PS 1204: Women in Politics
University of Pittsburgh
Summer II 2017
Monday/Wednesday/Friday, 10:00am – 12:15pm
203 Frick Fine Arts Building

Course Syllabus

Instructor Information:

Instructor: Shane Redman
Email: smr105@pitt.edu
Office Hours:
Due to renovations taking place this summer in the political science department, I will be holding ALL office hours at the Starbucks on Fifth Ave (4022 Fifth Ave., next to the Union, across from Soldiers and Sailors). I will be at that Starbucks for office hours every **Monday, after class, from 12:30pm to 1:30pm** and every **Wednesday, before class, from 8:30am to 9:30am**. If neither of these days/times works for you, feel free to email me and we can schedule a separate meeting.

Course Description:

This course will provide students an opportunity to explore the development and implications of women's participation in the American political system, both at the elite level and in the mass public. The course will be broken into three broad sections, with each section addressing separate, but related questions. The three broad topics include the historical development of women in politics, female representation in politics, and mass and elite political participation. The goal of the course is to create an understanding of both why a gender gap exists in the American political sphere and the implications the gender gap has for policy outcomes and society in general. Students will have an opportunity to engage with both behavioral and institutional literature in order to deepen their understanding of, and critically evaluate, both the normative and practical implications of the study of women in politics.

Course Objectives:

By the end of the course, students should be able to:
- Demonstrate their understanding of significant historical events of women's movement(s).
- Identify ways in which women participate in politics differently than their male counterparts, both in the mass public and among political elites.
- Explain societal and institutional reasons for why women are underrepresented in almost all sections of American government.
- Apply their knowledge and understanding of the gender gap in politics to contemporary political issues.
- Critically evaluate scholarly work in political science and recommend areas for further exploration.

Course Organization:

Historical Development of Women in Politics
The first segment of the course will examine the historical development of women's participation in American political life. We will examine both institutional and cultural influences that have contributed to the systematic underrepresentation of women in American politics. The main questions to be addressed in this segment of the course are: *What is gender and what role has is played in politics over time? What historical and societal factors have contributed to the gender gap that exists in almost all contemporary political institutions?*

Political Representation of Women
The second segment will journey into the concept of representation. By examining both normative and empirical interpretations of representation, we will address questions like: *When do women in the electorate feel adequately represented by politicians? Conversely, how do both male and female politicians substantively represent women? Is gender parity in political institutions desirable?* In addressing these questions, we will discuss the linkage between descriptive and substantive representation, and how the two concepts are connected in a much more complicated way in practice than definitions or normative conceptualizations imply.

Political Participation
The third and final segment will focus on women's participation and behavior, both at the mass public and elite levels. This segment will address the question: *How do women in the electorate participate in both electoral and non-electoral political activities vis-à-vis their male counterparts?* We will look at how women participate at the elite level in each of the individual institutions comprising the U.S. tripartite political system. In examining each of the three political branches (i.e., executive, legislative, and judicial), we will address questions like: *How does the pathway for women to become elite political actors differ from that of men? Do women in government behave differently than their male colleagues? How does the culture surrounding gender norms in the U.S. affect who gets into office? How do women influence the policy process and what effects does this have on the electorate?*

Required Readings:

1. Title: *Gender and Elections: Shaping the Future of American Politics*, *3rd Edition*
   It is important that you get the **3rd edition**
   Editors: Susan J. Carroll and Richard L. Fox
   ISBN: 978-1107611610
   Available at the University Store on Fifth

2. Title: *It Still Takes a Candidate: Why Women Don't Run for Office*
   Authors: Jennifer Lawless and Richard L. Fox.
   ISBN: 978-0521179249
   Available at the University Store on Fifth

3. Other required readings will be posted on CourseWeb.

Evaluation (100 points total):

1. Attendance – On-time attendance is mandatory for all scheduled classes. You may miss one class session (unexcused) with no penalty. After your first unexcused absence, I will deduct 3 percentage points from your overall course grade at the end of the semester for each additional unexcused absence. I will only excuse an absence under exceptional circumstances, such as a serious illness (doctor's note required), family emergency (documentation required), or school-sponsored event (documentation required). Excuse documentation must be provided to the instructor within one week of the missed class session (but preferably before the session). Note that repeated tardiness can also result in a lower attendance grade.

2. Participation/Preparation (15 points) – Students should come to class with the assigned readings for that session completed and be ready to actively participate in discussions and activities. If I suspect that students are not completing the assigned readings prior to class, pop quizzes may be given at random as part of the participation grade.

3. Short Essay (30 points: 10 points for initial paper, 15 points for revised paper, 5 points for meeting with instructor) – You will write one short essay throughout the course of the term (10 points). During the writing process, you will be required to meet with the instructor at least once to discuss your topic/essay (5 points). You will also make revisions to this essay based on feedback provided by the instructor (15 points). In the first class session, each student will be assigned a date/topic for which he or she will write the short essay. For the class session to which the student is assigned, the student will complete the required reading for that week, plus one or two additional readings assigned by the instructor that relates to that topic (available on CourseWeb). After completing the readings, the student will write a short (3-5 pages, typed, double-spaced, 12-point, Times New Roman, 1-inch margins) paper that summarizes the readings, connects them to each other, and presents lingering questions on the topic that the readings do not answer. While these are not formal research essays, they should conform to stylistic standards set out in the Chicago Manual of Style (examples available on CourseWeb). A more detailed description of this assignment, as well as a grading rubric, will be posted on CourseWeb prior to the start of the course.

   Turning in Essays: Short essays should be uploaded on CourseWeb by 6:00pm the night before the class session in which the topic is being covered. Essays submitted after 6:00pm, but before class the next day will receive a 10% penalty. Essays submitted after the beginning of class, but before 6:00pm that night will receive a 20% penalty. Essays submitted after this 24-hour mark, but before 48 hours from the original deadline will receive a 30% penalty. Any short essay submitted more than 48 hours late will receive a zero. I will grade these essays as quickly as possible and provide you with comments. Upon receiving my comments, you will have exactly 1 week to revise your paper to address the issues I bring up in my comments. The same penalties for late submission also apply to the revised draft. Revised drafts should also be uploaded to CourseWeb.

4. <u>Oral Presentation/Discussant</u> (10 points) – Each student will give one short (~15 minutes) presentation throughout the course of the term. The presentation will be given in the class session to which the student is assigned to write the essay. The oral presentation will consist of sharing with the class what the student learned from the additional reading(s) that he or she was assigned for that class session (about which he or she wrote in the essay). Additionally, throughout that class session, the student will assist the instructor with guiding the classroom discussion. By 8:00pm on the day prior to your assigned class, you will submit 5-8 discussion questions to the instructor by email. You will then take a particularly active role in the discussion the following day. More detailed information about the oral presentation, as well as a grading rubric, will be posted on CourseWeb prior to the start of the course.

5. <u>Quizzes</u> (45 points) – There will be 4 quizzes given throughout the term. Quizzes will be given in class and will consist of any combination of the following: multiple choice, fill-in-the-blank, matching, true/false, and short answer questions. Only your best 3 quiz scores will count towards your overall quiz grade. This means that I will drop your lowest quiz score so that your top 3 scores will be worth 1/3 each of your overall quiz grade for the course. If you are absent (excused or unexcused) during a session in which a quiz is given, this will count as your lowest score and be dropped. As such, ***no make-up quizzes will be given under any circumstances***.

Grading Scale – Letter grades will be determined as follow:

A = 93 points or higher
A- = 90-92 points
B+ = 87-89 points
B = 83-86 points
B- = 80-82 points
C+ = 77-79 points
C = 73-76 points
C- = 70-72 points
D+ = 67-69 points
D = 63-66 points
D- = 60-62 points
F = 59 points or lower

Expectations

Students are expected to arrive on time and to actively engage in class discussions. Additionally, students are expected to not engage in disruptive behavior, including texting, surfing the web, or any other practice that could disrupt the learning process of any student. The instructor reserves the right to ban electronic devices from the classroom if he feels they are a distraction.

Moreover, an environment of mutual respect will be maintained during every class session. We all come to the class with different political ideologies and different life experiences, and we can respectfully disagree about many political issues. In fact, this often makes for an effective and

healthy class discussion. <u>However, I will not tolerate any language that shows disrespect towards another individual in the classroom based on race, gender, sexual orientation, gender identity, age, religion, political affiliation, class, or any other personal characteristics or preferences</u>.

Email Policy

The best way to communicate with the instructor is through email (<u>smr105@pitt.edu</u>). In most cases, I will respond within 24 hours. If, however, you do not hear from me after 36 hours, please send a follow-up email as it is possible that your message went to my spam folder.

Grade Changes

If you believe you received a grade that does not reflect the quality of your work, I will allow you the opportunity to request a grade review on any assignment, including on quizzes, papers/essays, and participation. However, all requests <u>must be made in writing (via email) within 1 week</u> of receiving your grade on any given assignment. After this point, I will not review your grade and no alterations will be made. Since every assignment grade that makes up the final course grade can be reviewed throughout the semester (within the 1-week timeframe), this means that only under very exceptional circumstances will the final course grade be reviewed.

Academic Integrity

I take any suspicion of cheating or plagiarism very seriously. Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the assignment (essay/paper, quiz/exam, etc.) will be imposed. View the complete policy at: www.cfo.pitt.edu/policies/policy/02/02-03-02.html.

Disability Resources

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, 412-648-7890/412-624-3346 (Fax), as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. For more information, visit: www.studentaffairs.pitt.edu/drsabout.

Course Schedule
*The Schedule of Readings can be found on CourseWeb

Session	Class Date	Topic(s)
1 (M)	6/26/17	Syllabus; **Section 1 begins** What is gender?
2 (W)	6/28/17	Gender cont'd; Suffrage Movement
3 (F)	6/30/17	Suffrage cont'd; Women's Progress
4 (M)	7/3/17	No Class
5 (W)	7/5/17	**Quiz 1 (in class)**; **Section 2 begins** Representation
6 (F)	7/7/17	Descriptive Representation
7 (M)	7/10/17	Descriptive Representation (Institutions)
8 (W)	7/12/17	Substantive Representation
9 (F)	7/14/17	Substantive Representation (Institutions)
10 (M)	7/17/17	**Quiz 2 (in class)**; **Section 3 begins** Behavior
11 (W)	7/19/17	Political Ambition 1
12 (F)	7/21/17	Political Ambition 2
13 (M)	7/24/17	Parties
14 (W)	7/26/17	**Quiz 3 (in class)**; Voting and Other Participation
15 (F)	7/28/17	Race, Ethnicity, and Gender
16 (M)	7/31/17	Stereotypes
17 (W)	8/2/17	Media
18 (F)	8/4/17	**Quiz 4 (in class)**

*Note that the instructor may change the course schedule at any time throughout the term. You will be given sufficient notification of any changes.