

POLI 100Z: Gender and American Politics

University of California San Diego | Winter 2022

MWF 2:00-2:50pm

Updated December 31, 2021

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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.

Class Type Information

Synchronous class meetings will be held over Zoom when the university is in remote instruction, at the recurring link posted on the course Canvas page (requires UCSD authentication to join the Zoom). Synchronous class meetings will be held in-person in the scheduled classroom (CSB 001)

when possible, when university policies allow. 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. Zoom recordings will be available for the synchronous Zoom lectures; podcasting will be available for any future synchronous in-person lectures. 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 class meetings. Synchronous discussion classes will always be over Zoom throughout the quarter, regardless of whether the university is under remote or in-person instruction. Synchronous attendance counts toward your discussion participation grade; the asynchronous option for a discussion class is explained in the next section. *In order to encourage a lively discussion environment, discussion classes will not be recorded so that students attending synchronously do not have to worry about their participation being recorded.*
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). The synchronous option will always be held remotely over Zoom throughout the entire quarter, regardless of whether university instruction is remote or in-person.

- Synchronous Option. Students wishing to take the synchronous option for a discussion class are expected to come to the Zoom discussion 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.

- **Asynchronous Option.** The asynchronous option for each discussion-based class is a response paper (2 double-spaced pages) to that week's discussion questions. It is due by 11:59PM Pacific time on the day of the scheduled discussion class and will be graded. It is YOUR responsibility to remember to submit your asynchronous option on Canvas.

**Students may take either the synchronous or asynchronous option for a discussion class, and may switch their choice from week to week. You do not need to inform the teaching team of your choice; your grade will automatically take into account either your synchronous participation or your asynchronous memo for each discussion class.*

Interview Paper (25%): Due Thursday, January 27. 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 21 will be a research forum that you can attend to easily interview other classmates in the course (more details to come).

Final Paper (35%): Due Tuesday, March 8. 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. The scheduled class on Friday, February 18 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 9 and March 11), 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.

Course Materials

My lectures and course materials, including slide presentations, notes, recordings, outlines, assignments, and similar materials, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course.

You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way – whether or not a fee is charged – without my express prior written consent. You also may not allow others to do so.

If you do so, you may be subject to student conduct proceedings under the UC San Diego Student Code of Conduct.

Similarly, you own the copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.

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 3: Lecture (Introduction and Syllabus Overview)

Wednesday January 5: Lecture

Friday January 7: 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 10: Lecture
Wednesday January 12: Lecture
Friday January 14: 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 17: University holiday, no class
Wednesday January 19: Lecture
Friday January 21: 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 24: Lecture
Wednesday January 26: Lecture
Friday January 28: Discussion #2

WEEK 5 – DOCUMENTARY VIEWING

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

Monday January 31: No class, watch documentary on your own
Wednesday February 2: No class, watch documentary on your own
Friday February 4: 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 7: Lecture

Wednesday February 9: Lecture

Friday February 11: Discussion #4

WEEK 7 – 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 14: Lecture

Wednesday February 16: Lecture

Friday February 18: Discussion #5

WEEK 8 – INTERSECTIONALITY

Readings for this week:

- TBA

Monday February 21: University holiday, no class

Wednesday February 23: Lecture

Friday February 25: Research Forum for Final Paper

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 February 28: Lecture
Wednesday March 2: Lecture
Friday March 4: Discussion #6

Week 10 – WRAP-UP AND STUDENT PRESENTATIONS

Monday March 7: Lecture
Wednesday March 9: Student Presentations
Friday March 11: Student Presentations