will be several goals that this course will focus upon; among them are:

1. To understand basic theories about sex and gender as they apply to politics.
2. To be able to articulate how sex/gender matters to politics, generally and for specific aspects.
3. To master basic empirical facts about sex/gender in contemporary politics
4. To gain knowledge about political institutions and processes.
5. To learn to critically evaluate empirical research.
6. To improve oral, written, and visual communication skills.
7. To increase analytic ability.

Course Requirements

Class Discussion (10%)

How is discussion graded? Attendance in class is necessary in order to fully comprehend the material and develop the critical thinking skills that accompany class discussion. You cannot participate in discussion if you do not attend class. I do not have an attendance policy in terms of a specific number of absences allowed. That being said, missing classes

will lead to a severe reduction of points in terms of class discussion. In addition, if it is clear that you have not read for a specific class session, your class discussion grade will be reduced.

In order to receive any class discussion points, **you must complete a quiz dealing with the content of this syllabus**. The quiz can be attempted an unlimited number of times, cannot hurt your grade, and must be completed with a 100%. No content on D2L will unlock until the quiz is completed. The point of the quiz is to ensure that you understand the guidelines and requirements for the class so that there is no possibility for complaints later.

Weekly Reaction Papers (12 x 5% = 60%)

There are 12 substantive topics on the syllabus (excluding Weeks 1 & 2), each of which will constitute about a week's worth of class time. You are to write a 2 to 2.5 page reaction essay that engages the readings for that week. These papers are due on the **FIRST** day we discuss a topic. Instead of summarizing the readings, you should present an argument, use your paper to identify the most important features of the readings, critique the readings, evaluate the strengths and weaknesses of arguments made, discuss the real-world implications of the topic at hand, compare/contrast arguments made by different authors, and/or make connections to other parts of the course. I will provide a research question(s) on Canvas in order to guide the structure of your essay based on the week's readings. Your paper can also raise questions for discussion or identify areas in need of further research. Each paper does not need to do all of these things, but they should demonstrate that you have thought carefully about the readings and can engage the ideas they raise. Since one of the purposes of these papers is to stimulate class discussion, they will only be accepted before class. No email, no late submissions. The papers will be graded on a ten-point scale where 1=very poor, 5=average, 10=very good.

The essays are graded based mostly on the strength of your argument. However, grammar, sentence structure, paragraph structure, and overall organization are taken into account when assigning your essay grade. An "Argumentative Essay Guideline" is posted on D2L. **You should follow the guideline to the letter!** A failure to follow the essay guideline will result in an automatic 0% on the essay, which is a loss of 5% of your grade. There are no excuses, and your grade will not be re-evaluated. If you make an appointment or come to office hours, I will be more than willing to read your essay and give you comments before you hand it in. **There are no excuses for not doing well on these essays.**

Course Binder (30%)

For each reading in the course, you must create a one-page summary of the reading (and one page only!). The skill you are trying to develop is being able to effectively convey complex information in a succinct manner. The one page summary should have seven sections: 1.) observation, 2.) puzzle/question, 3.) theory, 4.) hypothesis(es), 5.) method, 6.) finding(s), 7.) potential problems. The "potential problems" section should include critiques of the study or reading. At the end of the semester, you will compile all of the one page summaries

into a binder that will be graded. An example is posted for Week 2 on Canvas. (Note: some chapters we read might not lend themselves to this type of organization. I would advise you use the same template, but leave sections blank.)

What is the point of the assignment? Generally, students retain information better when they are asked to write down course material and revise their thoughts about it when compared to the traditional examination format. Therefore, there will be no exams for the course. Instead, I ask that you have your summaries completed prior to our discussion of the material. Then, it is expected that you revise your summaries based on class discussion.

Note: You are allowed to organize the creation of the summaries with other students in the course. If you decide it is useful, you can split the readings and decided that each student write a different summary. However, I still expect you to read the material and I expect that revisions will be made to the summaries based on our discussion. Therefore, if you are going to share responsibility for creation of the summaries, you should make sure to send around digital copies that are easily revisable.

Late Work

Late work is not accepted. You must have completed the work before class sessions if class sessions are going to be productive. In addition, all of the assignment due dates, criteria for completion, and full explanation are provided well ahead of time. In addition, all of the assignments can be turned in electronically on Canvas without physically being in class. Therefore, there is no excuse for late work.

Grading Scale

Grade	Percentage
A	= 92% - 100%
A-	= 90% - 91%
B+	= 88% - 89%
B	= 82% - 87%
B-	= 80% - 81%
C+	= 78% - 79%
C	= 72% - 77%
C-	= 70% - 71%
D+	= 68% - 69%
D	= 62% - 67%
D-	= 60% - 61%
F	= below 60%

NOTE: In cases in which a student is on the borderline between grades (e.g., 91.5), I will always round up to the higher grade, provided that you have attended class regularly and

engaged in regular and active participation in class.

If you have any questions about grading policy in general, or any questions about any particular grade you received, please come see me in my office. I will be more than happy to discuss your grade with you and find ways in which your work can be improved and your grade raised.

Academic Dishonesty

I take plagiarism extremely seriously. Let it be noted for the record that cheating in any form will not be tolerated. Anyone caught cheating on an examination will be punished according to University guidelines. In addition, if a paper is handed in without any citations, improper citations, or plagiarized material the paper will receive a zero, and you will be referred to the university for disciplinary action. I will assume that you either copied the material or did not complete the assignment as was required. Please consult the section on student academic dishonesty in the Student Guidebook for a listing of the practices that may be considered cheating.

It is the University's policy to provide, on a flexible and individual basis, reasonable accommodations to students who have documented disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services for a letter of verification to provide to their instructors. Disability Services is located in WYLL D175 and can be reached at 595-2372 or dss@uwp.edu

Required Reading

Ford, Lynne. 2017. *Women and Politics: The Pursuit of Equality*. Fourth Edition. Wadsworth Cengage Learning.

A series of readings will also be posted on the course canvas website.

One major key to success in this course is to do all of the readings and to keep up with the reading on a weekly basis. You will not be able to perform well on the weekly reaction papers and the exams if you have not done the readings and can demonstrate that you understand them. While it may appear that the reading is heavy for some weeks, several of the selections are relatively short, so the overall reading load is fairly consistent across the semester. Don't get behind!

Class Schedule

NOTE: Reading for a particular day should be done before attending class on that particular day. I have been known to randomly call on students and ask them questions from the reading. Therefore, it is in your interest to be prepared in order to receive attendance points. In addition, the schedule is subject to change based on the flow of class discussion.

Week 1: Sep. 5

Syllabus

Student introductions

Part I - History on Women's Rights in the U.S.

Week 2: Sep. 10 & 12

Topic: Topic: *Women and Politics: The Path to Equality*

Read:

- Ford (2017), Ch.1 "Two Paths to Equality"
- Irvine, Janice M. 1990. "From Difference to Sameness: Gender Ideology in Sexual Science," *The Journal of Sex Research* 27(1): 7-24.
- Rhode, Deborah. 1996. "The Ideology and Biology of Gender Difference," *The Southern Journal of Philosophy* XXXV: 73- 98.
- Paxton, Pamela and Melanie M. Hughes. 2014. "Explaining the Political Representation of Women - Ch. 4 Cultural and Ch.5 Social Structure," in *Women, Politics, and Power: A Global Perspective*, Sage Publishing: 100-137.
- Klysing, Amanda. 2019. "Exposure to Scientific Explanations for Gender Differences Influences Individuals Personal Theories of Gender and Their Evaluations of a Discriminatory Situation," *Sex Roles* Online First.
- Thijs, Paula, Manfred Te Grotenhuis, Peer Scheepers, and Marieke van den Brink. 2019. "The Rise in Support for Gender Egalitarianism in the Netherlands, 1979-2006: The Roles of Educational Expansion, Secularization, and Female Labor Force Participation" *Sex Roles* Online First.
- Word Economic Forum. 2018. "Key Findings" and "Part 1: Measuring the Global Gender Gap," *The Global Gender Gap Report 2018*.

Week 3: Sep. 17 & 19

Topic: *The History of Women's Movements - The First Wave & Second Wave*

Read:

- Ford (2017), Ch. 2 "All Rights Are Not Equal: Suffrage Versus the Equal Rights Amendment"

- Ryan, Barbara. 1992. “Chapter 1: The Early Women’s Movement: From Equal Rights to Representation,” “Chapter 2: The Women’s Suffrage Movement and the Aftermath of Victory,” and “Chapter 3: Resurgence of Feminism: The Contemporary Women’s Movement,” in *Feminism and the Women’s Movement: Dynamics of Change in Social Movement Ideology and Activism*, Psychology Press: 1-51.
- Mansbridge, Jane J. 1986. “Chapter 1: Why We Lost the ERA,” and “Chapter 2: A Very Brief History,” in *Why We Lost the ERA*, University of Chicago Press: 1-19.
- National Organization of Women. 1968. “Bill of Rights,” *National Organization of Women*.

Week 4: Sep. 24 & 26

Topic: *The Conservative Women’s Movement*

Read:

- Kraditor, Aileen S. 1967. “Chapter 2: The Rationale of Antisuffragism,” in *The Ideas of the Woman Suffrage Movement, 1890-1920*, Columbia University Press: 14-42.
- Mansbridge (1986), Ch. 9 “Of Men and Toilets”
- Schlafly, Phyllis. 1977. “Chapter 1: Understanding the Difference,” in *The Power of Positive Women*, Arlington House Publishers: 11-28.
- Deckman, Melissa. 2016. “Introduction: Mama Grizzlies Rising up,” in *Tea Party Women: Mama Grizzlies, Grassroots Leaders, and the Changing Face of the American Right*, New York University Press: 1-30.
- Schreiber, Ronnee. 2018. “Is There a Conservative Feminism? An Empirical Account,” *Politics & Gender* 14: 56-79.
- Von Knop, Katharina. 2007. “The Female Jihad: Al Qaeda’s Women,” *Studies in Conflict & Terrorism* 30(5): 397-414.

Part II - Political Participation and Women

Week 5: Oct. 1 & 3

Topic: *Political Attitudes and the Gender Gap in the United States*

Read:

- Ford, Ch. 3 “Suffrage Accomplished: Women as Political Participants”
- Kaufmann, Karen M. and John R. Petrocik. 1999. “The Changing Politics of American Men: Understanding the Sources of the Gender Gap,” *American Journal of Political Science* 43(3): 864-887.
- Norrander, Barabara and Clyde Wilcox. 2008. “The Gender Gap in Ideology,” *Political Behavior* 30(4): 503-523.

- Barnes, Tiffany D. and Erin C. Cassese. 2017. "American Party Women: A Look at the Gender Gap within Parties," *Political Research Quarterly* 70(1): 127-141.
- Hansen, Michael A. and Kathleen Dolan. *Under Review*. "Voter Sex, Party, and Gender-Salient Issues: Attitudes about Sexual Harassment and Brett Kavanaugh in the 2018 Elections," *Political Research Quarterly*.
- Hansen, Michael A, Jennifer L. Clemens, and Kathleen Dolan. *Under Review*. "Gender Gaps and Party Gaps: An Examination of American Attitudes Toward the Use of Force," *Politics & Gender*.

Week 6: Oct. 8 & 10

Topic: *Political Attitudes and the Gender Gap Abroad*

Read

- Inglehart, Ronald and Pippa Norris. 2000. "The Developmental Theory of the Gender Gap: Women's and Men's Voting Behavior in Global Perspective," *International Political Science Review* 21(4): 441-463.
- Gottlieb, Jessica, Guy Grossman, and Amanda Lea Robinson. 2018. "Do Men and Women Have Different Policy Preferences in Africa? Determinants and Implications of Gender Gaps in Policy Prioritization," *British Journal of Political Science* 48(3): 611-636.
- Kostenko, Veronica V., Pavel A. Kuzmichev, and Eduard D. Ponarin. 2015. "Attitudes towards gender equality and perception of democracy in the Arab world," *Democratization* 23(5): 862-891.
- Mayer, Nonna. 2015. "The closing of the radical right gender gap in France?" *French Politics* 13(4): 391-414.
- Hansen, Michael A. 2019. "Women and the Radical Right: Exploring Gendered Differences in Vote Choice for Radical Right Parties in Europe," *Österreichische Zeitschrift für Politikwissenschaft* (41)2: 1-21.
- Hansen, Michael A. and Agustín Goenaga. *Forthcoming*. "Gender and Democratic Attitudes: Do Women and Men Prioritize Different Democratic Institutions?" *Politics & Gender*.

Week 7: Oct. 15 & 17

Topic: *Political Engagement and Participation*

Read:

- Verba, Sidney, Nancy Burns, Kay Lehman Scholzman. 1997. "Knowing and Caring about Politics: Gender and Political Engagement," *Journal of Politics* 59(4): 1051-1072.

- Preece, Jessica Robinson. 2016. "Mind the Gender Gap: An Experiment on the Influence of Self-Efficacy on Political Interest," *Politics & Gender* 12: 198-217.
- Beauvais, Edana. 2019. "The Gender Gap in Political Discussion Group Attendance," *Politics & Gender* Online First.
- Coffé, Hilde and Selin Dilli. 2015. "The gender gap in political participation in Muslim-majority countries," *International Political Science Review* 36(5): 526-544.
- Fraile, Marta and Raul Gomez. 2017. "Bridging the enduring gender gap in political interest in Europe: The relevance of promoting gender equality," *European Journal of Political Research* 56: 601-618.
- Hansen, Michael A. *Under Review*. "A Gender Gap in the 2017 German Federal Election? An Analysis of Political Participation, Interest, and Knowledge," *German Politics and Society*.

Week 8: Oct. 22 & 24

Topic: *Political Knowledge*

Read:

- Mondak, Jeffery J. and Mary R. Anderson. 2004. "The Knowledge Gap: A Reexamination of Gender-Based Differences in Political Knowledge," *Journal of Politics* 66(2): 492-512.
- Dolan, Kathleen. 2011 "Do Women and Men Know Different Things? Measuring Gender Differences in Political Knowledge," *Journal of Politics* 73(1): 97-107.
- Dassonneville, Ruth and Ian McAllister. 2018. Gender, Political Knowledge, and Descriptive Representation," *American Journal of Political Science* 62(2): 249-265.
- Dolan, Kathleen and Michael A. Hansen. *Under Review*. "Understanding the Gender Gap in Knowledge," *Journal of Women, Politics & Policy*.
- Fortin-Rittenberger, Jessica. 2016. "Cross-National Gender Gaps in Political Knowledge: How Much Is Due to Context?" *Political Research Quarterly* 69(3): 391-402.
- Fraile, Marta and Raul Gomez. 2017. "Why does Alejandro Know More about Politics than Catalina? Explaining the Latin American Gender Gap in Political Knowledge," *British Journal of Political Science* 47(1): 91-112.

Week 9: Oct. 29 & 31

Topic: *Women as Candidates: Why So Few?*

Read:

- Ford, Ch. 4 "Women Seeking Office: The Next Phase of Political Integration"
- Fox, Richard L. and Jennifer L. Lawless. 2004. "Entering the Arena? Gender and the Decision to Run for Office," *American Journal of Political Science* 48(2): 264-280.

- Fox, Richard L. and Jennifer L. Lawless. 2010. "If Only They'd Ask: Gender, Recruitment, and Political Ambition," *Journal of Politics* 72(2); 310-326.
- Kitchens, Karin E. and Michele L. Swers. 2016. "Why Aren't There More Republican Women in Congress? Gender, Partisanship, and Fundraising in the 2010 and 2012 Elections," *Politics & Gender* 12: 648-676.
- Galais, Carol, Patrik Öhberg, and Xavier Coller. 2016. "Endurance at the Top: Gender and Political Ambition of Spanish and Swedish MPs," *Politics & Gender* 12: 596-621.
- Eder, Christina, Jessica Fortin-Rittberger, and Corinna Kroeber. 2016. "The Higher the Fewer? Patterns of Female Representation Across Levels of Government in Germany," *Parliamentary Affairs* 69: 366-386.

Week 10: Nov. 5 & 7

Topic: *Women as Candidates: Public Perceptions*

Read:

- Dolan, Kathleen. 2014. "Gender Stereotypes, Candidate Evaluations, and Voting for Women Candidates: What Really Matters?," *Political Research Quarterly* 67(1): 96-107.
- Dolan, Kathleen and Timothy Lynch. 2016. "The Impact of Gender Stereotypes on Voting for Women Candidates by Level and Type of Office," *Politics & Gender* 12(3): 573-595.
- Dolan, Kathleen and Michael A. Hansen. 2018. "Blaming Women or Blaming the System? Public Perceptions of Women's Underrepresentation in Elected Office," *Political Research Quarterly* 71(3): 668-680.
- Watson, David and Amy Moreland. 2014. "Perceptions of Corruption and the Dynamics of Women's Representation," *Politics & Gender* 10: 392-412.
- McEvoy, Caroline. 2016. "Does the Descriptive Representation of Women Matter? A Comparison of Gendered Differences in Political Attitudes between Voters and Representatives in the European Parliament," *Politics & Gender* 12: 754-780.
- Campbell, Rosie and Oliver Heath. 2017. "Do Women Vote for Women Candidates? Attitudes toward Descriptive Representation and Voting Behavior in the 2010 British Election," *Politics & Gender* 13: 209-231.

Week 11: Nov. 12 & 14

Topic: *Women as Office Holders: Different From Men?*

Read:

- Swers, Michele L. 1998. "Are Women More Likely to Vote for Women's Issue Bills than Their Male Colleagues?" *Legislative Studies Quarterly* 23(3): 435-448.

- Anzia, Sarah F. and Christopher R. Berry. 2011. “The Jackie (and Jill) Robinson Effect: Why Do Congresswomen Outperform Congressmen?” *American Journal of Political Science* 55(3): 478-493.
- Evans, Heather K. and Jennifer Hayes Clark. 2016. ““You Tweet Like a Girl!”: How Female Candidates Campaign on Twitter,” *American Politics Research* 44(2): 326-352.
- Ladam, Christina, Jeffrey J. Harden, and Jason H. Windett. 2018. “Prominent Role Models: High-Profile Female Politicians and the Emergence of Women as Candidates for Public Office,” *American Journal of Political Science* 62(2): 369-381.
- O’Brien, Diana. “Rising to the Top: Gender, Political Performance, and Party Leadership in Parliamentary Democracies,” *American Journal of Political Science* 59(4): 1022-1039.
- Allen, Peter, David Cutts, and Rosie Campbell. 2016. “Measuring the Quality of Politicians Elected by Gender Quotas - Are They Any Different?” *Political Studies* 64(1): 143-163.

Part III - Women and Public Policy

Week 12: Nov. 19 & 21

Topic: *Reproductive Policy*

Read:

- Ford, Ch. 8 “The Politics of Family and Fertility: The Last Battleground in the Pursuit for Equality?”
- Deckman, Melissa and John McTague. 2015. “Did the “War on Women” Work? Women, Men, and the Birth Control Mandate in the 2012 Presidential Election,” *American Politics Research* 43(1): 3-26.
- Grindlay, Kate and Daniel Grossman. 2016. “Prescription Birth Control Access Among U.S. Women at Risk of Unintended Pregnancy,” *Journal of Women’s Health* 25(3): 249-254.
- Wilkinson, Tracey A. and Aaron E. Carroll. 2017. “Access to Emergency Contraception After Removal of Age Restrictions,” *Pediatrics* 140(1): 1-5.
- Jones, Rachel K., Meghan Ingerick, and Jenna Jerman. 2018. “Differences in Abortion Service Delivery in Hostile, Middle-ground, and Supportive States in 2014,” *Women’s Health Issues* 28(3): 212-218.
- Beckman, Linda J. 2016. “Abortion in the United States: The continuing controversy,” *Feminism and Psychology* 27(1): 101-113.
- Foster, Diana Greene, M. Antonia Biggs, Lauren Ralph, Caitlin Gerdt, Sarah Roberts, and M. Maria Glymour. 2018. “Socioeconomic Outcomes of Women Who Receive and Women Who Are Denied Wanted Abortions in the United States,” *AJPH Research* 108(3): 407-413.

- Jones, Rachel K. and Jenna Jerman. 2013. “How Far Did US Women Travel for Abortion Services in 2008?,” *Journal of Women’s Health* 22(8): 706-713.

Week 13: Nov. 26

Topic: *Work and Family Policy*

Read:

- Ford, Ch. 7 “Women and Work: In Pursuit of Economic Equality”
- Bishu, Sebawit G. and Mohamad G. Alkadry. 2017. “A Systematic Review of the Gender Pay Gap and Factors that Predict It,” *Administration & Society* 49(1): 65-104.
- Abendroth, Anja-Kristin, Silvia Melzer, Alexandra Kalev, and Donald Tomaskovic-Devey. 2017. “Women at Work: Women’s Access to Power and the Gender Earnings Gap,” *ILR Review* 70(1): 190-222.
- Artz, Benjamin, Amanda H. Goodall, and Andrew J. Oswald. 2018. “Do Women Ask?,” *Industrial Relations* 57(4): 611-636.
- Kittilson, Miki Caul. 2008. “Representing Women: The Adoption of Family Leave in Comparative Perspective,” *Journal of Politics* 70(2): 323-334.
- Campbell, Mallory. 2019. “Family Leave: Comparing the United States’ Family and Medical Leave Act with Sweden’s Parental Leave Policy,” *Notre Dame Journal of International and Comparative Law* 9(2): 116-142.

Week 14: Dec. 3 & 5

Topic: *Sexual Freedom and Equality*

Read:

- Petersen, Jennifer L. and Janet Shibley Hyde. 2011. “Gender Differences in Sexual Attitudes and Behaviors: A Review of Meta-Analytic Results and Large Datasets,” *The Journal of Sex Research* 48(2/3): 149-165.
- Lykke, Lucia C. and Philip N. Cohen. 2015. “The Widening Gender Gap in Opposition to Pornography, 1975-2012,” *Social Currents* 2(4): 307-323.
- Lovejoy, Meg C. 2015. “Hooking Up as an Individualistic Practice: A Double-Edged Sword for College Women,” *Sexuality & Culture* 19: 464-492.
- Emmerink, Peggy M.J., Ine Vanwesenbeeck, Regina J.J.M. van den Eijnden, and Tom F.M. ter Bogt. 2016. “Psychosexual Correlates of Sexual Double Standard Endorsement in Adolescent Sexuality,” *The Journal of Sex Research* 53(3): 286-297.
- Fravid, Panteá, Virginia Braun, and Casey Rowney. 2017. “‘No girl wants to be called a slut!’: women, heterosexual casual sex and the sexual double standard,” *Journal of Gender Studies* 26(5): 544-560.

- Rudman, Laurie, Peter Glick, Tahnee Marquardt, and Janell C. Fetterolf. 2017. "When Women are Urged to have Causal Sex More than Men are: Perceived Risk Moderates the Sexual Advice Double Standard," *Sex Roles* 77: 409-418.

Week 15: Dec. 10 & 12

Topic: *Work on Course Binder*

Course Binder Due - Dec. 13 at 10pm