

PUP 3323: Women & Politics
Summer A 2024
May 13 - June 21, 2024
CSE E119
M-F 9:30 am - 10:45 am

Instructor: Dr. Teresa Cornacchione

Office Location: 234 Pugh Hall

Office Hours: M & W 1:00-2:30 PM; or by Appointment: calendly.com/tcornacchione

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Course Description

Prerequisite: None. But introduction to American Government or Introduction to Comparative Politics is strongly suggested.

Overview: This is an upper-level interdisciplinary studies course that will serve as an introduction to the study of women and politics. I should note that this is not a course on feminist theory. Instead, we will be focused on questions such as: Does the descriptive representation of women guarantee their substantive representation? Which electoral rules favor the election of women? Do the negative effects of gender quotas outweigh their impressive ability to increase the number of women in office? Once in power do women govern differently than men? Much of our time in the course will be spent on the obstacles that women face in obtaining positions of power.

Course Objectives: While this course will cover a global perspective, we will not cover specific regions in depth. Rather, the goal is to explore several political puzzles that are of particular relevance to the study of gender and politics, and to create students who are well-versed in the ever-growing literature on women and politics. Some of the concepts presented in the readings and in lecture will be straightforward, while others may take a reasonable amount of effort to understand.

In some of the political science articles you will read, the methods used may be entirely new to you. I do not expect you to familiarize yourself or understand all the methodological tools used in the readings. It is my hope that through readings and lectures, you will have the tools necessary to evaluate the arguments. After you leave the class at the end of the semester, the material will give you a much deeper understanding of developments in the study of gender and politics.

Readings

There are no required textbooks for this course. Texts will consist of scholarly articles, current news articles, policy papers, and online resources. These will appear in the online Canvas course shell. Scholarly articles are listed in the course schedule below, under the weeks for which they are assigned. All scholarly articles can be accessed through the UF Libraries website, if you need help navigating the library website, tutorials are available here. From your computer, you will need to be on the UF VPN Network.

Suggested Texts: These works represent quality research in the field of women and politics. These readings are NOT required, but they are recommended to enhance your understanding of course material. If you find yourself wanting to know more, these are a great place to start.

Fox, Richard L., Jennifer L. Lawless, and Richard L. Fox. 2005. *It Takes a Candidate: Why Women Don't Run for Office*. N.p.: Cambridge University Press.

Herman, Eleanor. 2022. *Off With Her Head: Three Thousand Years of Demonizing Women in Power*. New York, NY: Harper Collins.

Lawless, Jennifer L., and Richard L. Fox. 2017. *Women, Men & U.S. Politics: Ten Big Questions*. N.p.: W.W. Norton.

Lemi, Danielle C., and Nadia E. Brown. 2021. *Sister Style: The Politics of Appearance for Black Women Political Elites*. N.p.: Oxford University Press.

Murray, Rainbow, ed. 2010. *Cracking the Highest Glass Ceiling: A Global Comparison of Women's Campaigns for Executive Office*. N.p.: Praeger.

Paxton, Pamela, Melanie M. Hughes, and Tiffany D. Barnes. 2021. *Women, Politics, and Power: A Global Perspective*. Maryland: Rowman & Littlefield.

Pitkin, Hanna. 1967. *The Concept of Representation*. Berkeley: University of California Press.

Grading Policy

Your grade in this class will be based on four components: attendance & participation, Perusall Readings, a Midterm Exam, and a research paper. All assignments will be submitted via Canvas. Late Assignments and Make-up Exams/Quizzes will not be accepted without a university-approved excuse and instructor approval. Every component is worth 100 points, the weight of each is listed below:

Participation/Attendance	10%
Perusall Readings	20%
Midterm	30%
Final Project	40%

Attendance & Participation: I will take attendance randomly no less than 5 or no more than 10 times throughout the semester. This will be done via quiz on the lecture that day to check your understanding and is graded on completion. If you are present, you will get a 100, if you are absent, you will receive a zero. I will also grade you on your participation during your peers' presentations. You will be required to fill out a form evaluating presentations and developing a question/comment on your classmates' presentations. You must be present in class to complete the assignment. In extreme circumstances, I reserve the right to waive an attendance/participation grade; but I will only do so if provided documentation of a university-approved excuse (military service, documented illness, jury duty, university-approved activity, etc.). Also, please note that I will not make my slides available online. Please do your best to attend class regularly.

Midterm Exam: Your midterm exam will be held in class and will be essay format. The exam will ask you to address two out of three questions. These questions will present important questions

surrounding the study of gender and politics, and will address concepts covered in class, readings, media, etc. Quality answers to the exam questions will reflect your knowledge and understanding of course materials. I will provide the potential exam questions 1 week before the exam (on Canvas). Responses to the Midterm questions will be drafted in an Essay Blue Book, provided by the instructor.

Perusall Readings: You will read and annotate one(1) academic reading per week on Perusall (total of 5). Perusall is interactive software that allows you to read and annotate a text along with your peers. You can highlight, ask questions, and respond to your classmates' comments and questions. You can earn extra credit for annotating more than the minimum five required.

Research Project and Presentation: For your final project you will identify a political science article under the umbrella of gender and politics, read the article, write a short critical summary of the piece, and then present the article to the class. This should be a peer reviewed article from an approved journal; and, this article should not be an article on the syllabus. Full details are on Canvas.

Extra Credit: Typically, I am not a fan of extra credit. If you make an effort throughout the semester, you should not need extra credit. HOWEVER, there may be occasions when I will offer extra credit to the ENTIRE class to attend a guest lecture, view a program, etc. I will not offer individual extra credit.

Late Assignments: Late assignments will only be accepted with instructor approval and may be subject to a 1-letter grade deduction per day late, up to a maximum of three days late. After the assignment is 3 days late, I will no longer accept it.

Grading Scale

I adhere to the University letter-to-grade conversion chart for all exams, papers, assignments, quizzes, and final grades. Grades ending in 0.5 or higher are rounded up to the nearest whole percentage point.

93 or above=A*	90-92=A-	87-89=B+	83-86=B	80-82=B-	77-79=C+
73-76=C	70-72=C-	67-69=D+	63-66=D	60-62=D-	0-59=F

*An A is the highest grade you can earn in this class

Grade Changes: I am certainly open to and actively encourage you to challenge me both in class as well on disputed test questions/essay points. Sometimes, I make mistakes and sometimes, it is possible that more than one answer or perspective is correct. If you present an empirically-defensible case as to why your answer/assumptions are also correct (for which I originally took off points), I will gladly give back partial or full credit, depending on the quality of your argument.

However, at the end of the semester, there are inexorably a handful of students who send me a late-night email requesting (and sometimes incoherently demanding) that I raise their final grade, whether from a D+ to a C-, or a B+ to an A- or anywhere in between. Two remarks on this rather bold and questionable strategy.

I try to be charitable in terms of the grading scheme already, both the attendance and participation grades (30% of your final grade) are designed to give your grade a “cushion.” Secondly, the “But I NEED a/an (insert grade here),” or “can you just raise my grade x-number of points” arguments reflect a fundamental misunderstanding of the nature of grades. Implicit in this statement is the assumption that grades are capriciously handed out on the instructor’s whim or fancy and are not based on the student’s demonstrated mastery of the material. Grades reflect your mastery of the course material. There are many things YOU can do to enhance your mastery of the material, and consequently, your grade.

- Attend class regularly
- Be present: pay attention in class and participate
- Read materials
- Ask questions: either in class or during office hours or over email
- Do not procrastinate on assignments.

I will not respond to emails asking for extra points, or for grades to be bumped up. If a student wishes to dispute a grade on an assignment or test, the student must request an appointment or come during office hours and present a compelling case as to why extra points should be awarded.

Email Policy

Please include your first and last name and course information in the subject line of your email. When I receive your email, I will make every effort to respond in a timely manner, usually within 48 hours. Though you may receive a reply sooner than that, you should not expect an immediate response. Please treat all email correspondence with your instructor as you would treat any other professional exchange. Accordingly, I expect emails to be respectful and polite, to use correct grammar and complete sentences. I reserve the right to summarily delete rude, disrespectful, and/or poorly written emails without reply. Please note that I have structured the course and office hours to best assist you in mastering the materials. Please utilize office hours, in-class time, and your syllabus to answer any doubts you may have. Finally, I will contact you via your UF designated email address via Canvas, so please see to it that your account is set such that you are able to receive these communications.

Technology Policy

The use of technology in the classroom can be a wonderful way to directly engage with materials. From time to time, I may utilize YouTube clips and social media because it can be a fun way to keep us all motivated and engaged with the real world of politics. That said, cell phones and laptops are generally a distraction and detrimental to the classroom experience. They have the potential to take students “away” from the lecture and impede active engagement with their peers. While I do permit the use of laptops and tablets for note-taking, I encourage you to give your eyes a rest and take notes with paper and pen. Given the time and effort I invest in course planning, I am hard pressed to see a reason why you would need to be on your phone during class. Please turn your phones off or on vibrate.

Academic Honor Policy

UF students are expected to uphold the highest standards of academic honesty. Requirements, expectations, and violations can be found here: <https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>. It is your responsibility to know university policies and procedures, and to hold yourself to the highest standards.

Academic Accommodations

In keeping with the Americans with Disabilities Act (ADA) and University of Florida policy, students with disabilities needing academic accommodation should: 1. Register with and provide documentation to the Disability Resource Center; and 2. Bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. The syllabus and other materials are available in alternative format upon request.

For more information about services available to UF students with disabilities, contact the:
Disability Resource Center
001 Reid Hall
DRC@ufsa.ufl.edu
352-392-8565
disability.ufl.edu

Other Helpful Links

UF Counseling and Wellness Center: <https://counseling.ufl.edu/>
UF Writing Center: <https://writing.ufl.edu/writing-studio/>

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Final (and perhaps reiterative) Notes on Course Protocol:

Arriving late or leaving early is disruptive to all of us who made it a priority to get to class time and be here. Please enter and exit the classroom quietly within minimal interruptions and take a seat close to the door. Please keep private conversations private. Discussions with your neighbor are distracting for me as well as other students. If you have a thought on course material or a question, speak up! Please feel free to share your thoughts on the lecture topic with all of us. I reserve the right to dismiss individual students from the classroom for disruptive behavior, and report them to the Dean of Students. I do not tolerate academic dishonesty in any form, and will pursue the full penalties for violations thereof. For your reference, the University of Florida Academic Honor Policy is listed above.

Syllabus Change Policy

Except for changes that substantially affect the parameters of evaluation, including grading and the scheduling of the final exam, this syllabus is subject to change at the discretion of the instructor. I will provide you with advance notice in class and via your university registered email contact.

Course Schedule

Date	Topic	Reading
Part I	Introduction to Women and Politics	
May 13	Syllabus & Representation	Mansbridge (1999)
May 14	Representation & Critical Mass	Bratton (2005)
Part II	Women in the Electorate	
May 15	Gender Gaps	Junn & Masouka (2019)
May 16	Women's Voting Behavior	Deckman & McDonald (2022)
May 17	Women's Political Participation	Brown (2014)
Part III	Women as Candidates	
May 20	Barriers to Women Running	Fox & Lawless (2004), Crowder-Meyer (2018)
May 21	Candidate Recruitment	Preece et al (2016)
May 22	Candidate Recruitment	Verge & Weisheimer (2019)
May 23	Perceptions of Women	Butler et al (2022)
May 24	Perceptions of Women	Teele et al (2018)
Part IV	Women in Government	
May 27	NO CLASS	MEMORIAL DAY
May 28	Quotas and their Impacts	Franceschet & Piscopo (2014)
May 29	Quotas and their Impacts	Weeks & Masala (2022), Kim & Fallon (2023)
May 30	Women in Legislatures	Lazarus et al (2022), Senk (2021)
May 31	Women in Legislatures	Brant & Butcher (2022), Holman & Mahoney (2017)
June 3	Women as Executives	O'Brien et al (2015)
June 4	Women as Executives	Stockemer & Sundstrom (2018)
June 5	Women in the Judiciary	Escobar-Lemmon (2021)
June 6	Review	
June 7	Midterm Test	
Part V	Women Behind the Scenes	
June 10	Women in Campaigns	Sanbonmatsu (2015)
June 11	Women as Lobbyists	Weiner (2021)
June 12	Women in Local Politics	Funk & Phillips (2019)
Part VI	Women in Extremism	
June 13	Women in the Anti-Establishment	Weeks et al (2023)
June 14	Women and Corruption	Eggers et al (2018)
Part VII	Reflections	
June 17	Presentations	Peer Reviews of Presentations
June 18	Presentations	Peer Reviews of Presentations
June 19	Presentations	Peer Reviews of Presentations
June 20	Presentations	Peer Reviews of Presentations
June 21	Presentations	Peer Reviews of Presentations