

Women and American Politics [COVID Edition]

[Online Course]

Instructor: Haley Norris (they/them)

Office hours: Wednesday 12-2 EST

haley.norris@rutgers.edu**Course Overview**

This course examines the role of women in American politics from the abolitionist 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? How have they made these changes? What remains to be done?

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, and complete the case study.

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:

- 21st 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. Identify and describe “women’s interests” in the academic research on Women in Politics
2. 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. Students may also elect to write a policy analysis paper instead. [Due in week 6]
3. 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.

Contacting the Instructor: In an online class it is especially important that you develop good communication strategies with me, the instructor. Please do *not* send messages through Canvas—their inbox system is very limited and frustrating to use. You should email me at haley.norris@rutgers.edu.

I do not check my emails on the weekends or after 5pm on weekdays. Please allow me 24 hours to respond to your email before you send a follow-up message. Do not wait until the last minute to email me regarding assignments or questions about the final project!

What goes in an email?

A greeting: “Dear Haley,” “Hello,” or “Dear Professor” are all appropriate.

A specific question or request for help: “I’m struggling to understand what this concept means and was wondering if we could set up a video chat to discuss the reading?”

A closing/sign-off: “Thanks,” “Best,” or “Talk soon,” are all appropriate.

Classrooms are work-place settings for your instructors and so it is very important that you treat communication between yourself and the instructor seriously. Please refrain from overly-familiar expressions, abbreviations, curse words, etc.

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.

You cannot submit discussion board posts late, which means that missing a discussion post deadline will automatically lose you those points.

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. There are discussion board posts due each week. The central project of the course, a case study, is due in week 6 but you will begin to work on it in week 2. **The main goal for the course is to help you develop both research and writing skills on topics related to gender and politics.**

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 430 points.**

Assignment Breakdown	
Case Study	200 points
Other written assignments	70 points
Quizzes	100 points
Discussion Boards	50 points
Free participation points	10 points
TOTAL POINTS	430 points

Rutgers Grade Policy	
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.

Our course runs Monday-Sunday. This means:

All Discussion board initial posts are due by Thursday of the week they are assigned. Response posts are due by Sunday.

All quizzes and written assignments are due the Sunday after they are assigned.

Due dates are marked in the syllabus and on the course calendar on Canvas.

Case Study

You will NOT pass the course if you do not complete all of the steps in your Case Study! 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 **July 3rd**.

Case Study Components:

Selection	Due in Week 2	10 points
Lit Review "How-To"	Due in Week 2	15 points
Research Plan	Due in Week 3	10 points
Annotated Bibliography	Due in Week 4	15 points
Rough Draft	Due in Week 5	50 points
Final Draft	Due in Week 6	100 points

PLEASE READ: Credit Hours and Homework Time

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 research paper.

If you cannot dedicate fifteen hours a week to our class over the summer, I recommend that you drop it.

Readings and Class Material

Students should purchase the following book. Please be sure you are purchasing the 4th edition.

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

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

Detailed Course Schedule

Module 1: Gender & Politics

W1: Tuesday May 26-Sunday May 31

Module objectives:

- ✓ Construct your own definitions/understandings of "gender in politics" after completing the required powerpoint & reading
- ✓ Complete reading & lecture to learn new key concepts
- ✓ Learn about the history of the ERA by watching Mrs. America
- ✓ Introduce yourself to the class

Assignments due:

- Written Assignment: Defining Gender & Politics [20 points]
- Minute Response Paper: What are Women's Interests [10 points]
- Syllabus Quiz [10 points]
- Watch documentary & complete Viewing Quiz [10 points]
- Self-Introduction Discussion Board Post [10 points]

Completed module is worth 60 points.

Required Reading:

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

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". *Institute for Women's Policy Research*. 2018.

Leeds, Sarene. "How Mrs. America's Characters Compare to Their Real-Life Counterparts".
<https://www.vulture.com/2020/05/mrs-america-characters-real-life-history.html>

Additional Reading:

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

Module 2: Women & Political parties

W2: Monday June 1- Sunday June 7

Module objectives:

- ✓ Jump over to the "Case Study" module and complete the first steps!
- ✓ Review U.S. party system and government structure
- ✓ Demonstrate knowledge retention via lecture quiz
- ✓ Engage with peers and offer constructive feedback in discussion board

Assignments due:

- Case Study case selection [10 points]
- Case study Lit Review "how-to" [15 points]
- Flash card submission [10 points]
- Lecture Quiz [10 points]
- Discussion board post on parties [10 points]

Completed module worth 55 points.

Required Readings:

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

*Focus on the Conclusion chapter, I've included chapter 3 for anyone interested in seeing how statistical analysis is done in political science.

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

*Read chapters 6 & 8

Sanbonmatsu, Kira. 2010. "Life's a Party: Do Political Parties Help or Hinder Women?" *Harvard International Review*, 36–39.

Wineinger, Catherine. 2019. "How Can a Black Woman Be a Republican? An Intersectional Analysis of Identity Claims in the 2014 Mia Love Campaign." *Politics, Groups, and Identities*, 1–23.

<https://doi.org/10.1080/21565503.2019.1629316>.

Module 3: Ambition and stereotypes

W3: Monday June 8-Sunday June 14

MODULE OBJECTIVES:

- ✓ Plan your case study's final form
- ✓ Practice research skills through a peer survey
- ✓ Demonstrate knowledge retention via lecture quiz
- ✓ Engage with peers via discussion board

ASSIGNMENTS DUE:

- Research Plan [10 points]
- Peer Survey report [20 points]
- Lecture Quiz [10 points]
- Running for Office Discussion [10 points]

Completed module is worth 50 points.Required Readings:

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>.

Sanbonmatsu, Kira. 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>.

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>.

Module 4: Women's Interests & Political Ideology
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W4: Monday June 15-Sunday June 21

MODULE OBJECTIVES:

- ✓ Engage in research, plan using seminar materials and submit annotated bibliographies!
- ✓ Pop Quiz: Tell me how you're doing.
- ✓ Demonstrate retention via lecture quiz
- ✓ Describe and analyze the importance of *ideology and political interests* using instructional material
- ✓ Engage with peers through discussion board

ASSIGNMENTS DUE:

- Annotated Bibliographies [15 points]
- "Pop Quiz" [20 points]
- Lecture Quiz [10 points]
- Women's Interest post [10 points]

Completed module is worth 65 points.

Required Reading:

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

Herrick, Rebekah, "Gender Gaps in Identity and Political Attitudes among American Indians". *Politics and Gender* (2018).

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>.

Additional reading: {I suggest you read at least one of these}

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

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.

Module 5: Representation

W5: Monday June 22-Tuesday June 23

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

ASSIGNMENTS DUE:

- Representation Concept Quiz [20 points]

Completed module is worth 20 points.

Required readings:

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>.

Mansbridge, Jane. 1999. “Should Blacks Represent Blacks and Women Represent Women? A Contingent “Yes”” 61 (3): 628–57. <https://doi.org/10.1017/S0022381609990697>.

Additional Readings:

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>.

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

Module 6: Women's actions in political office

W5: Tuesday June 23-Sunday June 28

MODULE OBJECTIVES:

- ✓ Connect course material to real-life example: submit your case study on time!
- ✓ Demonstrate lecture retention via quiz

ASSIGNMENTS DUE:

- Case Study Rough Draft [50 points]
- Lecture Quiz [10 points]

Completed module worth 60 points.

*The priority this week is working on your case study.

READING:

** Students must **select 3 readings**, either from this list or through their own research, that are relevant to their case study and read on their own. They should be cited in the rough draft of your case study.

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/lsg.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>.

Prindeville, Diane-Michelle. "Feminist Nations? A Study of Native American Women in Southwestern Tribal Politics". *Politics Research Quarterly*. (2004)

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/lsg.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

Module 7: Women in the executive and future agendas

W6: Monday June 29-Friday July 3

MODULE OBJECTIVES:

- ✓ Submit your case study!
- ✓ Apply your new “gender perspective” and share your thoughts about the ongoing pandemic.
- ✓ Brainstorm ways we can improve women’s representation and participation in politics.

ASSIGNMENTS DUE:

- **Case study [100 points]**
- **Corona Virus and Women [10 points]**
- **Final Discussion [10 points]**

Completed module worth 120 points.Required 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

Additional Reading:

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/>.

Sharrow, Elizabeth A, Jesse H Rhodes, Tatishe M Nteta, and Jill S Greenlee. 2018. “The First-Daughter Effect.” *Public Opinion Quarterly* 82 (3): 493–523. <https://doi.org/10.1093/poq/nfy037>.