

Gender and Politics in America

Dr. Mario Guerrero

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Classroom: 5-138

Time: TTh 1:00 - 2:50PM

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Office: Building 94, Room 316

Office Hours: MW 11:00-11:45am

TuTh 10:30AM - 12:00PM

By appointment

1 Course Description

On its most basic level, politics is about who gets what, when and how in government. While this course explores gender and related issues in American politics, this course addresses broader concerns about political representation in the United States. Political representation occurs when political actors speak, advocate for, and act on behalf of others in the halls of government. In 2010, the Census Bureau reported 49.2 percent of men to 50.9 percent of women in the United States. In that same year, women only made up 17 percent of our United States Congress. Descriptively, this incongruence challenges some of our core assumptions about whether or not representation is properly working in American politics.

The purpose of this class is to examine the role of gender in contemporary political behavior and introduce students to the scholarship of gender and US politics. Students should be able to understand the evolution of womens political participation and the obstacles women have faced to achieve equal political rights. More importantly, students should be able to critically evaluate conventional wisdom and media reports concerning womens political behavior as voters, candidates and officeholders. This class examines a number of different topics including: representation, the obstacles facing women in politics, the perception of women amongst the electorate, and the confluence of race, sexuality and gender on the development of public policy. Ultimately, this class ends by examining the tangible effects of women in politics, arguing that women play a critical and distinct role in the American political process.

2 Required Text

In an effort to save you money, there are no textbooks or printed reader for this course. All required readings will be found online. Please visit the course website for frequent updates. If you have trouble with accessing course materials or prefer printed readings, please contact me to make alternate arrangements.

3 Course Requirements

Your final grade is based on five different components. These components are designed to give a fair and comprehensive assessment of your progress in this course.

Percentage	Assignment
10%	<i>Attendance and Participation:</i> Students are expected to attend class, arrive on time and participate regularly in class discussions.
20%	<i>Class Project:</i> Students will be able to choose one of three types of group projects: data analysis, survey research, or experiments. Each group project will require students to answer an original research question about gender and politics. The class project is due Tuesday, May 17.
20%	<i>Paper:</i> Students will write a paper that is 6-8 pages in length and is due Thursday, June 2.
20%	<i>Midterm Exam:</i> To held on Thursday, May 5.
30%	<i>Final Exam:</i> To be held on Tuesday, June 9.

4 Communication

Office hours are great for getting detailed answers and clarification. Furthermore, you are welcome to visit office hours if you are in search of academic advising. I encourage **everyone** to come to office hours at some point in the quarter. It will help me to get to know you better and it will help you do well in this class. Office hours have been statistically proven to help your grade.

Whenever I am in my office (94-316), I am happy to meet with you. I am guaranteed to be in my office during dedicated office hours, but you can also schedule an appointment so we can meet when it is convenient for you. Feel free to contact me online via gchat (mariog), Facebook chat (marioguerrero), or AIM (SuperMario917). I am frequently online and will be happy to answer your questions whenever I can.

5 Academic Integrity

Although I will spend some of our class time lecturing, we will have many dialogues, both in class and online. In these discussions, you are encouraged to use your personal

experiences and perspectives as well as your understanding of the course material and current events. Direct personal attacks against others in the class are not permitted. Insulting anyone one inside or outside the class on the basis of race, ethnicity, gender, age, sexual orientation, religion, party affiliation, or national background is not permitted. Violations of these rules will be reflected in your grade and, if they continue, may result in disciplinary action by the University. That being said, I highly value and encourage class interaction and look forward to our conversations.

6 Academic Honesty

Cal Poly Pomona takes academic honesty very seriously. Cheating is not tolerated and students will be held accountable for cheating on an assignment or an exam. Violators will receive an F in the course and then be referred to the Dean of Students and Judicial Affairs for further disciplinary action that may result in suspension. There should be no reason for you to feel compelled to cheat in this class. If you feel overwhelmed with the course, please do not hesitate to contact me for help.

7 Special Assistance

A wide range of services is available to support students in their efforts to meet the course requirements. Cal Poly Pomona offers counseling for personal and academic concerns at the Counseling and Psychological Services at no additional charge to students (Building 66-110, 909-869-3220). Additionally, Student Health Mental Services (Building 46, 909-869-3070) provides a range of services to help students identify and overcome obstacles stemming from financial, emotional, social, or family situations. The Disability Resource Center (Building 9-103, 909-869-3333) also provides academic support services to eligible students with temporary and permanent disabilities. You must register with DRC prior to receiving these accommodations.

Separately from these services, the University Writing Center (Library 2921) provides assistance to students writing papers. The Writing Center offers students 30-minute one-on-one appointments. Writing Center tutors specialize in reading for content, but will also read papers for grammar and style. Please utilize this resource if you know you need help with your writing.

8 This Spring...

It is very likely that the faculty will have to go on strike on the following dates: April 13, 14, 15, 18, 19. Our class would ordinarily meet on two of these days. If the strike takes place, it will not. I will advise you of supplementary or alternative activities to do instead of coming to campus. You are within your civil rights to ask questions or request a class discussion of any issues related to the strike, since they are educational issues that affect you. Your faculty have by contract, by HEERA law, and by tradition

the privilege of academic freedom, which means the administration cannot tell us what to say in class.

9 Course Schedule

Please note that the following schedule is subject to change throughout the quarter. Students are expected to complete the reading before each individual class meeting.

UNIT 1 INTRODUCTION

Week 1: 3/28-4/1

Tuesday, March 29, 2016 Course Introduction: What is expected of me within this course? What is gender?

Readings NO READING

Thursday, March 31, 2016 No Class: Cesar Chavez Day

Readings NO READING

UNIT 2 INSTITUTIONAL BARRIERS TO REPRESENTATION

Week 2: 4/4-4/8

Tuesday, April 5, 2016 Gender and Representation: Are women adequately represented in US government?

Readings Sapiro, Virginia. 1981. "When Are Interests Interesting? The Problem of Political Representation of Women." *American Political Science Review* 75(3): 701-716.

Thursday, April 7, 2016 Institutional Barriers to Representation, Part I: How does the media treat women in politics?

Readings Conroy, Meredith, et. al. 2015. "From Ferraro to Palin: Sexism in coverage of vice-presidential candidates in old and new media." *Politics, Groups and Identities* 3(4): 573-591.

Week 3: 4/11-4/15

Tuesday, April 12, 2016 Institutional Barriers to Representation, Part II: What is the pipeline to participate as a political actor?

Readings Crowder-Meyer, Melody and Benjamin E. Lauderdale. 2014. "A Partisan Gap in the Supply of Female Potential Candidate in the United States." *Research and Politics* April: 1-7.

Thursday, April 14, 2016 In-class Movie: *Game Change*, dir: Jay Roach

Readings No Readings.

UNIT 3 THE 'SUPPLY SIDE': RUNNING FOR OFFICE

Week 4: 4/18-4/22

Tuesday, April 19, 2016 In-class Movie: *Miss Representation*, dir: Jennifer Siebel Newsom

Readings No Readings.

Thursday, April 21, 2016 Socialization: How does the socialization process differ between men and women?

Readings Fox, Richard and Jennifer Lawless. 2014. "Uncovering the Origins of the Gender Gap in Political Ambition." *American Political Science Review* 108(3): 499-519.

Week 5: 4/25-4/29

Tuesday, April 26, 2016 Political Ambition: Do men and women differ in terms of political ambition?

Readings Campbell, David E. and Christina Wolbrecht. 2006. "See Jane Run: Women Politicians as Role Models for Adolescents." *The Journal of Politics* 68(2): 233-247.

Thursday, April 28, 2016 No Class: CSU Bakersfield Student Research Conference

Readings NO READING

UNIT 4 THE 'DEMAND': THE ELECTORATE'S PERSPECTIVE

Week 6: 5/2-5/6

Tuesday, May 3, 2016 Stereotyping: How does gender influence our perception of politicians?

Readings Falk, Erika and Kate Kenski. 2006. "Issue Saliency and Gender Stereotypes: Support for Women as President in Times of War and Terrorism." *Social Science Quarterly* 87(1): 1-18.

MIDTERM EXAM: THURSDAY, MAY 5, 2016

Week 7: 5/9-5/13

Tuesday, May 10, 2016 Women, work and public leadership: How does success differ for men and women?

Readings Sandberg, Sheryl. 2013. "The Leadership Ambition Gap." In *Lean In: Women, Work and the Will to Lead*. New York, NY: Knopf.

UNIT 5 GENDER AT THE CROSSROADS

Thursday, May 12, 2016 Intersectionality: How do race and gender influence politics in this country?

Readings Junn, Jane. 2009. "Making Room for Women of Color: Race and Gender Categories in the 2008 Presidential Election." *Politics and Gender* 5(1): 105-110.

Week 8: 5/16-5/20

Tuesday, May 17, 2016 Sexuality: What is the status of LGBT politics in the United States today?

Readings Hansen, Eric and Sarah Treul. 2015. "The Symbolic and Substantive Representation of LGB Americans in the US House." *The Journal of Politics* 77(4): 955-967.

CLASS PROJECT DUE: TUESDAY, MAY 17, 2016

Thursday, May 19, 2016 Transgender Politics: How are transgender issues pushing forward our discussion of gender?

Readings Burkett, Elinor. 2015. "What Makes a Woman?" *The New York Times*, June 7, SR1.

UNIT 5 THE EFFECTS OF WOMEN IN OFFICE

Week 9: 5/23-5/27

Tuesday, May 24, 2016 Public Opinion: How has public opinion of women shifted over time?

Readings Dolan, Kathleen and Timothy Lynch. 2014. "It Takes a Survey: Understanding Gender Stereotypes, Abstract Attitudes, and Voting for Women Candidates." *American Politics Research* 42(4): 656-676.

Thursday, May 26, 2016 The Impact of Women in Office: How do women politicians handle issues differently than men?

Readings Swers, Michele. 2005. "Connecting Descriptive and Substantive Representation: An Analysis of Sex Differences in Co-Sponsorship Activity." *Legislative Studies Quarterly* 30(3): 407-433.

Week 10: 5/30-6/3

Tuesday, May 31, 2016 The Presidency: Is the United States finally ready for a woman in the White House?

Readings Heldman, Caroline. 2007. "Cultural Barriers to a Female President in the United States." *Rethinking Madam President*. Boulder: Lynne Rienner Publishers.

Thursday, June 2, 2016 Course Conclusion: Why you should care about gender and politics.

Readings NO READING

PAPER DUE: THURSDAY, JUNE 2, 2016

FINAL EXAM: THURSDAY, JUNE 9, 11:30AM - 1:30PM