

PLSC/WGST 365: Women and Politics

Instructor: Laurel Sprague

Winter 2016

Office hours: W 4:45-6:00

Class hours: M/ W 3:30-4:45

Office location: 714P Pray-Harrold

Class location: Pray Harrold 319

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Should women have equal numbers of representatives as men? What policies do women want? Can we identify a “women’s agenda”? Do women vote differently than men? What are women’s issues? Do women campaign differently than men? How are masculinity and femininity policed in the political sphere? What is the role of the media in shaping policies and candidacies? This course provides historical context, current research, and substantial hands-on practice locating and using information and research and engaging in gender and political analysis of women’s locations within the political sphere.

Throughout, the coursework will be grounded in a research and analysis project examining the campaigns, platforms, media coverage, political support, and uses of political power by contemporary women within U.S. politics. The final project of the course will be a series of debates between students representing the candidates they have analysed throughout the semester.

Required Texts

Available through Canvas and Halle Library

Course Requirements

Students are expected to read the texts closely before each class period and come prepared to discuss hypotheses, arguments, evidence, and critiques.

Your grade in the class will be based on the following:

Participation 20%

Students are expected to come to class having completed the readings and prepared to engage in discussions. Your participation grade will be based less on the quantity of your contributions than on your ability to ask meaningful questions and listen and respond respectfully to your fellow students and your willingness to try on new ideas and critically evaluate multiple viewpoints. You can miss up to three classes without penalty to your participation grade; however more than three absences will result in a reduction.

Article outline 10%

Each student will select one article to outline and present to the class with questions for discussion.

Political women reports 20%

Students will select a female politician to use as a case study throughout the class. During the class, short reports will be assigned in which you will research your politician’s views or experience related to a specific course theme.

Midterm exam 20%

The midterm exam will focus on the research and lecture information studied in the class. A study guide will be provided.

Final Presentation/Debate 30%

Your final exam in this class will consist of participation in a debate in which you will represent the politician you studied throughout the semester. You will be required to prepare a candidacy statement and to respond as accurately as possible to questions from the class. You will also be required to prepare questions for other candidates during their debates. Further instructions will be provided.

Grading Scale

The grading scale for the class is as follows:

A 94-100 percent	A- 90-93.9 percent	B+ 87-89.9 percent	B 84-86.9 percent
B- 80-83.9 percent	C+ 77-79.9 percent	C 74-76.9 percent	C- 70-73.9 percent
D+ 67-69.9 percent	D 64-66.9 percent	D- 60-63.9 percent	F <59.9 percent

Communicating with the Instructor

It will be easiest to contact me via email. If you need to speak with me during my office hours, call the political science department office at 734 487 3113 and ask to be connected with me.

You are urged to use your EMU email address. I will use the EMU email addresses if I need to communicate information to the class, for example, if there is an unexpected class cancellation.

Discussion Guidelines

Listen closely to one another. This includes trying to verify that you understand what the other person is saying, particularly when you disagree.

Speak respectfully, in agreement and disagreement. Do not interrupt each other.

Allow each other to change. No one is bound to any one statement. Anyone can change her or his mind.

Understand that no student in this class can be asked to speak for her or his racial, ethnic, religious, or any other, group. No group is homogenous. Each of us speaks as a unique individual with our own opinions and experiences.

Turn off your cell phone and computer before class starts.

Arrive ready to discuss the day's topic and readings.

If you are absent, it is your responsibility to get the information from the class you missed from another student. Make friends.

Accessibility

If you have a disability and are registered with the Student s with Disabilities office, please see me during the first week of class. We will set up a meeting to determine how we can best work together to ensure that you are able to fully and fairly participate in all aspects of the class. Please bring your paperwork from EAS to our meeting. To contact the Students with Disabilities Office, go to <http://www.emich.edu/drc/index.html>.

Academic Honesty

Students are expected to know and abide by all University rules on academic honesty and deportment. If you are uncertain of your responsibilities as a student, consult the Student Conduct Code. The full text is available at http://www.emich.edu/policies/chapter8/8-1_policy.pdf. Any violation of provisions on academic honesty will be prosecuted to the full extent allowable.

Registration Information and Dates

Incomplete grades are not a matter of right. An "I" grade will be granted only in the most highly unusual circumstances. University policy requires all incompletes to be completed within one year.

University policy requires the instructor's signature for dropping a class after the drop/add period. In addition, instructors are required to note whether the student is failing at the time the class is dropped. I reserve the right to exercise the discretion given to me under University policy and not approve a drop request.

If you need to drop this class, you must do so by the official drop date. If you fail to drop this class officially by the last official drop date and you are failing to class, you will be given a grade of F for the course.

NOTE: The University (as per federal guidelines) requires all instructors to indicate whether any students who received an F grade stopped attending classes. If you stop attending the class and receive an F, your financial aid may be at risk.

The University Writing Center

The University Writing Center (115 Halle Library; 487-0694) offers one-to-one writing consulting for both undergraduate and graduate students. Students can make appointments or drop in between the hours of 10 a.m. and 6 p.m. Mondays through Thursdays and from 11 a.m. to 4 p.m. on Fridays. Students should bring a draft of what they're working on and their assignment sheet.

The UWC also offers small group workshops on various topics related to writing (e.g., Organizing Your Writing; Incorporating Evidence; Revising Your Writing; Conquering Commas; Using APA or MLA). Workshops are offered at different times in the UWC. Visit the UWC page (<http://www.emich.edu/uwc>) to see our workshop calendar. To register for a workshop, click the link from the UWC page for the type of workshop you wish to attend.

The UWC also has several satellite sites across campus. These satellites provide writing support to students within the various colleges. For more information about our satellite locations and hours, visit the UWC web site: <http://www.emich.edu/uwc>.

The Academic Projects Center (116 Halle Library) also offers one-to-one writing consulting for students, in addition to consulting on research and technology-related issues. The APC is open 11 a.m. to 5 p.m. Mondays through Thursdays for drop-in consultations. Additional information about the APC can be found at <http://www.emich.edu/apc>. Students visiting the Academic Projects Center or any of the satellites of the University Writing Center should also bring with them a draft of what they're working on and their assignment sheet.

Disclaimer: I reserve the right to make changes to the syllabus, examination, and/or grading policy if required during the course of the semester.

READING SCHEDULE

Author	Year	Title	Citation	Pages	Due Date
Background					
Emerick, Charles Franklin	1909	College Women and Race Suicide	Political Science Quarterly, Vol. 24, No. 2, pp. 269-283	14	13-Jan
Paxton, Pamela et al.	2007	Gender in Politics	Annual Review of Sociology, Vol. 33 (2007), pp. 263-270, C-1b, 271-284	13	20-Jan
Participation					
Paxton, Pamela, Melanie M. Hughes, and Jennifer L. Green	2006	The International Women's Movement and Women's Political Representation, 1893-2003	American Sociological Review 71 (6). American Sociological Association, 898–920	22	25-Jan
Adman, Per	2008	Does Workplace Experience Enhance Political Participation? A Critical Test of a Venerable Hypothesis	Political Behavior, Vol. 30, No. 1, pp. 115-138	23	27-Jan
Isoke, Zenzele	2013	Framing Black Women's Resistance: A Black Feminist Intersectional Approach	Urban Black Women and the Politics of Resistance. New York: Palgrave MacMillan, 13-36	23	1-Feb
Isoke, Zenzele	2013	Mobilizing after Murder: Black Women Queering Politics and Black Feminism After Murder	Urban Black Women and the Politics of Resistance. New York: Palgrave MacMillan, 97-120	23	3-Feb
Issues and representation					
Miller, Alice M.	2004	Sexuality, Violence Against Women, and Human Rights: Women Make Demands and Ladies Get Protection	Health and Human Rights 7 (2), 16–47	31	8-Feb
Hancock, Ange-Marie	2004	Public Discourse in Congress	The Politics of Disgust and the Public Identity of the "Welfare Queen". New York: New York	28	10-Feb

			University Press, 88-116		
Hancock, Ange-Marie	2004	Contending with the Politics of Disgust: Public Identity through Welfare Recipients' Eyes	The Politics of Disgust and the Public Identity of the "Welfare Queen". New York: New York University Press, 117-137	20	15-Feb
Hancock, Ange-Marie	2004	The Dual Threat: The Impact of Public Identity and the Politics of Disgust on Democratic Deliberation	Chapter 5 in The Politics of Disgust and the Public Identity of the "Welfare Queen". New York: New York University Press, 138-151	13	15-Feb
Issue Framing and Public Opinion					
Burns, Nancy and Donald Kinder	2012	Categorical Politics: Race, Gender, and Public Opinion	In Adam J. Berinsky (ed.), New Directions in Public Opinion. New York: Routledge, 139-167	28	17-Feb
Tadlock, Barry L	2014	Issue Framing and Transgender Politics	In Taylor, Jami K., and Haider-Markel, Donald P. (eds.) Transgender Rights and Politics : Groups, Issue Framing, and Policy Adoption. Ann Arbor: University of Michigan Press, 25-48.	23	17-Feb
Factors affecting representation					
Rosen, Jennifer	2013	The Effects of Political Institutions on Women's Political Representation: A Comparative Analysis of 168 Countries from 1992 to 2010	Political Research Quarterly, Vol. 66, No. 2, pp. 306-321	15	29-Feb
Beckwith, Karen, and Kimberly Cowell-Meyers	2007	Sheer Numbers: Critical Representation Thresholds and Women's Political Representation	Perspectives on Politics 5 (3), 553-65	12	2-Mar
Hughes, Melanie	2011	Intersectionality, Quotas, and Minority Women's Political Representation Worldwide	The American Political Science Review 105 (3), 604-20.	16	2-Mar

Hughes, Melanie M	2009	Armed Conflict, International Linkages, and Women's Parliamentary Representation in Developing Nations	Social Problems 56 (1), 174–204	30	7-Mar
Mansbridge, Jane	2005	Quota Problems: Combating the Dangers of Essentialism.	Politics and Gender 1 (4): 621-38	17	9-Mar
Zetterberg, Par	2009	Do Gender Quotas Foster Women's Political Engagement? Lessons from Latin America	Political Research Quarterly 62 (4), 715–30	15	9-Mar
Midterm					14-Mar
Political Candidates					
Fox, R. L. and Lawless, J. L.	2011	Gendered Perceptions and Political Candidacies: A Central Barrier to Women's Equality in Electoral Politics	American Journal of Political Science, 55: 59–73	14	21-Mar
Kanthak, K. and Woon, J.	2015	Women Don't Run? Election Aversion and Candidate Entry	American Journal of Political Science, 59: 595–612	17	21-Mar
Golebiowska, Ewa A.	2003	When to Tell?: Disclosure of Concealable Group Membership, Stereotypes, and Political Evaluation	Political Behavior 25 (4), 313–37	24	23-Mar
Hayes, Danny and Jennifer Lawless	2015	A Non-Gendered Lens? Media, Voters, and Female Candidates in Contemporary Congressional Elections	Perspectives on Politics. Vol. 13, No. 1 95-118	23	28-Mar
Political Leaders					
Simien, Evelyn M.	2015	Chisholm '72: Toward a Theory of Symbolic Empowerment	Chapter 2 in Historic Firsts: How Symbolic Empowerment Changes U.S. Politics. Oxford: Oxford University Press.		30-Mar
Simien, Evelyn M. with Sarah Cote Hampson	2015	One of Our Own: Hillary Clinton and the Voters Who Support Her	Chapter 4 in Historic Firsts: How Symbolic Empowerment Changes U.S. Politics. Oxford: Oxford University Press.		4-Apr

Prindeville, Diane-Michele	2004	Feminist Nations? A Study of Native American Women in Southwestern Tribal Politics	Political Research Quarterly 57 (1). Sage Publications, Inc.: 101–12	11	6-Apr
Haider-Markel, Donald P., Mark R. Joslyn, and Chad J. Kniss	2000	Minority Group Interests and Political Representation: Gay Elected Officials in the Policy Process	The Journal of Politics 62 (2), 568–77	9	6-Apr
Devi, D. Syamala and G. Lakshmi	2005	Political Empowerment of Women in the Indian Legislature: A study	The Indian Journal of Political Science, Vol. 66, No. 1, pp. 75-92	17	11-Apr
Sadie, Yolanda	2005	Women in Political Decision-Making in the SADC Region	Agenda: Empowering Women for Gender Equity, No. 65, Women and Leadership (2005), pp. 17-31	14	13-Apr
			In-Class Debates		13-Apr
			In-Class Debates		18-Apr