

## **IDS 4930/PUP3233/WST 4930: Special Topics: Women and Politics Spring 2024**

January 8 - May 3, 2023

Fine Arts C 120

M, W, F, Period 3: 9:35AM - 10:25AM

Instructor: Dr. Teresa Cornacchione

Office Location: 234 Pugh Hall

Office Hours: M/W 2:00-3:30PM; OR by appointment through Calendly:

[calendly.com/tcornacchione](https://calendly.com/tcornacchione)

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Phone: 352-273-1088

### **Course Description**

Prerequisite: None. But introduction to American Government or Introduction to Comparative Politics is strongly suggested.

Overview: This is an upper-level interdisciplinary studies course that will serve as an introduction to the study of women and politics. I should note that this is not a course on feminist theory. Instead, we will be focused on questions such as: Does the descriptive representation of women guarantee their substantive representation? Which electoral rules favor the election of women? Do the negative effects of gender quotas outweigh their impressive ability to increase the number of women in office? Once in power do women govern differently than men? Much of our time in the course will be spent on the obstacles that women face in obtaining positions of power.

Course Objectives: While this course will cover a global perspective, we will not cover specific regions in depth. Rather, the goal is to explore several political puzzles that are of particular relevance to the study of gender and politics, and to create students who are well-versed in the ever-growing literature on women and politics. Some of the concepts presented in the readings and in lecture will be straightforward, while others may take a reasonable amount of effort to understand.

In some of the political science articles you will read, the methods used may be entirely new to you. I do not expect you to familiarize yourself or understand all the methodological tools used in the readings. It is my hope that through readings and lectures, you will have the tools necessary to evaluate the arguments. After you leave the class at the end of the semester, the material will give you a much deeper understanding of developments in the study of gender and politics.

### **Readings**

There are no required textbooks for this course. Texts will consist of scholarly articles, current news articles, policy papers, and online resources. These will appear in the online Canvas course shell. Scholarly articles are listed in the course schedule below, under the weeks for which they are assigned. All scholarly articles can be accessed through the UF Libraries website, if you need help navigating the library website, tutorials are available here. From your computer, you will need to be on the UF VPN Network.

Suggested Texts: These works represent quality research in the field of women and politics. These readings are NOT required, but they are recommended to enhance your understanding of course material. If you find yourself wanting to know more – these are a great place to start.

Fox, Richard L., Jennifer L. Lawless, and Richard L. Fox. 2005. *It Takes a Candidate: Why Women Don't Run for Office*. N.p.: Cambridge University Press.

Herman, Eleanor. 2022. *Off With Her Head: Three Thousand Years of Demonizing Women in Power*. New York, NY: Harper Collins.

Lawless, Jennifer L., and Richard L. Fox. 2017. *Women, Men & U.S. Politics: Ten Big Questions*. N.p.: W.W. Norton.

Lemi, Danielle C., and Nadia E. Brown. 2021. *Sister Style: The Politics of Appearance for Black Women Political Elites*. N.p.: Oxford University Press.

Murray, Rainbow, ed. 2010. *Cracking the Highest Glass Ceiling: A Global Comparison of Women's Campaigns for Executive Office*. N.p.: Praeger.

Paxton, Pamela, Melanie M. Hughes, and Tiffany D. Barnes. 2021. *Women, Politics, and Power: A Global Perspective*. Maryland: Rowman & Littlefield.

Pitkin, Hanna. 1967. *The Concept of Representation*. Berkeley: University of California Press.

### **Grading Policy**

Your grade in this class will be based on four components: attendance & participation, Perusall Readings, a Midterm Exam, and a research paper. All assignments will be submitted via Canvas. Late Assignments and Make-up Exams/Quizzes will not be accepted without a university-approved excuse and instructor approval. Every component is worth 100 points, the weight of each is listed below:

Attendance & Participation	10%
Perusall Readings	20%
Midterm Exam	30%
Research Paper	40%

Attendance & Participation: I will take attendance randomly no less than 5 or no more than 10 times throughout the semester. This will be done via quiz on the lecture that day to check your understanding and is graded on completion. If you are present, you will get a 100, if you are absent, you will receive a zero. I will also grade you on your participation during your peers' presentations. You will be required to fill out a form evaluating presentations and developing a question/comment on your classmates' presentations. You must be present in class to complete the assignment. In extreme circumstances, I reserve the right to waive an attendance/participation grade; but I will only do so if provided documentation of a university-approved excuse (military service, documented illness, jury duty,

university-approved activity, etc.). Also, please note that I will not make my slides available online. Please do your best to attend class regularly.

Midterm Exam: Your midterm exam will be held in class and will be essay format. The exam will ask you to address two out of three questions. These questions will present important questions surrounding the study of gender and politics, and will address concepts covered in class, readings, media, etc. Quality answers to the exam questions will reflect your knowledge and understanding of course materials. I will provide the potential exam questions 1 week before the exam (on Canvas). Responses to the Midterm questions will be drafted in an Essay Blue Book, provided by the instructor.

Perusall Reading Assignment: You will read and annotate any ten (10) of the academic readings on Perusall. Perusall is interactive software that allows you to read and annotate a text along with your peers. You can highlight, ask questions, and respond to your classmates' comments and questions. You can earn extra credit for annotating more than the minimum six required.

Research Paper: In lieu of a final exam, you will complete a research paper over the course of the entire semester. The research paper is 12-15 pages (typed, double spaced), and will address a topic of your choosing pertaining to women/gender and politics. To assist in this task, the research paper is broken up into five separate assignments, each worth 5% of your grade, with the final product worth 25% of the grade. Further, you may choose to either write a paper on your own, or co-author with no more than two other students in the class (no groups larger than 3). The due dates of each component are listed below. Instructions and the rubric are available on Canvas.

- Research Question and Description of Topic: **January 30 @ 11:59 PM \*indicate if you are co-authoring and with whom - point of no return**
- Annotated Bibliography: **February 13 @ 11:59 PM**
- Introduction and Motivations/Previous Research: **March 4 @ 11:59 PM**
- Theory: **March 25 @ 11:59 PM**
- Research Design Draft: **April 4 @ 11:59 PM**
- Elevator Pitch Research Presentation: **April 10-19**

Your final paper will be due **Tuesday, April 30 by 12:00 PM** via Canvas, or in-person to my office. The paper should include all parts listed above (and outlined in the final paper instruction guide). Your final paper should incorporate feedback from your previous drafts. Grades will be based on substance and style. Use proper grammar, appropriate language, and proofread and spell-check your paper!

Extra Credit: Typically, I am not a fan of extra credit. If you make an effort throughout the semester, you should not need extra credit. HOWEVER, there may be occasions when I will offer extra credit to the ENTIRE class to attend a guest lecture, view a program, etc. I will not offer individual extra credit.

Late Assignments: Late assignments will only be accepted with instructor approval and may be subject to a 1-letter grade deduction per day late, up to a maximum of three days late. After the assignment is 3 days late, I will no longer accept it.

## Grading Scale

I adhere to the University letter-to-grade conversion chart for all exams, papers, assignments, quizzes, and final grades. Grades ending in 0.5 or higher are rounded up to the nearest whole percentage point.

93 or above=A	90-92=A-	87-89=B+	83-86=B	80-82=B-	77-79=C+
73-76=C	70-72=C-	67-69=D+	63+-66=D	60-62=D-	0-59=F

Grade Changes: I am certainly open to and actively encourage you to challenge me both in class as well on disputed test questions/essay points – sometimes, I make mistakes and sometimes, it is possible that more than one answer or perspective is correct. If you present an empirically-defensible case as to why your answer/assumptions are also correct (for which I originally took off points), I will gladly give back partial or full credit, depending on the quality of your argument.

However, at the end of the semester, there are inexorably a handful of students who send me a late-night email requesting (and sometimes incoherently demanding) that I raise their final grade, whether from a D+ to a C-, or a B+ to an A- or anywhere in between. Two remarks on this rather bold and questionable strategy.

1. I try to be charitable in terms of the grading scheme already – both the attendance and participation grades (30% of your final grade) are designed to give your grade a “cushion.”
2. Secondly, the “But I NEED a/an (insert grade here)”, or “can you *just* raise my grade x-number of points” arguments reflect a fundamental misunderstanding of the nature of grades. Implicit in this statement is the assumption that grades are capriciously handed out on the instructor’s whim or fancy and are not based on the student’s demonstrated mastery of the material. Grades reflect your mastery of the course material. There are many things YOU can do to enhance your mastery of the material, and consequently, your grade.
  - Attend class regularly
  - Be present – pay attention in class and participate
  - Read materials
  - Ask questions – either in class or during office hours or over email
  - Do not procrastinate on assignments.

I will not respond to emails asking for extra points, or for grades to be bumped up. If a student wishes to dispute a grade on an assignment or test, the student must request an appointment or come during office hours and present a compelling case as to why extra points should be awarded.

## Email Policy

Please include your first and last name and course information in the subject line of your email. When I receive your email, I will make every effort to respond in a timely manner, usually within 48 hours. Though you may receive a reply sooner than that, you should not expect an immediate response. Please treat all email correspondence with your instructor as you would treat any other professional exchange.

Accordingly, I expect emails to be respectful and polite, to use correct grammar and complete sentences. I reserve the right to summarily delete rude, disrespectful, and/or poorly written emails without reply. Please note that I have structured the course and office hours to best assist you in mastering the materials. Please utilize office hours, in-class time, and your syllabus to answer any doubts you may have. Finally, I will contact you via your UF designated email address via Canvas, so please see to it that your account is set such that you are able to receive these communications.

### **Technology Policy**

The use of technology in the classroom can be a wonderful way to directly engage with materials. From time to time, I may utilize YouTube clips and social media because it can be a fun way to keep us all motivated and engaged with the real world of politics. That said, cell phones and laptops are generally a distraction and detrimental to the classroom experience. They have the potential to take students “away” from the lecture and impede active engagement with their peers. While I do permit the use of laptops and tablets for note-taking, I encourage you to give your eyes a rest and take notes with paper and pen. Given the time and effort I invest in course planning, I am hard pressed to see a reason why you would need to be on your phone during class. Please turn your phones off or on vibrate.

### **Academic Honor Policy**

UF students are expected to uphold the highest standards of academic honesty. Requirements, expectations, and violations can be found here:

<https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>.

It is your responsibility to know university policies and procedures, and to hold yourself to the highest standards.

### **Academic Accommodations**

In keeping with the Americans with Disabilities Act (ADA) and University of Florida policy, students with disabilities needing academic accommodation should: 1. Register with and provide documentation to the Disability Resource Center; and 2. Bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. The syllabus and other materials are available in alternative format upon request.

For more information about services available to UF students with disabilities, contact the:

Disability Resource Center

001 Reid Hall

[DRC@ufsa.ufl.edu](mailto:DRC@ufsa.ufl.edu)

352-392-8565

[disability.ufl.edu](http://disability.ufl.edu)

### **Other Helpful Links**

UF Counseling and Wellness Center: <https://counseling.ufl.edu/>

UF Writing Center: <https://writing.ufl.edu/writing-studio/>

### **Course Evaluation**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

<https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**Final (and perhaps reiterative) Notes on Course Protocol:**

- Arriving late or leaving early is disruptive to all of us who made it a priority to get to class time and be here. Please enter and exit the classroom quietly within minimal interruptions and take a seat close to the door.
- Please keep private conversations private. Discussions with your neighbor are distracting for me as well as other students. If you have a thought on course material or a question, speak up! Please feel free to share your thoughts on the lecture topic with all of us.
- I reserve the right to dismiss individual students from the classroom for disruptive behavior, and report them to the Dean of Students
- I do not tolerate academic dishonesty in any form, and will pursue the full penalties for violations thereof. For your reference, the University of Florida Academic Honor Policy is listed above.

**Syllabus Change Policy** Except for changes that substantially affect the parameters of evaluation, including grading and the scheduling of the final exam, this syllabus is subject to change at the discretion of the instructor. I will provide you with advance notice in class and via your university registered email contact.

## Course Schedule

Date	Topic	Reading(s)
<b>Part I</b>	<b>Introduction to Women and Politics</b>	<b>What are the fundamental questions?</b>
<b>Week 1: January 8 - 12</b>		
January 8	Syllabus and Intro to the Course	None
January 10	Representation & Critical Mass	Mansbridge (1999 ); Bratton (2005)
January 12	No Class - SPSA Conference	
<b>Part II</b>	<b>Women in the Electorate</b>	<b>Why would anyone vote for a woman? How do voters evaluate candidate gender? How do women participate?</b>
<b>Week 2: January 17 &amp; 19</b>		
<b>January 15</b>	<b>MLK HOLIDAY - NO CLASS</b>	
January 17	The Gender Gap	Junn & Masouka (2019)
January 19	Women's Voting Behavior	Campbell & Heath (2014)
<b>Week 3: January 22 - 26</b>		
January 22	Women's Voting Behavior	Deckman & McDonald (2022)
January 24	Women's Participation	Brown (2014)
January 26	Women's Participation	Agbiboa (2021)
<b>Part III</b>	<b>Women as Candidates</b>	<b>What challenges do women face running for office?</b>
<b>Week 4: January 29 - Feb. 2</b>		
January 29	Why do/don't women run?	Fox & Lawless (2004)
January 31	Barriers to Women Running	Crowder-Meyer (2018)
February 2	Barriers to Women Running	Bernhard et al (2020)
<b>Week 5: Feb. 5 - Feb. 9</b>		
February 5	Barriers to Women Running	Lazarus et al (2022)
February 7	Candidate Recruitment	Preece et al (2016)
February 9	Candidate Recruitment	Tolley (2022) ; Pruyzers & Blais (2018)
<b>Week 6: Feb. 12 - Feb. 16</b>		

February 12	Role of Parties	Verge & Wiesehomeier (2019)
February 14	Perceptions of Female Candidates	Eggers et al (2018); Butler et al (2022)
February 16	Perceptions of Female Candidates	Pereira & Fernandez-Vazquez (2022); Teele et al (2018)
<b>Week 7: Feb.19 - Feb. 23</b>		
February 19	Expectations for Women	Scholl et al (2023)
February 21	Quotas <i>Midterm Questions available on Canvas</i>	Franceschet & Piscopo (2014) Weeks & Masala (2022)
February 23	Impact of Quotas	Kim & Fallon (2023); Burnet (2011)
<b>Week 8: Feb. 26 - March 1</b>		
February 26	Review for Midterm	
February 28	Midterm Exam	
March 1	NO CLASS - Bonus Office Hours	Work on Step 3 Due March 4

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<b>Part IV</b>	<b>Women in Legislatures</b>	<b>Once in office, what agendas do women legislators pursue? Are they effective?</b>
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<b>Week 9: March 4 - March 8</b>		
March 4	Women's Legislative Agendas	Brant & Butcher (2022); Shay & Rauhaus (2023)
March 6	Women's Legislative Agendas	Mügge et al (2019); Holman & Mahoney (2017)
March 8	Women's Legislative Agendas	Volden et al (2011); Senk (2021)

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*****	<b>3/11 - 3/15 SPRING BREAK</b>	*****
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<b>Part V</b>	<b>Women as Executives</b>	<b>What do women do in the highest offices? How do women executives influence others?</b>
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<b>Week 10: March 18 - March 22</b>		
March 18	Women as Executives	O'Brien et al (2015)
March 20	Women as Executives	O'Neill et al (2019); Windett (2011)
March 22	Women as Executives	Helms (2023)
<b>Week 11: March 25 - March 29</b>		
March 25	Women in the Executive	Stockemer & Sundström (2018)
March 27	Women in the Executive	Barnes & O'Brien (2018)



March 29	Why Women in the Executive Matter	Wahman et al (2021)
<b>Part VII</b>	<b>Women and Extremism</b>	<b>Under what conditions will women join Radical Right Wing Parties? How do RRWP women behave in office?</b>
	<b>Week 12: April 1 - April 5</b>	
April 1	The Gender Gap in the Radical Right	Christley (2021)
April 3	Gender and Elites and RRWP	Snipes & Mudde (2021); Weeks et al (2023)
April 5	No Class MPSA	
	<b>Week 13: April 8 - April 12</b>	
April 8	RRWP and Representation	O'Brien (2018); Cornacchione & Tuning (2019)
April 10	Presentations	<i>Students not presenting will be expected to fill out presentation feedback forms</i>
April 12	Presentations	<i>Presentation feedback forms</i>
	<b>Week 14: April 15 - April 17</b>	
April 15	Presentations	<i>Presentation feedback forms</i>
April 17	Presentations	<i>Presentation feedback forms</i>
April 19	Presentations	<i>Presentation feedback forms</i>
<b>Part VIII</b>	<b>Writing and Course Wrap-UP</b>	
	<b>Week 15: April 24 - April 28</b>	
April 22	Peer Review Day	I WILL BE TAKING ATTENDANCE
April 24	No Class	Extended Office Hours
<b>NO CLASS April 26 (Reading Day) FINAL PAPER IS DUE TUESDAY, APRIL 30 @12:00 PM</b>		