

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 and the role of women in the media.

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.

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. 2017. *Women, Men, & U.S. Politics: 10 Big Questions*. New York: Norton.

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 might be worthwhile to print/download 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's 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 (10%)

Twice 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 10%.

Blog Posts (30%)

Increasingly, political scientists (as well as scholars in other disciplines) write blog posts to communicate their research to audiences outside of academia. Blog posts are also something that you might be asked to write if you work as part of a communications or policy team at a non-profit, government agency, or advocacy organization.

Two times during the semester, you will turn in a 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 15% of your grade, for a total of 30%.

Research Proposal, Paper, and Presentation (55%)

On February 28, 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 7. I will give you more details later in the semester. The peer review will count for 5% of your grade.

On April 4, 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 11. The peer review will count for 5% of your grade.

On April 18 or 25 (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 25, your final research paper is due. The paper will count for 25% of your grade.

Participation (5%)

The final 5% 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 5% 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.

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 17: Introduction

January 24: Women, Politics, Media, and America since 2016

- Lawless and Fox, Ch. 1
- Chozick, Amy. 2018. [“Hillary Clinton Ignited a Feminist Movement. By Losing.”](#) *New York Times*, January 13.
- Tackett, Michael. 2017. [“Women Line up to Run for Office, Harnessing Their Outrage at Trump.”](#) *New York Times*, December 4.
- Traister, Rebecca. 2017. [“Your Reckoning. And Mine.”](#) *The Cut*, November 12.

January 31: Women’s Representation in the United States and around the World

- Lawless and Fox, 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.
- Coolidge, Kelsey, and Curtis Bell. 2017. [“The Number of Countries with Female Political Leaders Has Plummeted.”](#) *The Monkey Cage*, January 9.
- SHORT WRITING ASSIGNMENT #1 DUE

February 7: Gender and Public Opinion

- Lawless and Fox, 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.
- 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.
- 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 14: Gender, Participation, and Deliberation

- Karpowitz and Mendelberg, Chs. 1-7, 10, Conclusion

February 21: 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.
- Center for American Women and Politics. 2017. ["Gender Differences in Turnout."](#) July 20.
- Wolbrecht, Christina and David E. Campbell. 2017. "Role Models Revisited: Youth, Novelty, and the Impact of Female Candidates." *Politics, Groups, and Identities* 5(3): 418-434.
- Wolak, Jennifer. 2015. "Candidate Gender and the Political Engagement of Women and Men." *American Politics Research* 43(5): 872-896.
- Bode, Leticia. 2016. "Closing the Gap: Gender Parity in Political Engagement on Social Media." *Information, Communication & Society* 20(4): 587-603.
- BLOG POST #1 DUE

February 28: Women and Campaigns, Part 1

- Fulton, Sarah A. 2012. “Running Backwards and in High Heels: The Gendered Quality Gap and Incumbent Electoral Success.” *Political Research Quarterly* 65(2): 303-314.
- Anzia, Sarah F. and Rachel Bernhard. 2017. [“Does Gender Stereotyping Affect Women at the Ballot Box? Evidence from Local Elections in California, 1995-2013.”](#) Paper presented at the annual meeting of the American Political Science Association.
- 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.
- Philpot, Tasha S. and Hanes Walton Jr. 2007. “One of Our Own: Black Female Candidates and the Voters Who Support Them.” *American Journal of Political Science* 51(1): 49-62.
- RESEARCH PAPER PROPOSAL DUE

March 7: Women and Campaigns, Part 2

- Hayes and Lawless, entire
- PEER REVIEW OF RESEARCH PAPER PROPOSAL DUE

March 14: Spring break

March 21: Why Women Don’t Run for Office (Jennifer Lawless will join us in class.)

- 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.
- Boschma, Janie. 2017. [“Why Women Don’t Run for Office.”](#) *Politico*, June 12.
- Lawless, Jennifer L. and Richard L. Fox. 2017. [“The Trump Effect.”](#) Women & Politics Institute, June.

March 28: More on the Gender Gap in Political Ambition

- Lawless and Fox, Ch. 3
- Butler, Daniel M. and Jessica Robinson Preece. 2016. "Recruitment and Perceptions of Gender Bias in Party Leader Support." *Political Research Quarterly* 69(4): 842-851.
- Silberman, Rachel. 2015. "Gender Roles, Work-Life Balance, and Running for Office." *Quarterly Journal of Political Science* 10(2): 123-153.
- Crowder-Meyer, Melody and Benjamin E. Lauderdale. 2014. "A Partisan Gap in the Supply of Female Potential Candidates in the United States." *Research & Politics* April-June: 1-7.
- BLOG POST #2 DUE

April 4: Governing as a Woman

- Lawless and Fox, 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.")
- Volden, Craig, Alan E. Wiseman, and Dana E. Wittmer. 2013. "When Are Women More Effective Legislators Than Men?" *American Journal of Political Science* 57(2): 326-341.
- RESEARCH PAPER DRAFT DUE

April 11: Women in the Media

- Griffin, Anna. 2014. ["Where Are the Women?"](#) Niemen Reports, September 11.
- 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.
- Aleksander, Irina. 2016. ["Have Female Journalists Ended the Boys-on-the-Bus Era of Campaign Reporting?"](#) *Vogue*, May 19.
- Grabe, Maria E., Lelia Samson, Asta Zelankauskiate, and Narine S. Yeghyan. 2011. "Covering Presidential Election Campaigns: Does Reporter Gender Affect the Work Lives of

Correspondents and Their Reportage?" *Journal of Broadcasting & Electronic Media* 55(3): 285-306.

- PEER REVIEW OF RESEARCH PAPER DRAFT DUE

April 18: Paper presentations (schedule to be determined)

April 25: Paper presentations (schedule to be determined)

- FINAL RESEARCH PAPER DUE