

PLSC 203: Women, Politics, & Policy
Yale University Department of Political Science
Fall 2023

Course Information:

Instructor: Andrea S. Aldrich (She/Her)

Department of Political Science

Office:

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Class Time: TBD

Class Location: Online

Class Website: [Canvas](#)

Office Hours: Friday TBD

Please make an appointment [here](#).

Course description and Objectives:

This course explores theoretical and empirical work in political science to study the relationship between gender and politics in the United States and around the world. In doing so, we will examine women's access to power over time, women's descriptive and substantive representation in political institutions, the causes and consequences of women's underrepresentation, the way gender shapes both policy making, and how government policy impacts the lives of women.

We will exploring topics such as women's access to political and economic power, women's suffrage, how gender shape political careers, violence against women in politics, impact of gender stereotypes and bias on access to power to formal and informal political power, the role of gender in the formation of government policy, and the relationship between gender government policy design and performance. It will also serve as an introduction to reading and and producing empirical research on gender in the social sciences. At the end of the course, students should be able to:

- Understand how access to political power is and is not gendered
- Evaluate the impact of public policy from a gender perspective
- Critically evaluate policies meant to increase women's representation
- Critically analyze empirical political science research
- Reflect on the relationship between gender and politics in the contemporary world

Prerequisites: None. This course is meant to be a bridge between introductory course and advanced seminars.

Required Books:

There are no books in the bookstore for this course. Readings will be available electronically from the library or course reserves.

Course Format and Attendance:

This class will take place entirely online. The format is 2 hours of recorded lecture followed by 1 hour of discussion, twice weekly. Please make sure to watch the lectures before the corresponding discussion. Attendance at discussion sections is mandatory unless specific arrangements have been

made with the instructor. The time of the discussion section will be set in conversation with students enrolled in the course.

Course Requirements and Grading:

Participation: Participation includes reading the course material, viewing the lectures, and participating in discussions. Your participation grade will be based on activities conducted during discussions and interaction with discussion on canvas. Therefore it is imperative that you attend the course discussion meetings. In these sessions, we will discuss research relevant to the week's topic, work on research skills, prepare the group data collection and analysis project, and share our case studies. Attendance and participation at section meetings is expected.

Reading Quizzes: There will be 3 timed reading quizzes to be completed online throughout the semester. They should be easy to complete if you have kept up on the reading and viewed lectures. 2 will count for your grade and the lowest score will be dropped.

Midterm Exam: There will be a take home midterm exam.

Final Exam: The course will have an exam on the last day of class.

Policy Paper and Memo: The final assignment of the course is the preparation of a policy memo with a background paper. Learning to write a policy memo can be a useful skill for careers in government and often for other positions in the public and private sectors. These memos require you to concisely summarize a complex argument for a government official or executive leader. Being able to condense your ideas into a short amount of space effectively is a skill that can be challenging, but necessary, in many different policy areas. For this assignment, you will complete a one page memo that summarizes an argument for or against a government policy (real or hypothetical) that has gendered policy implications. This memo will be accompanied by a 6-8 page paper that will explicate the argument you are making in your memo and support it by drawing on contemporary research. The paper should use both the theoretical and empirical literature we have read in class, historical facts, and any additional readings that help you make your case.

Grade Breakdown:

- Participation 10%
- Midterm Exam 25%
- Reading Quizzes 10%
- Final Exam 25%
- Policy Analysis 30%
 - Background Paper 20%
 - Policy Memo 10%

Late Assignments: All late assignments will be docked 5 % for each day that it is late without prior discussion with me. **All students are allowed one 48 hour extension during the semester—no questions asked, no excuse needed—as long as you inform your teaching fellow you will use your extension by the deadline for the assignment. This extension cannot be used on a class section activities.**

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. Please be sure to review Yale’s Academic Integrity Policy. You can find a fuller discussion of using sources and avoiding plagiarism on the Writing Center Website (<http://ctl.yale.edu>).

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Plagiarism is the use of someone else’s work, words, or ideas as if they were your own. Here are three reasons not to do it:

- By far the deepest consequence to plagiarizing is the detriment to your intellectual and moral development: you won’t learn anything, and your ethics will be corrupted.
- Giving credit where it’s due but adding your own reflection will get you higher grades than putting your name on someone else’s work. If you are found to have plagiarized on any assignment or part of an assignment in this course, you will receive a zero on the **entire** assignment, regardless of your grade for individual pieces.

- Finally, Yale punishes academic dishonesty severely. The most common penalty is suspension from the university, but students caught plagiarizing are also subject to expulsion.

Commitment to an inclusive learning environment::

I strive to design my courses and conduct my classroom in such a way that students from all diverse backgrounds and perspectives will learn from this course, that everyone's learning needs are considered, and that the unique perspective and abilities of every student contribute to a the strength of the course. If you are reading this please [click here](#) or send me an email for a bonus point. I have made an effort to offer materials and activities that are respectful of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and cultural diversity. I encourage every student to make suggestions to improve the effectiveness of the course and to meet your needs. In addition, if any of our class meetings conflict with your religious events, please let me or your teaching fellow know so that we can work out an alternative for you.

If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Title IX Coordinator, Stephanie Spangler, at stephanie.spangler@yale.edu (link sends e-mail) (203.432.4446) or any of the University Title IX Coordinators, who can be found at: <http://provost.yale.edu/title-ix/coordinators>.

Women & Politics Course Outline

Week 1: Women's Access to Power

- Lecture: Women's Suffrage
 - Teele, Dawn Langan. 2018 *Forging the Franchise The Political Origins of the Women's Vote*. Princeton University Press
 - * Read Chapter 2: "Democratization and the Case of Women"
 - Morgan-Collins, M., 2021. "The electoral impact of newly enfranchised groups: The case of women's suffrage in the United States." *The Journal of Politics*, 83(1), pp.150-165.
 - *How to Read Empirical Political Science* Handout
- Lecture: Women in the Work Force
 - Furguson, Lucy. 2013 "Gender, Work, and the Sexual Division of Labor." *The Oxford Handbook of Gender and Politics*, eds. Celis, Karen, Kantola, Johanna, Wylen, Georgina, and S. Laurel Weldon. Oxford: Oxford University Press, pg 337-362
 - Catalano Weeks, Ana 2024. The Political Consequences of the Mental Load.
 - Collins, Caitlyn. 2019 *Making Motherhood Work How Women Manage Careers and Caregiving*, Princeton University Press.
 - * read chapter 1

Week 2: Women and US Elections

- Lecture: Running for Office
 - Kanthak, Kristin and Jon Woon, 2015. "Women don't run? Election aversion and candidate entry." *American Journal of Political Science*, 59(3), 595-612.
 - Silva, Andrea, and Carrie Skulley. 2019. "Always Running: Candidate Emergence among Women of Color over Time." *Political Research Quarterly* 72.2: 342-359.
- Lecture: Elections, Bias, and Stereotypes
 - Fulton, Sarah A. 2014. "When Gender Matters: Macro-Dynamics and Micro-Mechanisms." *Political Behavior* 36(3): 605-30.
 - Dolan, K., 2014. "Gender stereotypes, candidate evaluations, and voting for women candidates: What really matters?" *Political Research Quarterly*, 67(1), pp.96-107.

Week 3: Women and Comparative Elections

- Lecture: Women as Candidates in Multiparty systems

- Franceschet, Susan, Mona Lena Krook, and Jennifer Piscopo. 2012. “Conceptualizing the Impact of Gender Quotas” in Franceschet, Krook, and Piscopo ed. *The Impact of Gender Quotas*. Oxford, Oxford University Press.
- Hughes, Melanie. 2011. “Intersectionality, Quotas, and Minority Women’s Political Representation Worldwide.” *American Political Science Review*, 105(3), 604-620

- MIDTERM EXAM

Week 4: Women as Politicians

- Lecture: Women’s work in Legislatures
 - Bratton, Kathleen A., and Kerry L. Haynie. 1999. “Agenda setting and legislative success in state legislatures: The effects of gender and race.” *The Journal of Politics* 61(3): 658-679.
 - Anzia, Sarah F. and Christopher R. Berry. 2011. “The Jackie (and Jill) Robinson Effect: Why Do Congresswomen Outperform Congressmen?” *American Journal of Political Science* 55(3): 478-93.
- Lecture: Women Executives
 - Jalalzai, Farida and Mona Lena Krook. 2010. “Beyond Hillary and Benazir: Women’s Political Leadership Worldwide.” *International Political Science Review* 31(1): 5-21.
 - Krook, Mona Lena and Diana O’Brien. 2012. “All the President’s Men? The Numbers and Portfolio Allocations of Female Cabinet Ministers.” *Journal of Politics* 74(3): 840-55.

Week 5: Gender and Policy Impacts
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- Lecture: How is policy gendered?
 - Criado Perez, Caroline. (2019). *Invisible Women*. Abrams Press.
 - * read Chapter 2: “The Long Friday”
 - * read Chapter 12 “A Costless Resource to Exploit?”
- Lecture: Policy Case Studies
 - Druckman, James N., and Elizabeth A. Sharrow. 2023. *Equality Unfulfilled: How Title IX’s Policy Design Undermines Change to College Sports*. Cambridge University Press.
 - * 1-”Gender Equality in College Athletics”
 - * 6-”Gender Equality in College Sports and Beyond”
 - Li, Cher Hsuehhsiang, and Basit Zafar. 2023. ”Ask and you shall receive? gender differences in regrades in college.” *American Economic Journal: Economic Policy* 15.2: 359-394.
- FINAL EXAM