Why are there not more women in positions of political power? Why do fewer women run for elected office than men? Is descriptive representation a necessary condition for adequate political representation? What impact will the record number of female legislators have on the 116th Congress? These are just a few of the fundamental questions we will seek to answer in this course through the exploration of research on women in democratic politics. This course provides a general overview of theoretical and empirical work in political science that studies the relationship between gender and politics in the United States and around the world and has a particular focus on the 2018 midterm elections in the United States.

Course description and Objectives:
Effective representation is a hallmark of democratic political systems. Yet throughout history a central tension in governance has been whether and how different classes of citizens – based on, e.g., gender, race, socio-economic status – are more or less well represented in government. In this course we will focus on how and why women, in particular, may be underrepresented in governments around the world. Topics include women’s substantive and descriptive representation in democratic regimes; the impact of gender stereotypes on elections and political ambition; conditions that impact the supply and demand of candidates across genders; and the underrepresentation of women in political institutions. In addition, we will also engage directly with the 2018 midterm elections in the United States to understand the status of women in politics in the US today. At the end of the course, students should be able to:

• Compare and contrast theories of women’s representation in the US and abroad
• Evaluate the causes of women’s underrepresentation in political institutions
• Analyze the effect of gender and stereotypes on electoral politics, policymaking, and the supply and demand for candidates
• Critically analyze empirical political science research
• Produce an original piece of written work that analyzes the role of gender in the 2018 US midterm elections
Required Books:
Please note that two of these books are available electronically through Yale’s library. Also, please note that most of the excerpts we read from the Krook and Childs Reader as well as Lawless and Fox are relatively short and it may be possible to share these books or read from the book on reserve in the library.

- In addition, we will also listen to several episodes of the following podcast:
  - Women Belong in the House
  - Hosted by Jenny Kaplan and produced by the Wonder Media Network.
  - available here: https://wondermedianetwork.com/podcasts

Course Requirements and Grading:
This is an intensive summer course that will require a significant amount of reading, writing, and participation in class discussions. We will read, on average, one book per week along with a few papers and we will listen to a few podcast episodes. The assessment will consist of participation, four short response papers, a class presentation, and a final paper that expands the arguments of one of the shorter response papers.

Students are expected to attend all class sessions and actively engage in discussion on the readings and other course material. In addition to materials on the syllabus, I will also provide additional materials for in class exercises. In order to facilitate discussion, each class period will have discussion leaders chosen from the students. Reading response papers should be short (2-3) pages and one must be turned in each week of class during weeks 1-4. They are due by 8:00pm the day before the class meeting for which they correspond. These papers should include an analysis of the strengths and weaknesses of the readings for the week, points of confusion or contention, links to other course material, and identify any questions that were left unanswered by the work. They should go beyond a mere summary and provide actual analysis of the work(s). For the final essay students will choose one of the topics from their shorter works and write an op-ed type contemporary analysis of women in politics of 5-7 pages. The course assessment also requires student to
present on empirical paper from a recommended list to the class, identifying the major parts of the work, describing its research design, and summarizing its conclusion. These will be between 15-20 minutes long depending on enrollment.

Final grades are determined by computing an overall numeric score based on the percentage of points earned for each of the categories below and weighting them according to the following breakdown:

- Participation ................................................................. 20%
- Response papers .......................................................... 45%
- Class presentation ......................................................... 15%
- Final paper .................................................................. 20%

**Commitment to Inclusion:** It is my intent that students from all diverse backgrounds, perspectives, and learning styles be well served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture and your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**Late Assignments:** Late journal responses will not be accepted after the class for which they corresponded. All other late assignments will be docked at least 5% for each day that it is late. **All students are allowed one 48 hour extension during the semester—no questions asked, no excuse needed—as long as you inform me you will use your extension by the deadline for the assignment.** This extension cannot be used when you are a class discussion leader. Any conflicts with leading discussion should be taken care of in advance.

**Academic Integrity:** Any form of academic dishonesty, for example, cheating, plagiarism, improper collaborating, or submitting the same essay to two instructors without the explicit consent of both will not be tolerated. For more information, review the section on “General Conduct and Discipline” in the Undergraduate Regulations.

**A Word About Plagiarism**
You must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what does or does not constitute plagiarism, ask! Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems. If you are unfamiliar with proper citation mechanics, please visit the Writing Center (http://ctl.yale.edu).

**Disabilities:**
I am happy to accommodate students with disabilities. Requests go through the Yale University Resource Office on Disabilities. If you feel you need accommodation please contact the Resource Office on Disabilities. Information, including for making contact, can be found at http://rod.yale.edu/.
Gender & Politics
Course Outline

Part 1: Exploring differences in Politics

Session 1: Introduction to Gender and Politics .......................... 5/27

  - Chapter 1: “Triumph and Defeat: Election 2016 and the State of Contemporary Feminism” (3-22)
  - Chapter 2: “Falling Further Behind: Women’s Underrepresentation in U.S. Politics” (23-37)

  - Chapter 1: “Women, Gender, and Politics: An Introduction,” Mona Lena Krook and Sarah Childs (3-14)
  - Chapter 24: “Should blacks represent blacks and women represent women? A contingent ‘yes’,” Jane Mansbridge (201-210)


  - Episode 1: “I Got it from My Mama”

Part 2: Women’s Representation

Session 2: What is Substantive Representation? ......................... 5/29

  - Chapter 1: “Dilemmas in the Meaning and Measurement of Representation,” Escobar-Lemmon and Taylor
  - Chapter 2: “Plotting the Path from One to the Other: Women’s Interests and Political Representation,” Karen Beckwith
  - Chapter 3: “Intersectional Representation or Representing Intersectionality: Reshaping Empirical Analysis of Intersectionality,” Ange-Marie Hancock
  - Chapter 4: “Representing Women: Defining Substantive Representation,” Dahlrup, Drude
Session 3: Substantive Representation in a Comparative Perspective ............... 6/3

• Lawless and Fox
• Escobar-Lemmon & Taylor-Robinson (158-248)
  – Chapter 9: “Unpacking Women’s Issues: Gender and Policymaking on Health Care, Education, and Women’s Health in the US Senate,” Michele L. Swers
  – Chapter 10: “Representing Women’s Interest and the Intersection of Gender, Race, and Ethnicity in US State Legislatures,” Beth Reingold and Kerry L. Haynie
  – Chapter 11: “Representing Women: Empirical Insights from Legislatures and Cabinets in Latin America” Maria Escobar-Lemmon, Leslie Schwindt-Bayer, and Michelle M Taylor-Robinson
  – Chapter 12: “Does Presence Produce Representation of Interests?” Escobar-Lemmon and Taylor

Part 3: Women, Campaigns, and Voting

Session 4: Why women don’t run ................................................................. 6/5

• Lawless and Fox
  – Chapter 3: “Girl Power Isn’t Political Power: The Gender Gap in Political Ambition” (39-54)
  – Chapter 4: “Into the Frying Pan: Women’s Experiences Running for Office”(55-68)
• Krook and Childs
  – Chapter 16: “Puzzles in Recruitment,” Pippa Norris (135-139)
  – Chapter 17: “Entering the Arena? Gender and the Decision to Run for Office,” Richard L. Fox and Jennifer L. Lawless (141-148)
  – Chapter 18 “Party Elites and Women Candidates: The Shape of Bias,” David Niven (151-157)
• Women Belong
  – Episode 5: “Jumping the Confidence Gap”

Session 5: Women, Stereotypes, and Campaigns ................................. 6/10

• When does Gender Matter? Kathleen Dolan (2014) (henceforth Dolan) (1-90)
  – Chapter 1: “Candidate Sex and Gender Stereotypes in American Elections”
  – Chapter 2: “Studying Gender Stereotypes and Support for Women Candidates”
Chapter 3: “Attitudes, Stereotypes, and Support for Women Candidates”

- Women Belong
  - Episode 6: “Females are Strong as Hell”

Session 6: Voting for Women

- Dolan (91-142, 189-198)
  - Chapter 4: “Do Stereotypes Shape Evaluations of Candidates?”
  - Chapter 5: “The Role of Stereotypes in Vote Choice Decisions”
  - Chapter 8: “The Landscape for Women Candidates”

- Women Belong
  - Episode 7: “The Name’s Spanberger, Abigail Spanberger”


Part 4: Gender and Electoral and Party Systems

Session 7: Candidate Supply and Demand in Political Parties

- Krook and Childs
  - Chapter 9: “The dynamics of Gender and Party,” Joni Lovenduski (81-86)
  - Chapter 19: “Women’s representation in Parliament: The Role of Political Parties,” Mikki Caul (159-165)

- Lawless and Fox
  - Chapter 5: “Show me the Money: The Male Dominated World of Campaign Finance” (71-83)


- Women Belong
  - Episode 2: “It’s about Money, Honey”
Session 8: Electoral Systems ........................................6/19

• Krook and Childs
  – Chapter 20: “Explaining Women’s Legislative Representation in Sub-Saharan Africa,” Mi Yung Yoon (167-174)
  – Chapter 21: “Quotas as a “Fast Track” to Equal Representation for Women: Why Scandinavia is No Longer the Model,” Drude Dahlrup and Lenita Freidenvall (175-181)
  – Chapter 22: “Quotas for Women,” Anne Phillips (185-192)


Part 5: Gender and Political Institutions

Session 9: Women in Congress ........................................6/24

• A Seat at the Table: Congresswomen’s Perspectives on Why their Presence Matters Kelly Dittmar, Kira Sonbonmatsu, Susan J. Carroll (2018) (Henceforth Dittmar, Sonbonmatsu, & Carroll) (1-117)
  – Chapter 1: “Introduction”
  – Chapter 2: “Representation”
  – Chapter 3: “Obstacles and Opportunities”
  – Chapter 4: “Navigating Partisan Polarization”

Session 10: Women in Congress Contd. ................................6/26

• Dittmar, Sonbonmatsu, & Carroll (118-206)
  – Chapter 5: “Congresswoman’s Work across Party Lines”
  – Chapter 6: “Altering Policy Agendas and Debates”
  – Chapter 7: “Changing the Institutions, Image, and Exercise of Power”
  – Chapter 8: “Conclusion: Representation Matters”