IDS 4930/ PUP 3323/ WST 4930: Women & Politics
Spring 2025
Jan 13 - May 2, 2025
Tuesdays Period 4 (10:40am-11:30am)
Thursdays Periods 4 & 5 (10:40am-12:35pm)

Course Information

Instructor: Dr. Teresa Cornacchione

Office Location: 234 Pugh Hall

Office Hours: Tuesdays and Wednesdays 1:30 - 3:00 PM

Make an Appointment:calendly.com/tcornacchione

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Course Description

Prerequisite

POS 2041, or equivalent. Introduction to Comparative Politics, or other introductory social/behavioral science is 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 and maintaining positions of power, and how they wield it.

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.

Many of the articles we read come from the discipline of political science, and 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 or Canvas, 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 great places 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.

Junn, J. and Masuoka, N., 2024. Women Voters: Race, Gender, and Dynamism in American Elections. *Elements in Race, Ethnicity, and Politics.* Cambridge University Press.

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, quizzes, and a final project. All assignments will be submitted via Canvas or in person. 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:

Attendance & Participation

Given the nature of this course, your attendance and active participation is mandatory. Because this course is a seminar style course, where you will be expected to read material in advance, discuss, and present research progress, your regularly attendance is of critical importance to your success in class. **Each student is permitted a maximum of two (2) unexcused absences throughout the semester** without penalty to their grade. In certain circumstances,

Participation/Attendance	10%
Perusall Readings	20%
Quizzes	20%
Project Drafts & Presentation	10%
Final Project	40%

I reserve the right to excuse an absence; 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 necessarily make my slides available online. Please do your best to attend class regularly. To read more about UF's attendance policies, visit https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

In addition to attending, you are expected to be an active participant in class. Participation can look a variety of ways. To be an engaged participant doesn't *necessarily* mean that you are always asking questions or making comments. It can also mean that you are keeping up with readings, engaged in note-taking, and/or regularly engaging in the classroom environment. I will holistically evaluate your participation throughout the semester, excellent participation (i.e. trying) can help offset less than stellar performance on quizzes and assignments:

- Poor Participation: The student rarely or never offers comments and questions in class, and/or does not appear to be regularly paying attention to lectures, presentations, or in-class activities. The student may only participate if prompted;
- Fair Participation: The student occasionally offer comments and questions in class, and/or is mostly engaged in class, paying attention to lectures, presentation, and in-class activities. The student may occasionally have to be prompted to participate;
- Good Participation: The student regularly offers comments and questions that demonstrate more than surface level understanding of course material, and/or the student regularly pays attention to lectures, presentations, and in-class activities. The student rarely requires prompting to participate;
- Excellent Participation: The student regularly offers comments and questions that demonstrate more than a surface level understanding of course materials, and the student regularly pays attention to lectures, presentation, and in-class activities. The student never requires prompting to participate.

Quizzes

You will have three quizzes throughout the term. Each quiz will ask you to address two questions pertaining to important questions surrounding the study of gender and politics, and will address concepts covered in class, readings, materials, etc. Quality answers to the quiz questions will reflect your knowledge and understanding of course materials. These questions will be in short response format and will ask you to incorporate material from the course lectures and readings. These quizzes are open note; however, notes and readings must be printed. **I will not permit the use of laptops or electronic devices to access materials**.

Perusall Readings

You must read and annotate one assigned reading per week on Perusall. Perusall annotations must be completed no later than the Friday of the week at 11:59 PM. 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.

A good Perusall annotation engages with the material, and/or your peers' comments. I am looking for something more than "that's interesting." That being said, I am also not looking for paradigm-shifting comments. There is no minimum or maximum number of annotations per reading, but I do expect quality, thoughtful (and respectful) comments on the readings.

You can earn extra credit for annotating more than the minimum one reading per week. However ***all*** Perusall readings (even extra ones) must be completed before the end of the assigned week (Fridays at 11:59 PM).

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, and propose an extension of the article. This can be an article from the syllabus or something else! Your extension can look a variety of ways.Your proposed extension could be to answer a question left unanswered by the article. It could also propose to consider an additional viable not considered. You could also propose to "pick up" where the original author left off, and pursue a related topic that was beyond the scope of the original paper. You can think of the article as your inspiration article. Your final project will be laddered, and you will submit drafts of the project, incorporate feedback, and then submit the final project. You are permitted to co-author **with no more than one other person** in the class, if you so choose. The drafts are listed below, and you will receive peer feedback on each step:

Step	Item	Due Date at 11:59 PM
1	Research Proposal with Annotated Bibliography	January 28
2	Literature Review/Theory/Hypotheses	Mar 4
3	Research Design	April 3
4	Presentation Slides	April 9
	Complete Paper:	**April 30**
	Title page with Abstract	
	Introduction	
	Literature Review	
	Theory & Hypotheses	
	Design	
	Conclusion	
	References (not annotated)	

Additionally, we will have several "Paper Workshops." These workshops will consist of peer-to-peer interaction and give you an opportunity to work on your papers with the opportunity for in-person feedback from your instructor and/or classmates. They will also include an in-class graded assignment that counts toward your participation grade. Please be present and ready to participate in these workshops. They will provide valuable opportunities for feedback. The dates

for all workshops are listed in the course schedule.

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. *Remember: you can always annotate extra Perusall Readings!*

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. **I reserve the right to round grades up or down a half of a letter grade (for example, A to A-, or vice versa) based on my assessment of your effort and engagement throughout the semester**.

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 & participation grades, and Perusall readings (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

Part I	**Introduction to the study of Women & Politics**	**Readings/Assignments**
Jan 14	Intro to the Course	Syllabus, Mansbridge(1999)
Jan 16	Questions of Representation and the state of the discipline	WPP Excerpts, Hinze 2024 Schotel & Mügge 2024, Ahrens et al 2021
Part II	**Women & Mass Politics**	
Jan 21	Gender Gaps Voting Behavior	Teele (2024); Ondercin & Lizotte (2021)
Jan 23	Political Participation Paper Workshop 1: *Research Questions & Sources*	Kim & Junn (2024), Goyal (2024), Brown (2014) Baglione, chp. 2; In-class assignment
Jan 28	Voter Perceptions **STEP 1 DUE AT 11:59 PM**	Hayes et al (2014), Sweet-Cushman (2022) **Proposal & AB**
Jan 30	Candidate Recruitment	Crowder-Meyer (2018), Dynes et al (2021) Guest Speaker: Pageen Hanrahan, Former Gainesville Mayor
Feb 4	**NO CLASS**	**Election Forum Event**
Feb 6	**Quiz 1**	**Study Guide on Canvas**
Part III	**Women & Elite Politics**	
Feb 11	Political Parties	Verge & Weisehomeir, Thomas et al (2023) Karpowitz et al (2024)
Feb 13	Expectations of Women	Teele (2018); Butler et al (2022) Eggers et al (2018), Herrick et al (2019)
Feb 18	Quotas & other Institutions & their Impacts	Clayton(2021), Kim & Fallon (2023), Coffé & Davidson-Schmich (2020)
Feb 20	Legislative Behavior	Holman & Mahoney (2022), Weiner(2021) Weeks & Masala (2022)
Feb 25	Leg. Behavior	Reingold et al (2020), Miller & Sutherland (2023)
Feb 27	Legislative Careers Paper Workshop 2: *Intros, Lit Reviews, & Theories*	Lazarus et al (2022), O'Neill et al (2021) In-class assignment Baglione, pg. 94-123.
Mar 4	Executive Behavior **STEP 2 DUE @ 11:59 PM**	O'Brien et al (2015); Liu and Wang (2024) Stockmemer & Sundstrom (2018) **Intro and Lit Review/Theory**
Mar 6	Executives	Barnes & O'Brien (2018), Uttermark et al (2022), Funk & Phillips (2019)
Mar 11	Judiciaries	Escobar-Lemmon et al (2021) Han & Heldman, pg. 202-207
Mar 13	**Quiz 2**	**Study Guide on Canvas**
Mar 17 - 21	**SPRING BREAK**	
Mar 25	Campaign Coverage & Social Media ***Atlas Lab***	Erikson et al (2023) ***Meet in Weimer G037***
Mar 27	Radical Parties Paper Workshop 3: *Hypotheses & Design*	Weeks et al (2023), Chueri & Damerow(2023) In-class assignment Baglione, pg. 152-179
April 1	Radical Parties	Cornacchione & Tuning (2020), De Giorgi et al (2023)
Apr 3	**MPSA** **STEP 3 DUE @11:59 PM**	**NO CLASS, Baglione, Chp. 9 (suggested)** **Hypotheses & Design**

Course Schedule cont'd

Part IV	**Extremism & Corruption**	**Part IV**
April 8	**Quiz 3**	**Study Guide on Canvas**
April 9	**STEP 4 DUE @11:59 PM**	**Presentation Slides**
April 10	In-class Presentations	Audience assessment as attendance
April 15	In-class Presentations	Audience assessment as attendance
April 17	In-class Presentations	Audience assessment as attendance
April 22	Peer Review Day	In-Class Assignment, Read Peer Review Materials on Canvas
Apr 30	**Final Paper Due**	**April 30 @11:59PM**

Recommended Articles. Authors' names are hyperlinked to the article. For best results, access on campus or through UF VPN.

If you're interested in...	Might I Suggest?	Quick Synopsis
Representation	Scherperel et al 2018	Compares and contrasts trends in women's representation in global legislatures v. cabinets
Voting Behavior/ Gender Gaps	Junn & Masouka 2020	Discusses the relationship between a woman's race and her voting preferences.
	Inglehart & Norris 2000	Explores the global gender gap; provides historical context.
	Bush & Clayton 2023	Global comparison of how climate attitudes, gender, and economic development relate.
Political Ambition & Recruitment	Schneider et al 2016	Explores the relationship between conflict and women's political ambition.
	Bos et al 2022	Experimental design linking children's political socialization and ambition.
	Preece et al 2016	Experiment linking targeted political party recruitment and political ambition.
	Fox & Lawless 2005	Explores elite political ambition and the pipeline to elected office
Campaigns & Political Parties	Skorge 2023	Examines how parties increase women's voting mobilization after shifting to a proportional representation system.
Legislative Quotas	Frenceschet & Piscopo (2008)	Provides an application of quotas' impact on sub. rep.
	Krook & Zetterberg (2014)	A Primer on quotas and the status of research on quotas.
Legislative Behavior	Holman & Mahoney (2023)	Explores the impact of term limits on women state legislators.
	Holman & Mahoney (2018)	Explores collaboration among women legislators.
Executives (PM and Presidents)	Wahman et al (2021)	Explores how the presence of a female president impacts women's legislative behavior (Malawi)
Executives (Cabinets & Bureaucracy)	Barnes & Robinson (2018)	How does the presence of women in cabinet positions increase symbolic representation?
Judiciaries	Arrginton (2021)	Reviews the concept of merit selection for judicial appointments and the potential for court gender diversity
	Shortell & Valdnini (2021)	Explores how the presence of women on high courts impacts institutional legitimacy
Radicalism	Ralph-Morrow(2020)	How does the masculinity frame in Radical Right parties impact the gender gap in support? (UK)
	Donovan (2023)	Explores the radical right gender gap in depth - finding nuance (Western Europe)
Corruption	Waylen & Southern 2021	Explores when women will be just as corrupt as men politicians in the context of the UK.
Local Politics	Holman (2017)	Review article on the literature on women in local government.
Media Coverage	Wagner et al 2027	Connects partisanship, gender, and Twitter usage with candidates' political success.