

# POLI 100Z: Gender and American Politics

University of California San Diego | Winter 2021

MWF 11:00-11:50am

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## Prof. Pamela Ban

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This course examines the role of gender in American politics. We begin by considering women and men as citizens and voters. How do women and men differ in their political opinions and voting behavior? We also examine theories of representation and sort through leading explanations for why women remain underrepresented in political office. In the latter part of the course, we turn to the elite level and investigate whether women legislate differently than their male counterparts and how the broader political context influences patterns of women's representation.

Course readings and assignments will familiarize students with prominent concepts in gender and politics, such as descriptive representation, intersectionality, and the gender gap, that help to explain the different ways in which gender impacts the political arena. Students will apply these concepts and theories to political events, highlighting the diverse ways in which men and women conceive of and engage in politics.

The structure of the course is designed to foster critical engagement with and collective discussion of the reading material. Students will be exposed to a variety of theoretical approaches to the study of gender and politics, and in the course of the quarter, they will develop skills to assess the strengths and weaknesses of each.

## Zoom Information and Class Attendance

Class meetings will be held over Zoom, at this recurring link: (requires UCSD authentication to join). Class meetings will be held over Zoom at our scheduled class time. A complete course

calendar can be found at the end of this page. Class meetings will include four different types; the course calendar specifies what type each class will be:

1. **Lectures (recorded).** All lectures are recorded and will be made available afterwards on Canvas. You are welcome to attend lectures synchronously (“live”), but attendance will not be taken and will not affect your grade.
2. **Discussions (not recorded, asynchronous option available).** Six of the Fridays will be discussion-based class meetings. Synchronous attendance counts toward your discussion participation grade. *In order to encourage a lively discussion environment, discussion-based class meetings will not be recorded so that students attending synchronously do not have to worry about their participation being recorded.* An asynchronous option for a discussion-based class meeting is explained in the next section.
3. **Research forums (not recorded, optional and ungraded).** Two of the Fridays are research forums designed to help you complete your two written papers for the course. Attendance is optional and ungraded, though you may find attendance helpful for your written papers. *Similar to discussions, in order to encourage student participation, research forums will not be recorded so that students attending synchronously do not have to worry about their participation being recorded.*
4. **End-of-quarter presentations (not recorded, asynchronous option available).** The last two class meetings of the quarter are for student presentations of their final papers. Synchronous attendance is recommended and will fulfill the presentation portion of the final paper grade. Asynchronous students may submit a pre-recorded video and written presentation memo as a substitute.

## Grading

*All deadlines listed below are at 11:59PM Pacific time on the given date. Use standard formatting and proper citations (Times New Roman, 12-point font, 1 inch margins) for all written work. Late Policy: Late papers or asynchronous assignments will be deducted one full letter grade each day it is late; for example, if you submit any time after the 11:59PM deadline up to 24 hours after the deadline, you will receive a one letter grade deduction.*

**Discussion Participation\* (40%):** There are six scheduled discussion-based class meetings throughout the quarter (see course calendar). Students are expected to come to class having read the assigned materials for that week. Students will be randomly assigned to Zoom breakout rooms and will receive a list of questions to consider and discuss in your groups during the first half of class, approximately 20 minutes. In the second half of class, we will come together as a full class and each breakout room will give a short summary. The discussion participation portion of the course grade is based on attendance (completion) in these discussion-based class meetings, for which synchronous Zoom participation would be needed.

*\*If you are unable to attend synchronously, the asynchronous option for each discussion-based class is one response paper (2 double-spaced pages) to that week’s discussion questions, which will be graded*

based on content due by 11:59PM Pacific time on the day of the scheduled discussion class. It is YOUR responsibility to remember to submit your asynchronous option on Canvas.

**Interview Paper (20%):** Due Thursday, January 28. For this paper (3 double-spaced pages), you will interview five peers about their political views and discuss how their responses and insights are similar to or different from the findings in the readings and lectures. You are free to interview anyone you would like; class on Friday, January 22 will be a research forum that you can attend to easily interview other classmates in the course (more details to come).

**Documentary Assignment (10%):** Due Thursday, February 4. In week 5 of the course, in place of class meetings on Monday and Wednesday (2/1/21 and 2/3/21), you will watch (on your own) the documentary *Knock Down the House* and write a memo (2 double-spaced pages) based on prompts that will be distributed prior to that week. The documentary is available for free on YouTube here: <https://www.youtube.com/watch?v=YCS02hZRcXk>. This documentary viewing is to take the place of the Monday and Wednesday lectures that week; therefore, the deadline to view and submit your memo is Thursday, February 4.

**Final Paper (30%):** Due Tuesday, March 9. For this paper (5 double-spaced pages), you will analyze the impact of women in office. You will select two members of Congress, one male and one female, who are serving in the same legislative chamber (either House or Senate). You may choose whether they have the same party affiliation, represent the same state, etc. One part of your paper should compare the two members' websites. What kinds of information do they share about themselves? How are they similar and different? Do you attribute these similarities and differences to, for example, gender, seniority, and/or constituency? The other part of your paper should discuss the two members' legislative work in Congress. How active or effective are they in Congress (e.g. bill sponsorship, legislative effectiveness, etc.)? How would you characterize their congressional careers? And again, how are they similar and different, and to what do you attribute these similarities and differences to? Be sure to connect your observations with the readings and lecture material. Class on Friday, February 19 will be a research forum where we will discuss possible comparisons and contrasts that you can make for the members you choose. During the last two class meetings (March 10 and March 12), you will present a brief summary of your final paper to a breakout room group on Zoom (the asynchronous option for this presentation is a pre-recorded video that you will submit). More guidelines and a grading rubric will be distributed in class.

## Readings

Readings are listed in the course calendar below. All readings are available online through UCSD's journal access or UCSD library's electronic books (*you will need to use the university's VPN in order to access these electronically if you are off-campus*). All assigned readings for discussion-based class meetings should be done prior to that discussion class.

## Course Calendar

### WEEK 1 – GENDER AND PUBLIC OPINION

Readings for this week:

- Box-Steffensmeier, Janet M., Suzanna De Boef and Tse-min Lin. 2004. "The Dynamics of the Partisan Gender Gap." *American Political Science Review* 98(3): 515-528.
- 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.
- Deckman, Melissa, Jared McDonald, Stella Rouse, and Mileah Kromer. 2020. "Gen Z, Gender, and COVID-19." *Politics & Gender* 16(4): 1019-1027.

**Monday January 4: Lecture (Introduction and Syllabus Overview)**

**Wednesday January 6: Lecture**

**Friday January 8: Lecture**

#### WEEK 2 – GENDER AND VOTING

Readings for this week (be sure to complete by Friday's discussion):

- Smith, Eric and Richard L. Fox. 1998. "The Role of Candidate Sex in Voter Decision-Making." *Political Psychology* 19(2): 405-419.
- Lawless, Jennifer L. and Kathryn Pearson. 2008. "The Primary Reason for Women's Underrepresentation? Reevaluating the Conventional Wisdom." *Journal of Politics* 70(1): 67-82.
- Hayes, Danny and Jennifer Lawless. 2016. *Women on the Run*. Cambridge University Press. Chapter 1 ("Gender myth, and reality on the campaign trail") AND Chapter 2 ("Rethinking and reassessing gender differences on the campaign trail"), which are pages 1-32. The book is available electronically through the UCSD library here (\*\*remember to use the UCSD VPN if you are off-campus\*\*): <http://dx.doi.org/10.1017/CB09781316336007>

**Monday January 11: Lecture**

**Wednesday January 13: Lecture**

**Friday January 15: Discussion #1**

#### WEEK 3 – THEORIES OF REPRESENTATION

Readings for this week:

- Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." *Journal of Politics* 61(3): 628-657.

**Monday January 18: University holiday, no class**

**Wednesday January 20: Lecture**

**Friday January 22: Research Forum for Interview Paper**

#### WEEK 4 – POLITICAL AMBITION AND RUNNING FOR OFFICE

Readings for this week (be sure to complete by Friday's discussion):

- Thomsen, Danielle M. and Aaron S. King. 2020. "Women's Representation and the Gendered Pipeline to Power." *American Political Science Review* 114(4): 989-1000.
- Preece, Jessica Robinson, Olga Bogach Stoddard, and Rachel Fisher. 2016. "Run, Jane, Run! Gendered Responses to Political Party Recruitment." *Political Behavior* 38(3): 561-577.
- Fox, Richard L. and Jennifer L. Lawless. 2014. "Uncovering the Origins of the Gender Gap in Political Ambition." *American Political Science Review* 108(3): 499-519.

**Monday January 25: Lecture**

**Wednesday January 27: Lecture**

**Friday January 29: Discussion #2**

#### WEEK 5 – DOCUMENTARY VIEWING

Watch *Knock Down the House*, available here: <https://www.youtube.com/watch?v=YCS02hZRcXk>

**Monday February 1: No class, watch documentary on your own**

**Wednesday February 3: No class, watch documentary on your own**

**Friday February 5: Discussion #3**

#### WEEK 6 – GENDER AND LEGISLATIVE PARTICIPATION

Readings for this week (be sure to complete by Friday's discussion):

- Kathlene, Lyn. 1994. "Power and Influence in State Legislative Policymaking: The Interaction of Gender and Position in Committee Hearing Debates." *American Political Science Review* 88(3): 560-576.
- Karpowitz, Christopher F., Tali Mendelberg, and Lee Shaker. 2012. "Gender Inequality in Deliberative Participation." *American Political Science Review* 106(3): 533-547.
- Clayton, Amanda, Diana Z. O'Brien, and Jennifer M. Piscopo. 2019. "All Male Panels? Representation and Democratic Legitimacy." *American Journal of Political Science* 63(1): 113-129.

**Monday February 8: Lecture**

**Wednesday February 10: Lecture**

**Friday February 12: Discussion #4**

#### WEEK 7 – INTERSECTIONALITY

Readings for this week:

- TBA

**Monday February 15: University holiday, no class**  
**Wednesday February 17: Lecture**  
**Friday February 19: Research Forum for Final Paper**

#### WEEK 8 – GENDER AND POLICYMAKING

Readings for this week (be sure to complete by Friday's discussion):

- Anzia, Sarah and Christopher R. Berry. 2011. "The Jackie (and Jill) Robinson Effect: Why do Congresswomen Outperform Congressmen?" *American Journal of Political Science* 55(3): 478-93.
- Volden, Craig, Alan E. Wiseman, and Dana E. Wittmer. 2018. "Women's Issues and Their Fates in the US Congress." *Political Science Research and Methods*. 6(4): 679-696.
- Costa, Mia. Forthcoming. "He Said, She Said: The Gender Double Bind in Legislator-Constituent Communication." *Politics & Gender*.

**Monday February 22: Lecture**  
**Wednesday February 24: Lecture**  
**Friday February 26: Discussion #5**

#### WEEK 9 – PRESIDENCY AND CROSS-NATIONAL VARIATION IN WOMEN'S REPRESENTATION

Readings for this week (be sure to complete by Friday's discussion):

- TBA

**Monday March 1: Lecture**  
**Wednesday March 3: Lecture**  
**Friday March 5: Discussion #6**

#### Week 10 – WRAP-UP AND STUDENT PRESENTATIONS

**Monday March 8: Lecture**  
**Wednesday March 10: Presentations**  
**Friday March 12: Presentations**