COURSE DESCRIPTION.

This course will examine issues of gender in the contemporary domestic politics of the United States, and other countries around the world. We will begin by examining the development of women’s movements and women’s organizational advocacy in different political contexts including countries undergoing transitions to democracy. We will then explore issues of women’s representation a number of topics in this course including: the role that gender has played in traditional electoral politics, from the selection of candidates to the political campaigns and their reception in the media, and from sex and gender differences in political participation to the role that electoral institutions play in getting women elected. Finally we will look at how gender influences citizenship and political regimes as well as the creation of public policy, focusing both on theoretical conceptions of citizenship as well as empirical studies of policy outcomes.

Students may choose to do either an American politics or a comparative politics for the course. This choice influences the written and oral assignments. The research proposals must be relevant to the particular option they choose.

GRADES:

More in-depth descriptions of the first three elements that are graded are in the syllabus below (More information about reviewing other students proposals will be given out mid-semester). But final grades will be calculated using the following criteria:

a) class participation 20% of your total grade
b) four presentations of readings (each worth 10% of your grade for a total of 40% of your grade).

c) one research proposal paper and proposal presentation worth 35% of your grade. The written papers are due Monday, April 22nd at noon. If you fail to make this deadline, you will not have the opportunity to rewrite your paper to take into account comments. Otherwise they are due Friday, April 26th.

d) written comments on other students’ research proposals. You will be graded on the care and clarity of your reviews. Your job as a proposal evaluator is worth 5% of your grade.

SEMINARY DISCUSSIONS

Seminars provide the opportunity for us to work through difficult readings, to connect them to both literatures in women’s studies and political science, and to think about the implications of such readings for our disciplines. I also believe that as scholars we benefit from brainstorming about turning our discussion from critiques into thinking about how those
discussions lead to future research. As interdisciplinary scholars we also benefit when there is a wide range of perspectives and ideas generated in the class particularly where people have different opinions about research perspectives, interpretations of the material and how to generate future knowledge. All of these perspectives will be needed in this class. For that reason, I have two expectations about class discussions:

- *It is expected that every member of the seminar participate in every session’s discussion, and come having thoughtfully read the day’s readings.*
- *To facilitate class discussion, we will begin each class session by going around the room and asking each member to provide 1-2 discussion questions that they would like to discuss that day.*

In my opinion, thoughtfully having read a reading means that you should be able to answer the following questions about each reading:

1. What are the major theoretical concepts? How does the author(s) definition differ from those used by other authors? How do the authors make those concepts concrete in their analysis/discussion?
2. What is the major question or puzzle is the author trying to address? How does it fit in with the other literature that we have read? Why/how is the question important?
3. What methodologies does the author(s) employ to address the major question? Why are they appropriate? Are there ways the author(s) could have realistically improved on them? How would changing the methodology have changed the article?
4. What conclusions does the author(s) draw about the puzzle or question s/he is trying to address? Which conclusions are particularly surprising given the literature?

**Paper Presentations**

Two to three of the readings each week will be presented, conference-style, by members of the class. You should sign up for five presentations with each person giving only one presentation each week (you may not do multiple presentations in a single week). The presenter's job will be to present the research as if it were her own, in a format akin to that used in most professional conferences in political science. Each presenter will have 10-12 minutes to:

- Summarize the research's theoretical argument, and the literature that supports / gives rise to that argument,
- Discuss the methods used in the research,
- Present the study's findings, and
- Summarize the theoretical, empirical, and policy/normative implications of the research.

Students should use presentation software (e.g. Powerpoint) for the presentations and these should be uploaded to the ANGEL dropbox after the presentation. During these presentations, the professor will act as a 'panel chair," introducing the work and the presenter, and indicating the time that has passed in the presentation. After no more than 12 minutes, the presentation will be cut off. Presenters will be graded on the accuracy, clarity, and completeness of their presentations of the work.

Following each presentation, the rest of the students in the class will (collectively) act as discussants, critiquing both the research and the presentation.
THE RESEARCH PROPOSAL

Research proposals are an important part of our work as scholars. In an interdisciplinary class like this, the research proposals may vary considerably depending on your initial training, and the sort of research that you want to do in the future. Nonetheless, there are generally common elements, especially since there are a limited number of places that fund research. Thus, when scholars seek funding for a research project, we are often asked to provide a description of our research plans that explains its significance and the methods we plan to use to a wide audience of scholars. Research proposals typically include an explanation of the research question (or hypothesis), the significance of this question to the larger subfield, and a plan of how you will study this question. That plan should include discussions of what sort of information you will use, how you will gather that information, and how exactly you will examine the important concepts involved in answering your research question. The topic of the research must in some way relate to the material or subjects covered in class.

The research assignment in this class is to write such a proposal. You are limited to twenty double-spaced pages of text (not including bibliography). Your research proposals should be written AS IF you were going to complete the research. That means you must be able to carry out the research you propose, and you must provide significant detail about how you will conduct the research.

Your written proposal will be judged as would grants on the relevance of the basic question to the field, and the soundness and quality of the argument and research design. As part of the research proposal you must present your proposal to the class and answer questions from your fellow students. Your presentation and "defense" of your proposal is part of your grade on the research proposal.

On February 27th, we will meet to discuss this paper (although you are always welcome to come and talk about possible topics before that date). I will ask you to send me a short (1 page) memo and a bibliography of relevant readings before our meeting explaining your ideas about the research proposal.

Tentative Schedule and Readings

Date    Theme and Readings
1/9     Introduction and Gender in the Discipline of Political Science

Core Readings:

Suggested Readings:


Methods in a Feminist Social Science

Core Readings:


Suggested Readings:


Issues of Women’s Representation

Core Readings:


**Suggested Readings:**


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1/30     Women’s Movements

**Core Readings:**


Suggested Readings:


2/6 Gender and Political Institutions

Core Readings:

Suggested Readings:


2/13 Participation in Politics: Where does Gender Come In?

Core Readings:

Suggested Readings:


2/20 Gender and what we think about politics

Core Readings:


Suggested Readings:


2/27 Individual Meetings about Proposals

Spring Break March 3-9

3/13 Gender and running for Political Office

Core Readings:

Suggested Readings:
Banwart MC, Bystrom DG, Robertson T (2003) “From the primary to the general election - A comparative analysis of candidate media coverage in mixed-


3/20 Political Leadership and Gender

Core Readings:

Suggested Readings:


3/27 Women in Other Social Movements and Lesbian/Gay/Transgender Movements

Core Readings:


**Suggested Readings:**


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**4/3 Public policy: Family Policy and The Welfare State**

**Core Readings:**


Suggested Readings:


4/10 Midwest Political Science Association meetings: Work on papers

4/17 Public Policy: TBA based on interest in the class
(Some possible subjects and readings are below)


Academic Dishonesty

The Department of Political Science, along with the College of the Liberal Arts and the University, takes violations of academic dishonesty seriously. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.

All course work by students is to be done on an individual basis unless an instructor clearly states that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. In an examination setting, unless the instructor gives explicit prior instructions to the contrary, whether the examination is inclass or takehome, violations of academic integrity shall consist of any attempt to receive assistance from written or printed aids, or from any person or papers or electronic devices, or of any attempt to give assistance, whether the one so doing has completed his or her own work or not.

Other violations include, but are not limited to, any attempt to gain an unfair advantage in regard to an examination, such as tampering with a graded exam or claiming another's work to be one's own. Violations shall also consist of obtaining or attempting to obtain, previous to any examinations, copies of the examination papers or the questions to appear thereon, or to obtain any illegal knowledge of these questions. Lying to the instructor or purposely misleading any Penn State administrator shall also constitute a violation of academic integrity.

In cases of a violation of academic integrity it is the policy of the Department of Political Science to impose appropriate penalties that are consistent with University guidelines.

1Much of the text above has been directly obtained from the sections of the Princeton University website [http://www.princeton.edu/pr/pub/rrr/99/pages/OI.htm](http://www.princeton.edu/pr/pub/rrr/99/pages/OI.htm) concerning academic integrity (Rights, Rules, Responsibilities introductory text as well as pages 5569) as well as from the website of the Department of Economics at The Pennsylvania State University.

Disabilities

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible. Reasonable accommodations will be made for all students with disabilities, but it is the student's responsibility to inform the instructor early in the term. Do not wait until just before an exam to decide you want to inform the instructor of a learning disability; any accommodations for disabilities must be arranged well in advance.