

**Women and American Politics****Instructor:** Haley Norris[haley.norris@rutgers.edu](mailto:haley.norris@rutgers.edu)

[Online Course]

Office hours: Thursday 12-2 EST

**Course Overview**

This course examines the role of women in American politics from the abolition and suffrage movements to present. Paying particular attention to the ways that other categories of difference intersect with “womanhood” we will ask: what has been the role of women in American politics? What political changes have they achieved? What remains to be done? How have they made these changes?

The material is organized over six themes: “Women’s History in Politics”, “Women’s Paths to Politics”, “Women’s Interests”, “Representation”, “Women’s activities”, and “New Frontiers”.

Students are expected to complete all required reading, participate actively in the discussion forums, submit written assignments on time, complete the case study, and submit a final exam. While this course is meant to introduce students to the study of women and gender in politics it does require some knowledge about the American political system. Please remember that this is a 15-week course condensed into only 6 weeks. You should anticipate spending 15-20 hours a week on this course!

**Learning Goals**

This course fulfills the following CORE SAS requirements:

- 21<sup>st</sup> Century Learning Goals: Human Difference and Social Justice
- Areas of Inquiry: Social and Historical Analysis
- Cognitive Skills and Processes: Writing and Communication

**Course Objectives**

By the end of this course students will:

1. Construct an accurate timeline of women’s suffrage and abolitionist movements using the provided instructional materials
2. Identify and describe “women’s interests” in the academic research on Women in Politics
3. Write an independently researched case study (5-7 pages) on a contemporary woman in American politics that identifies her path to politics, policy activity, and how “well” she represents women. [Due in week 5]
4. The biggest course objective is to explain how gender is present and used in politics. This is broken down into four sub-objectives:
  - a. define “gender” and “politics”;
  - b. find examples of women’s actions in political spaces;
  - c. provide a list of 5 things that women have done in American politics;
  - d. provide at least 3 remaining challenges for women in politics AND identify the reasons they have not overcome these challenges (using academic literature to build the argument).

**Important Policies**

**Rutgers “Netiquette”:** Rutgers University is committed to providing courses that meet the highest standards of excellence with the mission of preparing students to become productive members of society and good citizens of the world ([University Code of Student Conduct](#), Rutgers University). As such, students are expected to maintain a standard of conduct. A

challenge in the online classroom is understanding the meaning of communications without the visual and auditory clues from the speaker. Netiquette provides some basic guidelines about how to behave in an online format, such as not using all capital letters online because that represents the vocal equivalent of shouting. In addition to these basics, please remember that this is an academic course where much of the work is taking place online. It is not the same as communicating with friends via social media, nor is it equivalent to sending text messages to friends or colleagues. These guidelines below will help you reduce online miscommunications in this course.

- Participate often! Share your ideas and opinions.
- Treat others with dignity. Remember these are real people on the other side of your screen.
- Be patient. Read your classmates questions or comments with the intention of *learning*, not *arguing*.
- Ask questions if you are unsure what the other person is trying to say.
- Contact the instructor if there are problems or concerns. Do not try to mediate arguments on your own.

### **Honor Code and Academic integrity:**

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

### **Students with Accommodations**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form(<https://webapps.rutgers.edu/student-ods/forms/registration>).

Please familiarize yourself with the [Rutgers Office of Disability Services](#). Review the syllabus on Day 1 of the course and be in touch by the end of the first week if you have *any* concerns about the course assignments. There are some quick fixes available in online learning through captioning and transcription. However, the condensed nature of the course can potentially exacerbate difficulties around reading and writing speeds.

*Please note: I am VERY happy to discuss potential alternative assignments and learning strategies so that you can succeed in this course. I am committed to learning how to make my courses more accessible and effective for all of my students.*

### **Late Assignments & Missing Work**

There are no extensions available for any of the assignments in this course. This is due to the constricted timeline of the online schedule and not my desire to make your summer stressful.

Any late assignments will be awarded *maximum* ½ points and I will *not* provide any feedback or comments on this work. I will not accept any late case studies OR late final exams. Failure to complete either the case study or the final exam will result in an F for this course.

It is your responsibility to track due-dates and assignment deadlines. Everything is clearly marked in the Course Calendar on Canvas.

**Holidays & “Cancelled” Classes**

Our class falls on July 4<sup>th</sup> which is American Independence Day. We will go “offline” for the fourth but please note that your final exam will be due on **July 5<sup>th</sup>**.

You will receive the exam questions on **July 1<sup>st</sup>** and it is up to you to submit your exam on time. I will NOT accept any late exams due to the extremely short grading period dictated by Rutgers.

I am traveling for an academic conference from July 2<sup>nd</sup> until July 8<sup>th</sup>. As such, I will have limited access to email and be in a different time zone. It is absolutely crucial that you set aside time on July 1<sup>st</sup> to review the final exam and ask me any questions *in advance*. I will not be able to respond to emails sent on July 2<sup>nd</sup> or 3<sup>rd</sup>.

**The course at a glance**

All of the assignments in this course build on one another. This means that skipping around and ignoring lectures, readings, or discussion board posts will result in a low final grade. The following table provides you with a basic overview of where your points will come from in this course. **In total, all assignments add up to 670 points.**

<b>Assignment Breakdown</b>	
Final Exam	100 points
Case Study	200 points
Lecture & Film Viewing	60 points
Quizzes	120 points
Discussion Boards	100 points
Other written assignments	90 points

<b>Rutgers Grade Policy</b>	
A	89.5-100
B+	84.5-89.49
B	79.5-84.49
C+	74.5-79.49
C	69.5-74.49
D	59.5-69.49
F	0-59.49

You have 48 hours to contest any of your grades. To do so you must review my comments on the assignment rubric and offer concise, clear evidence that your grade should be changed. All grade changes must be requested via email. I will not respond to grade requests that do not include the evidence for change.

<b>Case Study &amp; Final Exam</b>
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You will NOT pass the course if you do not complete all of the steps in your Case Study and submit a high-quality final exam! The case study steps are broken out across the first five weeks of the course and are detailed on a separate document. You should check the Case Study Module in Canvas each week to stay on track with the project. The final draft of the case study will be due by **June 26<sup>th</sup>**.

In week 6, you will compile your study notes and prep with a partner before taking the online exam. The exam will offer four short-answers and you will be required to answer two.

One of the required prompts will be: Using specific references from course material explain *how* and *why* political science studies gender in politics.

PLEASE READ: Credit Hours and Homework Time
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The Office of Instructional & Research Technology has calculated the number of hours students should spend each week working on this course. All three-credit courses require 180 hours of instructional time. Normally, students fulfil this requirement over the 15 weeks of in-person class time. However, the condensed nature of the online class (only 6 weeks) means that students should plan to *spend 15-20 hours per week on the course*. This time will be used for reading, online activities, and your midterm paper and final exam.

**If you cannot dedicate this much time to our class over the summer, I recommend that you drop it.**

Readings and Class Material
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Students should purchase the following book. Please be sure you are purchasing the 4<sup>th</sup> edition.

Carroll, Susan J., and Richard Logan Fox, eds. 2018. *Gender and Elections: Shaping the Future of American Politics*. 4<sup>th</sup> Edition. New York, NY: Cambridge University Press.

All other readings will be provided as scanned chapters or electronic PDFs. Please make sure that your computer has a functioning PDF viewer.

There is one film on Netflix that students are required to watch in Week 2. Please contact me by May 31<sup>st</sup> if you cannot get access to Netflix for the film.

### Detailed Course Schedule

*Note: All **highlighted readings** in the detailed course schedule are required readings*

Module 1: Introduction to the course, gender and public policy.
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Tuesday May 28-Friday May 31

#### MODULE OBJECTIVES:

- Construct a timeline of the Women's suffrage movement using the provided documentary & viewing quiz
- Prepare your reading log for the course
- Construct your own definitions/understandings of "gender in politics" after completing the required powerpoint & reading
- Jump over to the "Case Study" module and complete the first step of selecting your case!

KEY CONCEPTS: Political science, politics, gender

#### READINGS:

**Acker, Joan. 1992.** "From Sex Roles to Gendered Institutions." *Contemporary Sociology* 21 (5): 565. <https://doi.org/10.2307/2075528>.

**Bourque, Susan C. and Grossholtz, Jean,** (1974), "Politics an Unnatural Practice: Political Science Looks at Female Participation", *Politics & Society*, 4, issue 2, p. 225-266.

Carroll, Susan J., and Richard Logan Fox, eds. 2018. *Gender and Elections: Shaping the Future of American Politics*. Cambridge, United Kingdom ; New York, NY: Cambridge University Press.

\*Read Chapter 1 (pp. 1-14)

Hartman, Heidi. "The Economic Status of Women in the U.S.: What has changed in the last 20-40 Years". *Institute for Women's Policy Research*. 28 March 2018.

Hawkesworth, Mary. 2005. "Engendering Political Science: An Immodest Proposal." *Politics & Gender* 1 (1): 141–57.

#### ASSIGNMENTS DUE:

1. Course Introduction Discussion Board Post [10 points]
2. Syllabus Quiz [10 points]
3. Written Assignment: Defining Gender & Politics [20 points]
4. Minute Response Paper: What are Women's Interests [10 points]
5. Viewing Quiz [10 points]

\*You will earn 5 points for viewing the lecture and the Suffrage documentary [10 points total]

\*\*The completed module is worth **70 points**.

Module 2: Women's Pathways to Politics
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Monday June 3-Friday June 7

#### MODULE OBJECTIVES:

- Collaborate with peers to analyze themes in selected readings
- Apply new information by creating a mock campaign
- Demonstrate lecture retention via quiz
- Engage with peers and offer constructive feedback

KEY CONCEPTS: Political ambition, gate-keepers, gender-gap, women's vote, difference

#### READING:

Bejarano, Christina E. 2014a. *The Latina Advantage: Gender, Race, and Political Success*.

Bejarano, Christina E. 2014b. "Latino Gender and Generation Gaps in Political Ideology." *Politics & Gender* 10 (01): 62–88. <https://doi.org/10.1017/S1743923X13000548>.

Carroll, Susan J., and Richard Logan Fox, eds. 2018. *Gender and Elections: Shaping the Future of American Politics*. 4<sup>th</sup> Edition. New York, NY: Cambridge University Press.

\*Read chapters 6 & 8

Dolan, K. 2005. "Do Women Candidates Play to Gender Stereotypes? Do Men Candidates Play to Women? Candidate Sex and Issues Priorities on Campaign Websites." *Political Research Quarterly* 58 (1): 31–44. <https://doi.org/10.1177/106591290505800103>.

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.

<https://doi.org/10.1017/S0003055414000227>.

Lawless, Jennifer L. 2015. "Female Candidates and Legislators." *Annual Review of Political Science* 18 (1): 349–66. <https://doi.org/10.1146/annurev-polisci-020614-094613>.

Sanbonmatsu, Kira. 2002. "Political Parties and the Recruitment of Women to State Legislatures." *The Journal of Politics* 64 (3): 791–809. <https://doi.org/10.1111/0022-3816.00146>.

———. 2015a. "Electing Women of Color: The Role of Campaign Trainings." *Journal of Women, Politics & Policy* 36 (2): 137–60. <https://doi.org/10.1080/1554477X.2015.1019273>.

———. 2015b. *Why Not a Woman of Color?: The Candidacies of US Women of Color for Statewide Executive Office*. Oxford University Press.  
<https://doi.org/10.1093/oxfordhb/9780199935307.013.43>.

Schneider, Monica C., Mirya R. Holman, Amanda B. Diekman, and Thomas McAndrew. 2016. "Power, Conflict, and Community: How Gendered Views of Political Power Influence Women's Political Ambition: Power, Conflict, and Community." *Political Psychology* 37 (4): 515–31. <https://doi.org/10.1111/pops.12268>.

Thomsen, Danielle M. 2015. "Why So Few (Republican) Women? Explaining the Partisan Imbalance of Women in the U.S. Congress: Why So Few (Republican) Women?" *Legislative Studies Quarterly* 40 (2): 295–323. <https://doi.org/10.1111/lsq.12075>.

#### ASSIGNMENTS DUE:

1. Group Reading/Annotation Assignment [20 points]
2. Reading Group Discussion Board [10 points]
3. Running for Office Assignment [20 points]
4. Lecture Quiz [10 points]
5. Viewing Quiz [10 points]

✓ Changes made on June 6th:  
Running for Office Assignment now due in Week 3

\*You will receive 10 points for viewing both lectures and 10 points for viewing the film, Knock Down the House.

\*\*Completed module worth 90 points.

#### Module 3: Defining Women's interests

Monday June 10-Friday June 14

#### MODULE OBJECTIVES:

- Demonstrate critical reading skills via spreadsheet
- Describe and analyze the importance of *two* interests using instructional material, via discussion board.
- Engage with peers through discussion board
- Demonstrate retention via lecture quiz
- Draft research plan using seminar materials

KEY CONCEPTS: public policy, women's interest(s), gender consciousness

#### READING:

Conway, M. Margaret, David W. Ahern, and Gertrude A. Steuernagel. 2004. *Women and Public Policy: A Revolution in Progress*. 3rd ed. Washington, D.C: CQ Press.

\*Read chapters 4 & 6. Select an additional chapter, either 5 or 9.

Reingold, Beth. 2019. "Gender, Race/Ethnicity, and Representation in State Legislatures." *PS: Political Science & Politics*, March, 1–4. <https://doi.org/10.1017/S1049096519000052>.

Sanders, Bailey. 2018. "Partisan Bridges to Bipartisanship: The Case of Contraceptive Coverage: Partisan Bridges to Bipartisanship." *Legislative Studies Quarterly* 43 (3): 521–46. <https://doi.org/10.1111/lsg.12205>.

Schreiber, Ronnee. 2002. "Injecting a Woman's Voice: Conservative Women's Organizations, Gender Consciousness, and the Expression of Women's Policy Preferences." *Sex Roles*, 12.

Smooth, Wendy. "Standing for Women? Which Women? The Substantive Representation of Women's Interests and the Research Imperative of Intersectionality." *Politics & Gender* 7, no. 3 (2011): 436–41. doi:10.1017/S1743923X11000225.

Swers, Michele L. 2013. *Women in the Club: Gender and Policy Making in the Senate*. Chicago ; London: University of Chicago Press.

\*Recommended chapters 2-5

#### ASSIGNMENTS DUE:

1. Women's Interest "Debate" post [20 points]
2. Lecture Quiz [10 points]
3. Research Seminar [20 points]
4. "Pop" Quiz [20 points]

✓ Changes Made on June 6th:  
Women's Interest Debate is Optional (10 bonus points)

✓ Changes made on June 7th:  
No longer read Conway chapters--please read the news/survey sources instead linked in Module 3.

\*You will receive 10 points for viewing both lectures

\*\*Completed module is worth 80 points.

### Module 4: Representation

Monday June 17-Tuesday June 18

#### MODULE OBJECTIVES:

- Provide key concept definitions from lecture via quiz
- Apply new knowledge on representation theory to a "real-life" example via quiz
- Stay on track for case-study project

KEY CONCEPTS: representation, descriptive, substantive, tokens/critical mass

#### READING:

Celis, Karen, Sarah Childs, Johanna Kantola, and Mona Lena Krook. 2008. "Rethinking Women's Substantive Representation." *Representation* 44 (2): 99–110. <https://doi.org/10.1080/00344890802079573>.

Childs, Sarah, and Mona Lena Krook. 2009. "Analysing Women's Substantive Representation: From Critical Mass to Critical Actors." *Government and Opposition* 44 (2): 125–45. <https://doi.org/10.1111/j.1477-7053.2009.01279.x>

- Dovi, Suzanne. 2002. "Preferable Descriptive Representatives: Will Just Any Woman, Black, or Latino Do?" *American Political Science Review* 96 (04): 729–43.  
<https://doi.org/10.1017/S0003055402000412>.
- . 2007. "Theorizing Women's Representation in the United States." *Politics and Gender* 3 (03).  
<https://doi.org/10.1017/S1743923X07000281>.
- . 2009. "In Praise of Exclusion." *The Journal of Politics* 71 (3): 1172–86.  
<https://doi.org/10.1017/S0022381609090951>.
- Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent "Yes"" 61 (3): 628–57. <https://doi.org/10.1017/S0022381609990697>.

Smooth, Wendy. "Intersectionality in Electoral Politics: A Mess Worth Making." *Politics & Gender* 2, no. 3 (2006): 400–414. doi:10.1017/S1743923X06261087.

#### ASSIGNMENTS DUE:

1. Representation Concept Quiz [20 points]

\*You will receive 5 points for viewing the lecture

\*\*Completed module is worth 25 points.

Module 5: Women's actions in political office
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Tuesday June 18-Friday June 21

*Please note that additional readings will be added to this week as the course progresses*

#### MODULE OBJECTIVES:

- Document critical reading skills via spreadsheet
- Demonstrate lecture retention via quiz
- Connect course material to real-life example: submit your case study on time!

KEY CONCEPTS: partisanship, collaboration, caucus, substantive and symbolic representation

#### READING:

\*\* Students must select 3 readings from this list that are relevant to their case study and read on their own.

Please note that some of these are books and I have only uploaded selected chapters.

Brown, Nadia E. 2014. *Sisters in the Statehouse: Black Women and Legislative Decision Making*. New York: Oxford University Press, USA.

Crowley, Jocelyn Elise. 2004. "When Tokens Matter." *Legislative Studies Quarterly* 29 (1): 109–36.  
<https://doi.org/10.3162/036298004X201113>.

Dittmar, Kelly, Kira Sanbonmatsu, and Susan J. Carroll. 2018. *A Seat at the Table: Congresswomen's Perspectives on Why Their Presence Matters*. New York, NY University Press.

Dittmar, Kelly, Kira Sanbonmatsu, Susan J. Carroll, Debbie Walsh, and Catherine Wineinger. n.d. "WOMEN IN THE U.S. CONGRESS," 56.



Holman, Mirya R. 2017. "Women in Local Government: What We Know and Where We Go from Here." *State and Local Government Review* 49 (4): 285–96.  
<https://doi.org/10.1177/0160323X17732608>.

Holman, Mirya R., and Anna Mahoney. 2018. "Stop, Collaborate, and Listen: Women's Collaboration in US State Legislatures: Women's Collaboration in US State Legislatures." *Legislative Studies Quarterly* 43 (2): 179–206. <https://doi.org/10.1111/lsgq.12199>.

Mahoney, Anna Mitchell. 2018. *Women Take Their Place in State Legislatures: The Creation of Women's Caucuses*. Philadelphia: Temple University Press.

\*Read Chapters 1 & 4

Osborn, Tracy. 2014. "Women State Legislators and Representation: The Role of Political Parties and Institutions." *State and Local Government Review* 46 (2): 146–55.  
<https://doi.org/10.1177/0160323X14542441>.

Rosenthal, Cindy Simon, ed. 2002. *Women Transforming Congress*. Congressional Studies Series, v. 4. Norman, OK: University of Oklahoma Press.

\*Recommended chapters 3 & 14

Sanders, Bailey. 2018. "Partisan Bridges to Bipartisanship: The Case of Contraceptive Coverage: Partisan Bridges to Bipartisanship." *Legislative Studies Quarterly* 43 (3): 521–46.  
<https://doi.org/10.1111/lsgq.12205>.

Swers, Michele L. 2013. *Women in the Club: Gender and Policy Making in the Senate*. Chicago ; London: University of Chicago Press.

\*Recommended chapters 1 & 5

#### ASSIGNMENTS DUE:

1. Lecture Quiz [10 points]
2. "Pop" Quiz [20 points]

\*You will receive 5 points for viewing the lecture

\*\*Completed module worth **25 points**.

<h3>Module 6: Women in the executive and future agendas</h3>
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Monday June 24-Friday June 28

#### MODULE OBJECTIVES:

- Apply your new "gender perspective" to the presidential race by explaining the gendered nature of at least one political candidate.
- Describe a gender-equity goal that is important to you or your generation.
- Engage with class-mates via discussion board posts.

KEY CONCEPTS: quotas, rainbow wave, meritocracy, glass-cliff

READING:

Barnes, Tiffany and Mirya Holman. "Gender Quotas, Women's Representation, and Legislative Diversity." Forthcoming 2019. *Journal of Politics*.

**Carroll, Susan J., and Richard Logan** Fox, eds. 2018. *Gender and Elections: Shaping the Future of American Politics*. Cambridge, United Kingdom ; New York, NY: Cambridge University Press.  
\*Read Chapters 2 & 10

**Cassese, Erin** C. 2018. "Monster Metaphors in Media Coverage of the 2016 U.S. Presidential Contest." *Politics, Groups, and Identities* 6 (4): 825–37.  
<https://doi.org/10.1080/21565503.2018.1496120>.

Lovenduski, Joni. 1998. "Gendering Research in Political Science." *Annual Review of Political Science* 1 (1): 333–56. <https://doi.org/10.1146/annurev.polisci.1.1.333>

**Norris, Haley**. "Rainbow Wave flips seats in Minnesota, Kansas, and California"  
<https://www.genderwatch2018.org/expert-takes-2018/>.

Nugent, Mary, and Mona Lena Krook. 2016. "Gender Quotas Do Not Pose a Threat to 'Merit' at Any Stage of the Political Process." *British Politics and Policy* (blog). February 23, 2016.  
<https://blogs.lse.ac.uk/politicsandpolicy/gender-quotas-do-not-pose-a-threat-to-merit-at-any-stage-of-the-political-process/>.

#### ASSIGNMENTS DUE:

1. Future Goals Discussion Post [20 points]
2. Review a Presidential Candidate [20 points]

\*You will receive 10 points for viewing the lecture

\*\*Completed module worth **70 points**.

Week 6:
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July 1-July 5

#### MODULE OBJECTIVE:

1. Submit your final exam!

#### ASSIGNMENT DUE:

1. Study Notes Group Assignment [20 points]

**Final Exam due by July 5<sup>th</sup>**