

PSC 3192W: Women, Politics, and the Media
Spring 2017
W, 11:10 am–1:00 pm | Philips Hall 417

Professor Danny Hayes
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M, 10:30am–12:30 pm | Monroe 471

Course Overview and Goals

This class focuses on women’s political representation in the United States. We will consider why women hold fewer elected offices in the United States than women in many other countries; whether men and women have distinctive political attitudes and levels of political engagement; why women are less likely to run for office than men; how women fare when they do run; and whether women govern differently than men. Throughout the course, we will pay special attention to the media’s portrayal of women in politics.

This course has several goals:

- To help you understand the roots of women’s under-representation in the United States, and what might change it
- To help you understand the role of the media in shaping American politics
- To help you learn how social scientists ask and answer interesting questions about politics – and to ask and answer one yourself in a research paper
- To help you improve your writing and research skills in ways that will be beneficial as you pursue a career beyond GW

Readings

There are three required books for the course, all available at the University bookstore or your preferred outlet on the interwebs.

Hayes, Danny and Jennifer L. Lawless. 2016. *Women on the Run: Gender, Media, and Political Campaigns in a Polarized Era*. New York: Cambridge University Press.

Karpowitz, Christopher and Tali Mendelberg. 2014. *The Silent Sex: Gender, Deliberation, and Institutions*. Princeton, N.J.: Princeton University Press.

Lawless, Jennifer L. and Richard L. Fox. 2010. *It Still Takes a Candidate: Why Women Don’t Run for Office*. New York: Cambridge University Press.

We will also read several chapters from a brand-spanking-new textbook by Jennifer Lawless and Richard Fox called *Women and Men in U.S. Politics*. Because the book won’t be published until later this year, I’ll distribute the chapters individually. In the course schedule below, the book is referred to as “*Women and Men*.”

The rest of required readings are journal articles, book chapters, and articles in the popular media. Some are freely available online, with links embedded in the course schedule. I will post the remaining readings on our course’s Blackboard page. It will be your responsibility to download the items as they are assigned. It might be worthwhile to print the readings early in the semester, which will keep you from having to do this every week.

It should come as no surprise that you are also expected to keep up with the news. Our discussions during lecture frequently will touch on current events, so it is critical that you keep apprised of major political goings-on. Reading a major newspaper is perhaps the best way to do this, although there are of course many other news sources with ample political coverage.

In addition, you may be interested in [The Monkey Cage](#), a *Washington Post* blog about politics and political science of which I'm an editor. We regularly feature posts about women and politics and the media.

Evaluation

This is a “writing in the discipline” course. Thus, you will write a lot, and almost all of your grade will come from writing assignments. Here's the breakdown.

Short Writing Assignments (15%)

Three times during the semester, I will give you a short writing assignment related to that week's readings. It will be due in class. Each assignment, designed to help you think critically about the readings, will be graded for credit/no credit. If you turn in an assignment late, you will not get credit; this is not negotiable. Each assignment will be worth 5% of your grade, for a total of 15%.

Blog Posts (20%)

Increasingly, political scientists (as well as scholars in other disciplines) write blog posts to communicate their research to audiences outside of academia. Twice during the semester, you will turn in a blog post of about 1,000 words based on a political science journal article that does not appear on the syllabus. As we get closer to the first blog post assignment, I will give you guidelines to help you choose an appropriate article. If you turn in a blog post late, you will not receive credit; this is not negotiable. Each post will be worth 10% of your grade, for a total of 20%.

Research Proposal, Paper, and Presentation (55%)

On February 22, you will turn in a 5-page proposal for a research paper. The proposal will include your research question, an overview of your research plans, and an annotated bibliography. This will count for 15% of your grade.

You will also conduct a peer review of one of your classmate's proposals. That will be due March 1. I will give you more details later in the semester. The peer review will count for 5% of your grade.

On April 5, you will turn in a draft of your 20-25 page research paper. I will give you feedback. You will also conduct a peer review of one of your classmate's drafts, which will be due on April 12. The peer review will count for 5% of your grade.

On April 19 or 26 (with the schedule to be determined), you will give a 10-minute presentation on your paper. The presentation will count for 5% of your grade.

On April 26, your final research paper is due. The paper will count for 25% of your grade.

Participation (10%)

The final 10% of your grade will be based on your participation in class. If you attend class every week, demonstrate that you have thoroughly and thoughtfully done the assigned reading, and

regularly contribute to discussion, you will receive the full 10% credit. If you fall short, you will receive only partial credit, depending on your level of participation.

At the end of the semester, your grade will be assigned based on the following scale:

A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), and F (0-59).

Credit Hour Statement

According to the University, in a 15-week semester, students in a 3-credit course like this one are expected to engage in a total of 112.5 hours of work. We will spend about 25.5 hours in class together, which means you should expect to spend at least 87 hours (or an average of 6 hours per week) on outside work related to the course. That will include reading, writing, research, and thinking deep thoughts.

University Policy on Religious Holidays

- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
- Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

Support for Students outside the Classroom

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information: <https://disabilitysupport.gwu.edu/>.

Mental Health Services

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information, go to counselingcenter.gwu.edu/ or call 202-994-5300.

Academic Integrity Code

Thinking of cheating? Don't do it. Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. It is your responsibility to be familiar with the University's Academic Integrity Code, available here: studentconduct.gwu.edu/code-academic-integrity.

Academic Freedom

Each student is strongly encouraged to participate in class discussions. In any classroom situation that involves discussion and critical thinking, particularly about political ideas, there are bound to be many differing viewpoints. Students may not only disagree with each other at times, but the students and instructor may also find that they have disparate views on sensitive and volatile topics. It is my hope that these differences will enhance class discussion and create an atmosphere where all of us will be encouraged to think and learn from each other. Therefore, be assured that students' grades will not be affected by any beliefs or ideas expressed in class or in assignments. Rather, we will all respect the views of others when expressed in classroom discussions.

Should There Be an Alien Invasion or Some Such

If we experience an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave the classroom, we will meet in front of Phillips Hall on H Street to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University's operating status: <http://www.campusadvisories.gwu.edu/>.

Technology

As great as technology is – how else would we get the cat videos? – the fact is that laptops, smart phones, and other devices are a distraction to your classmates and to me. Not only that, but [research](#) has shown that we learn more when we take notes by hand. Thus, you may not use them in class. If you have a unique reason for needing a laptop to take notes, please contact me.

Course Schedule (*Note: This is subject to change as we proceed through the semester*)

January 18: Introduction

January 25: Women, Politics, Media, and the 2016 Presidential Election

- *Women and Men*, Ch. 1
- Foran, Clare. 2016. [“Will Hillary Clinton’s Defeat Set Back Women in Politics?”](#) *The Atlantic*, November 27.
- Aleksander, Irina. 2016. [“Have Female Journalists Ended the Boys-on-the-Bus Era of Campaign Reporting?”](#) *Vogue*, May 19.
- Coolidge, Kelsey, and Curtis Bell. 2017. [“The Number of Countries with Female Political Leaders Has Plummeted.”](#) *The Monkey Cage*, January 9.

February 1: Women’s Representation in the United States and around the World

- *Women and Men*, Ch. 2

- Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." *Journal of Politics* 61(3): 628-657.
- McDonagh, Eileen. 2010. "It Takes a State: A Policy Feedback Model of Women's Political Representation." *Perspectives on Politics* 8(1):69-91.
- McConaughy, Corrine. 2014. ["Forget Susan B. Anthony."](#) *The Monkey Cage*, March 31.
- SHORT WRITING ASSIGNMENT #1 DUE

February 8: Gender and Public Opinion

- *Women and Men*, Ch. 6
- Sapiro, Virginia, and Shauna Shames. 2010. "The Gender Basis of Public Opinion." In Barbara Norrander and Clyde Wilcox (eds.), *Understanding Public Opinion*, 3rd Edition. Washington, DC: Sage. pp 5-24.
- Paolino, Phillip. 1995. "Group-Salient Issues and Group Representation: Support for Women Candidates in the 1992 Elections." *American Journal of Political Science* 39(2): 294-313.
- Tesler, Michael. 2016. ["A Key Reason Young People Don't Support Hillary Clinton? They Don't Have Daughters."](#) *The Monkey Cage*, February 11.
- Chira, Susan. 2017. ["You Focus on the Good?: Women Who Voted for Trump, in Their Own Words."](#) *New York Times*, January 14.
- SHORT WRITING ASSIGNMENT #2 DUE

February 15: Gender and Political Engagement

- Burns, Nancy, Kay Lehman Schlozman, and Sidney Verba. 1997. "The Public Consequences of Private Inequality: Family Life and Citizen Participation." *American Political Science Review* 91(2): 373-389.
- Reingold, Beth, and Jessica Harrell. 2010. "The Impact of Descriptive Representation on Women's Political Engagement: Does Party Matter?" *Political Research Quarterly* 63(2): 280-294.
- Campbell, David, and Christina Wolbrecht. 2006. "See Jane Run: Women Politicians as Role Models for Adolescents." *Journal of Politics* 68(2):233-247.
- BLOG POST #1 DUE

February 22: Gender, Participation, and Deliberation, Part 1

- Karpowitz and Mendelberg, Chs. 1-5
- RESEARCH PAPER PROPOSAL DUE

March 1: Gender, Participation, and Deliberation, Part 2

- Karpowitz and Mendelberg, Chs. 6-10
- PEER REVIEW OF PROPOSAL DUE

March 8: Why Women Don't Run for Office, Part 1

- Lawless and Fox, entire

March 15: Spring break

March 22: Why Women Don't Run for Office, Part 2

- *Women and Men*, Ch. 3
- Sanbonmatsu, Kira. 2002. "Political Parties and the Recruitment of Women to State Legislatures." *Journal of Politics* 64(3): 791-809.
- Silberman, Rachel. 2015. "Gender Roles, Work-Life Balance, and Running for Office." *Quarterly Journal of Political Science* 10(2): 123-153.
- BLOG POST #2 DUE

March 29: Women on the Campaign Trail: Facing the Media and Voters, Part 1

- Huddy, Leonie and Nayda Terkildsen. 1993. "Gender Stereotypes and the Perception of Male and Female Candidates." *American Journal of Political Science* 37(1): 119-147.
- Heldman, Caroline, Susan J. Carroll, and Stephanie Olson. 2005. "She Brought Only a Skirt": Print Media Coverage of Elizabeth Dole's Bid for the Republican Presidential Nomination." *Political Communication* 22(3): 315-335.
- Dittmar, Kelly. 2015. "[How Views about Gender Shape U.S. Election Campaigns.](#)" Scholar Strategies Network.

- Tromble, Rebekah and Dirk Hovy. 2016. [“Here’s How Much Sexism Hillary Clinton Faces on Twitter.”](#) *The Monkey Cage*, February 24.
- SHORT WRITING ASSIGNMENT #3 DUE

April 5: Women on the Campaign Trail: Facing the Media and Voters, Part 2

- Hayes and Lawless, entire
- RESEARCH PAPER DRAFT DUE

April 12: Governing as a Woman: In Office and the Media Spotlight

- *Women and Men*, Ch. 7
- Swers, Michele L. 2016. “Women & Legislative Leadership in the U.S. Congress: Representing Women’s Interests in Partisan Times.” *Daedalus* 145(3): 44-56.
- Fridkin, Kim and Patrick J. Kenney. 2014. *The Changing Face of Representation*. Ann Arbor: University of Michigan Press. Chapter 5 (“Coverage of Senators in the Local Press.”)
- Baitinger, Gail. 2015. “Meet the Press or Meet the Men? Examining Women’s Presence in the American News Media.” *Political Research Quarterly* 68(3): 579-592.
- PEER REVIEW OF RESEARCH PAPER DRAFT DUE

April 19: Paper presentations (schedule to be determined)

April 26: Paper presentations (schedule to be determined)

- FINAL RESEARCH PAPER DUE