Women and Representation
Political Science 359R, “Topics in Comparative Politics,” Section 1
Fall 2011
Mondays and Wednesdays, 3:00-4:15
346 Martin Building

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Thurs. 1:30-3:30 and by appointment  Mon. 2-2:50, Tues. 1-1:50, Wed. 10-10:50, and
Thurs. 12-12:50

Course Objectives (Learning Outcomes):
- To understand the role of gender in a variety of aspects of the political process.
- To understand different perspectives and be conversant with arguments about the gender
dimensions of various political issues.
- To be able to view political issues, political behavior, and even personal behavior from a
gender-aware perspective.
- To encourage students to think more analytically, write more clearly, and present
themselves effectively in class discussions and presentations.

Tentative Schedule of Classes and Readings:

Foundational Topics and Discussions

August 29  **Introduction to the Course and the Importance of Studying Gender**
Roots, Chapters 1 and 13; Blackboard “Dowd” and “Summers” readings

August 31  **Descriptive and Substantive Representation**
Blackboard “Krook,” “Weldon,” and “Campbell and Wolbrecht” readings

September 7  **Preferences**
Roots, Chapters 4 and 13; Blackboard “Netherlands” and “Cycling” readings

Women as Citizens

September 12  **Participation**
Roots, Chapters 3 and 14

September 14  **Citizenship and Suffrage**
Blackboard “Ramirez, Soysal, and Shanahan” and “Madsen” readings

September 19  **Deliberation**
Blackboard “Karpowitz” reading

September 21  **Civil Society and Voluntary Organizations**
Roots Chapter 9; Blackboard “Single Sex 1” and “Single Sex 2”
readings
September 26  War
    Blackboard “Kaufman” and “Blanton” readings

September 28  Minority Women
    Roots, Chapter 11; Thomas, Chapter 8; and Blackboard “Barnett” reading

October 3   Voting and the Gender Gap
    Blackboard “Inglehart and Norris” and “Edlund, Haider, and Pande” readings

Women as Political Candidates

October 5  Jurisdictional Variation
    Thomas, Chapters 9, 13, and 14

October 10  Overview of Aspirants to MP Process
    Blackboard “Matland” reading

October 12  Candidate Pools and Nominations
    Thomas, Chapter 1; Blackboard “Preece” reading

October 17  Electoral Rules
    Blackboard “IDEA Women in Parliament” and “Matland and Studlar” readings

October 19  Quotas
    Blackboard “Bush” reading

October 24  Voter Attitudes towards Female Candidates
    Thomas, Chapters 2 and 3

October 26  Styles of Campaigning
    Thomas, Chapter 4; Blackboard “Fox” reading

October 27-28 MIDTERM EXAM held in the Testing Center

Women as Political Leaders

October 31  Legislation Differences
    Thomas, Chapters 5, 6, and 11

November 2  Women and Leadership
    Thomas, Chapters 10 and 13

November 7  Gendered Institutions
    Thomas, Chapters 7 and 12

November 9  Fashion, Appearance, and Cultural Expectations
    Blackboard “Rosholm” and “NYT” readings

November 14  FIRST PAPER is due

Gendered Political Issues

November 14  Equal Pay
    Roots, Chapter 8; Blackboard “Dey and Hill,” “Hymowitz,” and “Economist” readings

November 16  Housework
Course Requirements:

Readings
There are two required texts for the course: *The Private Roots of Public Action* by Burns, Scholzman, and Verba and *Women and Elective Office*, edited by Thomas and Wilcox. Both books are available for purchase at the BYU Bookstore. Readings from these books are listed in the course schedule as “Roots” or “Thomas.” In addition, there are a substantial number of readings that will be posted on Blackboard under “Course Materials.” We expect students to have read the assigned readings before the lecture and discussion on the readings. For some topics, we will provide discussion questions that you may use to guide your readings and to help you prepare for class discussions.

Participation in Class Discussion
This class is not about simply learning about gender and representation issues. Through discussion and questioning, students will develop skills of expressing their views to a group and defending those views. Thus, we create incentives for students to attend class, to prepare the readings for class, and to participate in class discussions. Students who work at developing these skills will be rewarded. We will keep track of how often you speak in class, including evaluations of the quality of your comments or questions. The more classes that you attend, the more times that you speak in a class, and the more that your comments or questions show that you have come to class prepared to talk about the readings, the higher your participation grade will be. In addition, you are required to post on Blackboard by 10:00 am on every class day comments or questions that you developed based on your preparation of that day’s assigned readings. If we have posted questions for that set of readings, your response might be short answers to some of the questions posted for that day. If we have not posted any questions, your response should be your own reaction to the readings, questions that you have, or critiques of the
points made in the readings.

We expect you to prepare for every class period by posting your comments on the readings before class, and we expect you to attend every class period and contribute to class discussion in each class period. However, we do allow two free days for class participation and posting comments before class. If you miss a class, then that missed class would be one of your two free days.

Class Presentations

Each student will present twice to the class during the semester. The purpose of these presentations is to provide concrete examples for us to discuss in class. We have very high expectations for the quality of these presentations. Every presentation must show significant research beyond looking up information on Wikipedia or other Internet sources. Please make sure that a good portion of each presentation contains analysis of important questions rather than just facts or description. The presentations must be practiced and should be five minutes long.

There are six topics that are possible for presentations. They are:

**October 5th:** Pick a country or state and talk about the level of women’s representation in political offices in that country or state. What explanations do political scientists give for the levels of women’s representation in that place? Are those explanations persuasive?

**October 26th:** Pick a female candidate for political office and study her campaign efforts. Describe what she did in her campaign and how her efforts differed or were similar to comparable campaigns by male candidates. If there are differences, explain why the candidate chose a distinctive or different campaign style. Were her efforts successful?

**November 2nd:** Pick a woman who serves in an executive political position (president, prime minister, governor). Describe her leadership style. How is her leadership style different or similar to other comparable male leaders? What factors best explain why she chose this specific leadership style? Evaluate the effectiveness of her leadership style.

**November 7th:** Select an institution. (An institution can be an actual organization or it can be simply a way of doing things—Any set of rules, formal or informal can be an institution). Analyze the institution from a gendered perspective. Explain the gendered perspective and your best explanation for the cause of the gendered nature of the institution as well as any way in which the institution could be modified to not have gender differences.

**November 9th:** Select a man and a woman in comparable political positions. Compare how they are reported on in the media. Note and explain any differences in the coverage of the two politicians. What factors do you suggest explains the differences in the coverage, if you find differences?

**November 16th:** Select several sets of people, both married or unmarried and ask them questions about how much time they spend on work, housework, child care, home maintenance, and leisure. If there are divisions of labor between spouses, other family members, or roommates, ask how those divisions of labor developed. As you compare the responses that you receive, analyze them from the framework used to study gender inequalities in typical family relationships. Explain what factors do you think best explain the division of labor in various living situations and give the evidence that you think best supports your conclusions.

You will be given an opportunity to rank order your preferred presentations. We will try
to assign presentations as best we can to fit your preferences.

**Analytical Paper**

Two papers are required in this class. The first is a partial draft of your final paper, and it is due on November 14th. Pick a portion of the research paper that you intend to write for this class and write one or two sections of that paper. The section(s) that you write must include your thesis and the supporting arguments of your thesis combined with a portion of your actual paper. We do not require a certain number of pages, but we expect this first paper to be a substantial portion of your final paper that you will be writing. It should be written only after you have crafted a thesis and done significant research on your topic making it possible for you to make at least some of the arguments for your paper in this partial draft. We strongly suggest working closely with us as you choose a topic.

The second paper is your full research paper. It is due on December 2nd. This paper should be a full research paper on a topic relevant to women and representation. It must have a clear thesis with supporting arguments, and the entire paper must be organized around that thesis and its supporting arguments. The paper should show significant independent research using scholarly sources, showing your mastery of the existing literature and evidence relevant to your thesis. The thesis must be analytical rather than descriptive. Each point that you make in your paper must be supported by evidence or logic. This is not an opinion paper. Merely stating what your opinion is on a topic without supporting your opinions with logic and evidence is not appropriate for this paper. All sources used should be cited appropriately.

**Examinations**

There will be a midterm exam given in the Testing Center and a final exam given in class during the scheduled final exam period. The exam questions will ask for “medium-length” essays as answers. We are expecting about two to three paragraphs of excellent ideas and information for answers to each of the questions that we ask. Exams are comprehensive.

**Grading**

- Participation in class discussion: 10%
- Preparation for class discussion (Blackboard): 5%
- Presentations: 10%
- First Paper: 10%
- Final Paper: 25%
- Midterm Exam: 15%
- Final Exam: 25%

Grades are assigned as follows: 92.5-100% as an "A," 90-92.5 as an “A-,” 87.5-90% as a B+, etc. If necessary, we will “curve up” the course grades to match the average grades given in an upper division political science class.

**Course Procedures:**

*Missing an exam*

If you miss an exam for a medical or family emergency, you will be allowed to make up
the exam without a penalty. If you need to miss the final exam for a very good reason that is not a medical or family emergency (weddings, family reunions, plane tickets home, and starting new jobs are not “emergencies”), you should either take a different class or take an incomplete for the course and make up the final exam sometime after the final exam is given. University policy prevents our giving the exam before the date of the final exam. Our policies for the midterm exam are less strict. If you know that you will have a problem taking the midterm exam, please come and see us before the exam is given. Students who miss an exam without a documented family or medical emergency will be allowed to take the exam the following day if they contact us on the day of the exam. They will receive a 20 percent penalty for taking the exam late. Students who fail to contact us the day of the exam will not be allowed to take the exam late. They will receive a zero for the exam. Students who come late to the final exam and wish to stay beyond the ending time of the exam may do so with a 10 percent penalty. Similarly, students who take the midterm exam and exceed the time limit for the exam will also receive a 10 percent penalty.

Grading Presentations

We expect the best from your presentations. We will grade your presentations according to the following expectations:

1. Make your presentation interesting. You may have excellent arguments and evidence, but if you don’t get our attention and show us why your issue is important, your excellent information will not be remembered by your audience. Start off your presentation with a colorful quote, an interesting statistic, a provocative picture. Grab our attention and hold it for the entire four minutes.

2. You must have sufficient research on which to base your presentation. If you haven’t done the work to find information about your topic that is relevant and interesting, no amount of pictures, quotes, and candy will make your presentation excellent.

3. Balance interest and information in your presentation. If you want to do something unusual to get your attention, that may be a good idea, but don’t let that activity take more than a small amount of your total presentation time. Similarly, if you have a ton of information to present, don’t make the mistake of saying it all by talking fast and doing nothing to enhance our interest in the topic. An excellent presentation combines interesting content with an active presentation style. Both are needed, in balance, to make an excellent presentation.

4. You must time your presentation so that it is five minutes long. The easiest way to earn a low grade on your presentation is to go over or under this time limit. We do allow a one-minute grace period on both sides of the five-minute time limit, but if you exceed that grace period, there will be significant deductions to your presentation grade. Thus, if you present for less than 4 minutes or more than 6 minutes there will be a minimum 10 percent deduction to your presentation grade.

5. Always maintain eye contact with your audience. Do not read off your notes. Do not read off of a PowerPoint screen. Practice your presentation enough times so that you can look at your audience the entire time that you are speaking.

6. Practice your wording so that your phrases are exact and concise. Again, practice your presentation enough times so that you know exactly what you want to say and exactly how you want to say it. You shouldn’t stumble around trying to figure out how best to say one of your points.

7. PowerPoint is great for illustrations, but deadly for mindless repetition of your points.
Do not use PowerPoint if your only use is a hardly relevant picture and a list of your main points. You don’t need PowerPoint to do that. Be especially careful that you don’t just say what appears on the PowerPoint screen. If you are merely repeating yourself on the screen, don’t. In addition, if you have a gap of a minute or two when you are talking and we don’t need to be looking at the screen, insert a black page into your PowerPoint presentation so that you can come and stand in the front and middle so that we look at you, rather than some old PowerPoint slide. Don’t stand in the dark and don’t stand off to the side, especially when we should be looking at you while you talk.

8. Dress appropriately and avoid distracting habits while presenting. We have no specific requirements for dress, but your dress should not be so casual that your audience is less likely to take your presentation seriously.

9. Present analysis of an interesting research question rather than just facts or description. It will not be a good presentation to simply tell us the number of women serving in the Iraqi parliament and who they are. Rather, tell us why those numbers are the way they are and tie your research into scholarly research that gives various reasons for different numbers of women legislators. Does the Iraqi evidence support or contradict those other explanations?

**Submitting Papers**

Both papers should be turned in to the paper drop box outside the door to the Political Science Department office. They may be turned in at any time before or on the day that they are due. Be aware that the building is often locked around 10 p.m. If you come later than 10 p.m. you will likely not be able to turn your paper in on time. You may submit a paper by e-mail, but we will assess a 10 percent penalty for e-mail submission. You may also submit a paper late, but we will assess a 10 percent penalty for each day that the paper is late. In order to help us grade your papers anonymously, please submit them with your student ID number rather than your name.

**Evaluating Papers**

We have high expectations for both the content and style of your writing. Papers should be double spaced and follow the best conventions for writing. We expect you to identify an interesting research question and then find interesting ways to answer that research question using persuasive evidence. Your papers may be based on statistical evidence, but they need not be—a detailed and systematic analysis of an event, for example, would also be appropriate.

Though we don’t require it, it would be a great idea to come and visit with us about your ideas for your paper well in advance of any of the paper deadlines. A paper that shows minimal effort in identifying an excellent research question, finding persuasive evidence, and rewriting and revising writing will earn a low paper grade. It is not easy to write an excellent and persuasive research paper, and it certainly should take more than one or two days to finish this task well. We look forward to working with you to help you accomplish this goal, but we rely on you to come and talk to us to get help as you work on this project.

We do not set specific page or word length requirements for either of your paper assignments. We avoid these goals because we have found that a specific page length requirement just encourages the most minimalist type of efforts to expand a short paper to fit the length requirements of the assignment. We are expecting a significant amount of writing for the first assignment, something like the first section or two of a major research paper. Two pages would not be enough for this assignment. For the final research paper, we are expecting
extensive research and multiple tests of the ideas that you are examining in your research question. We are not focusing on page length as much as we are your efforts in collecting persuasive evidence to answer your research question. A five or seven page paper would not even come close to being the significant research paper that we expect for this assignment.

**Evaluating Participation**

Several times during the semester we will post on Gradebook our evaluations of your class participation thus far during the semester. These scores will be based on (1) whether or not you have talked in every class period, (2) how many times that you have talked in a class period, and (3) the quality of your comments or questions. We understand that some students are more comfortable talking in class than others, so we don’t simply reward extensive talking with the best participation grade. Rather, we evaluate highly someone who makes three excellent comments in a class in contrast to someone who says nothing or someone who tries to dominate class discussion by talking fifteen times in one class period. We allow two free days during the semester during which you can either miss class or attend but not be expected to say anything.

**Evaluating Preparation**

By 10:00 am of every class day, you must post on Blackboard your reaction to the assigned readings for class that day. We are expecting about two paragraphs of intelligent analysis or reaction to the readings. It is fine to ask questions as part of your response. If we have posted reading questions, it is fine to respond to those reading questions as your response. We evaluate these responses by their length and the extent to which they show an understanding of the assigned readings and the topics raised in the assigned readings. A hastily written response that only talks superficially about the issues raised in the readings with no showing of a mastery of the readings in the response will likely earn a disappointing grade. We allow two free days during the semester in which you are not required to post Blackboard responses.

**UNIVERSITY STATEMENTS ON PLAGIARISM, DISCRIMINATION, AND ACCESS**

**Plagiarism:**

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See http://www.byu.edu/honorcode for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as
plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current *Harbrace College Handbook*, the *MLA Handbook*, and James D. Lester's *Writing Research Papers*.

In this class, you should be careful to avoid the following examples of plagiarism:

1. Turning in work or portions of work that are identical or very close to work submitted by another student. If two paragraphs of different papers are identical or are nearly identical with only a few words changed, we will assume that plagiarism occurred and will treat the incident as a serious violation of the Honor Code.

2. Using the arguments or evidence of another work without giving attribution to that author. Even if you paraphrase someone else’s ideas or evidence in your own language, it is still plagiarism if you don’t give a citation that clearly indicates which arguments or evidence you have borrowed from that other work.

3. Using work that is identical or nearly identical to work that is publicly available, either on the Internet or in books and journal articles. If you ever use more than three words in a row from another source, you must put those words in quotation marks and give the proper citation to that source. Failure to properly place borrowed wording in quotation marks, even if you give a citation later, is plagiarism and will result in a failing grade and reporting to the Honor Code Office.

We encourage you to work with other students. However, the work you turn in must be entirely your own work. Because of the simplicity of “cut and paste,” it is easy to pass off another person’s work as your own. It is your responsibility to make sure that your work is entirely your own.

Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU=s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Access:

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability
which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.