POLI 4028 Gender & American Politics
Class Time: Tuesday and Thursday
1:30 – 2:50 pm
Class Location: Atkinson 015
Instructor: Dr. Bauer

Office: Stubbs 211
Office Hours: Tuesdays 10:30 –11:30 am,
Wednesdays 1:00-2:00 pm, or by
appointment
Contact: nbauer4@lsu.edu

Course Description:

For much of American history, politics was an exclusively masculine and male institution. However, these dynamics are rapidly shifting. Women are more active political players in every stage of the political process, and the diversity of female candidates, women of color and LGBTQ+ candidates is rapidly changing. In fact, women vote at higher rates compared to men in national elections. Yet, women's representation in political institutions is well below gender parity. Even after the 2018 "pink wave" that swept Congress, women hold just under 25% of seats in Congress, an average of 30% of seats in state legislatures (women hold about 16% of seats in Louisiana's state legislature), women sit in 9 out of 50 gubernatorial offices, and only one woman ever won the nomination of a major party to run for the presidency–though six women ran for the Democratic Party's 2020 presidential nomination at one point but only four are officially still in the race. This class will examine the challenges women face in politics from the different ways that women consider running for political office to the types of biases women have to overcome to win elections. We will also examine how gender intersects with other identities that shape how individuals experience the politics including race, social class, sexual orientation, and gender identity. We will do this through class readings, lectures, in-class activities, and, of course, following current political events.

Required Textbooks:

Bos, Angela L. and Monica C. Schneider. 2016. The Political Psychology of Women in U.S. Politics. New York: Routledge.

The LSU library owns an e-copy of this book that you can download as a pdf for free through the library. To do so, go to www.lib.lsu.edu. Search for the title of the book or the author's names. You may have to scroll down to find this book. Click on the relevant text, and you will be taken to a link where you can download the pdf e-book.

Course Objectives & Goals:

- Know the difference between sex and gender, why this difference matters for politics, and be able to use the terms correctly in the context of this class.
- Explain the divergent decision-making processes that how women and men undertake when considering to run for political office, and which types of women and men are most likely to run for political office.
- Delineate how and when gender bias will affect women in politics and which types of voters will be most likely to exhibit bias toward women running for political office.
- Analyze whether and how politics institutions reinforce conceptions of femininity and

1

masculinity.

- Investigate the intersectional nature of gendered political identities and how these identities affect voter decision-making.

Course Policies:

- Participation grades are based on not only regular attendance, but on participation in class discussions. There will be many opportunities for us to discuss the core themes of this class, and I do expect all students to contribute.
- Class sessions will be a combination of lectures, discussions, and other in-class activities. Regular attendance and keeping up with the course readings are necessary to do well in this class. Moreover, the class is structured to encourage discussion of key concepts, and these discussions are essential to student learning.
- Lectures will not repeat the readings. The lectures will expand on the concepts introduced in the readings, and will often introduce new concepts that may not be included in the readings.
- If you do need to miss class be sure to check with a classmate about getting the notes.
- You are responsible for taking class notes. I may use visual aids to illustrate core concepts in class, and these visual aids will only be made available in class. This is why it is pivotal that you attend class.
- The larger academic setting and this course, in particular, requires an open, inclusive, and engaging learning environment in which students feel comfortable expressing their own opinions as well as being exposed to opinions, cultures, viewpoints, and personal experiences different from their own. With this in mind, students are expected to engage one another with respect, courtesy, and sensitivity both inside and outside of this classroom.
- Please be sure to silence your cell phone during class. You are welcome to use a laptop for taking notes or accessing the online readings. If it is clear you are using the laptop for another purpose, I will ask you to put it away. Do note that students who do best in my classes are those who DO NOT use laptops as they are unnecessarily distracting.
- I do not discuss grades with students over email. If you would like to discuss a specific grade on an assignment you must set up a time to do so in person. If you want to know your grade at any point in the semester it is up to you to do that calculation. I will return all assignments in a timely manner, and this syllabus has details about the grade distribution.
- Late assignments will receive a 10% penalty for every hour they are late. Five minutes late means a 10% deduction. One hour late means a 10% deduction. Five hours late means a 50% deduction. After five hours late, your assignment will receive a failing grade.
- If you require an accommodation, I am happy to work with you to make the appropriate arrangements; however, you do need to let me know right away.

- Any case of academic misconduct, including plagiarism or cheating, will be considered a violation of the University's honor code and these violations will be referred to the appropriate office at LSU. If found in violation of academic misconduct all students will automatically receive a failing grade for the course.

A Note on E-Mail Communication

Outside of my office hours, email is almost always the best way to get in touch with me. To ensure a timely response to your email I ask that students follow professional email etiquette. The email subject line should say which course you are enrolled in and a brief description of the content of the email. For example, you might have a question about an upcoming due date so the subject should read "POLI 4028 Assignment Due Date." You should always start your email with a greeting. For example, Dear Professor Bauer or Hello Dr. Bauer, are completely appropriate email greetings. Be sure to include some kind of sign off that identifies who you are. I may not always be able to tell who the email is from, especially if you send from a non-university account. These may seem a bit nit-picky, but emails without a subject line often get automatically sorted into a Spam or Junk folder before I ever see them. I will not respond to emails that do not follow these basic guidelines.

As long as these rules are followed, I'll generally respond to emails within 1 business day. If you send me an email on Friday I might not get to it until Monday. If you do not hear from me within 2 business days, you should follow-up with a second email or say something to me before class or during office hours.

Grading:

Below is the breakdown for how I will calculate your grades.
Do note that the research design paper, mid-term, and final exams all involve extensive amounts of writing, and these assignments will be graded, in part, on the clarity of your writing. This means you must be able to write a well-reasoned paper with structured arguments, and you must adhere to the proper rules of style and grammar.

Participation: 20%
Assignment 1: 10%
Assignment 2: 10%
Research Poster Group Grade: 10%
Research Poster Individual Grade: 10%
Mid-Term Exam: 20%
Final Exam: 20%

100-97 = A+	89-87 = B+	79-77 = C+	69-67 = D+	59-0 = F
96-93 = A	86-83 = B	76-73 = C	66-63 = D	
92-90 = A-	82-80 = B-	72-70 = C-	62-60 = D-	

A - Achievement that is outstanding relative to the level necessary to meet course requirements.
B - Achievement that is significantly above the level necessary to meet course requirements.

C - Achievement that meets course requirements in every respect.
D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.
F - Reflects failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit of (2) was not completed and there was no agreement between the professor and the student that the student would be awarded an I.

Key Dates
February 11, 2020: Assignment 1 Due at Noon via Moodle
February 27, 2020: Mid-Term Due by Noon via Moodle
March 19, 2020: Assignment 2 Due by Noon via Moodle
April 26, 2020: Research Poster File & Individual Group Contribution due by 5 p.m. via Moodle
April 28, 2020: Class Research Conference, Attendance Mandatory
May 7, 2020: Final due by 3 p.m. via Moodle

Extra Credit

I will offer extra credit to students who participate in the Media Effects Lab experimental subject pool. Students can earn up to 5 points extra credit on the mid-term up to the point when mid-term grades are due and students can earn up to 5 points extra credit on the final up to the point when the final exam is due. I will discuss the MEL extra credit in more detail in class.

Students also have the opportunity to assist with research for extra credit. Students can earn up to 5 points extra credit added onto their full grade for the class up to the point of the mid-term and students can earn up to 5 points extra credit added onto their full grade for the class up to the point of the last week of classes. This research extra credit will be time intensive and requires a meticulous attention to detail. If you are interested you will need to make time to chat about the research during her office hours.

From time to time, I will offer extra credit for attending and writing about various events on campus. These opportunities will be discussed in class as they come up, but you must be physically present in class to take advantage of these opportunities.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments. You should plan to do the scheduled readings before coming to class on the day they are assigned. Readings from outside the class text- book are available on the course website.

Gender, Politics, and Power: Key Terms and Relationships

January 14, 2020: Introduction & Overview
- Read the syllabus at home on Moodle
- Sana, Faria, et al. 2013. "Laptop multitasking hinders classroom learning for both users and nearby peers." *Computers & Education* (on course website)

January 16, 2020: Sex vs. Gender
- Bittner, Amanda and Goodyear-Grant, Elizabeth. 2017. "Sex isn't Gender: Reforming Concepts and Measurements in the Study of Public Opinion." *Political Behavior* (on course website)
- McDermott, Monika. Chapter 4 from Masculinity, Femininity, and American Political Behavior. (on course website)

January 21, 2020: A Very Brief History of Women & Politics
- Wolbrecht, Chrstina and J. Kevin Corder. Chapter 2. from A Century of Votes for Women. (on course website)

January 23, 2020: Gender, Social Roles, and Politics
- Eagly, Alice H. 1987. Sex Differences in Social Behavior: A Social Role Interpretation. Chapter 1 (on course website)
- Bos and Schneider Chapter 2

January 28, 2020: Gender Stereotypes, Leadership Stereotypes
- Huddy, Leonie and Nayda Terkildsen. 1993. "Gender Stereotypes and the Perception of Male and Female Candidates." *American Journal of Political Science* 37(1): 119-147. (on course website)
- Holman, Mirya, et al. 2015. "Terrorist Threat, Male Stereotypes, and Candidate Evaluations." *Political Research Quarterly* 69(1): 134-147.

Who Runs for Political Office?

January 30, 2020: Political Socialization in Children & Adolescents
- Bos and Schneider Chapter 3
- Holman, Mirya R., J. Celeste Lay, Oxley, Zoe, Angela Bos, Jill Greenlee, and Allison Buffet. 2019. "TIME for Kids to Learn Gender Stereotypes: Analysis of Gender & Political Leadership in a Common Social Studies Resource for Children." *Politics & Gender.* (on course website)

February 4, 2020: The Origins of the Gendered Gap in Ambition
- Fox, Richard and Jennifer Lawless. 2014. "Uncovering the Origins of the Gender Gap in Political Ambition." *American Journal of Political Science* 108(3): 499-519. (on course website)
- Bos and Schneider Chapter 8

February 6, 2020: How Women Decide to Run (or not) for Office
- Bos and Schneider Chapter 9
- Crowder-Meyer, Melody. 2018. "Baker, Bus Driver, Babysitter, Candidate? Revealing the Gendered Development of Political Ambition Among Ordinary Americans." *Political Behavior* (on course website)

February 11, 2020: **No Class, Assignment 1 Due at Noon via Moodle**

February 13, 2020: Gendered Recruitment
- Crowder-Meyer, Melody and Cooperman, Rosalyn. 2018. "Can't Buy Them Love: How Party Culture among Donors Contributes to the Party Gap in Women's Representation," *Journal of Politics* 80(4): 1211-1224. (on course website)
- Karpowitz, Christopher, et al. 2017. "How to Elect More Women: Gender and Candidate Success in a Field Experiment," *American Journal of Political Science* 61(4): 927-943. (on course website)

February 18, 2020: Why Women and Men Run (or not) for Office
- Schneider, Monica, et al. 2016. "Power, Conflict, and Community: How Gendered Views of Political Power Influence Women's Political Ambition," *Political Psychology* 37(4): 515-531. (on course website)
- Holman, Mirya and Monica Schneider. 2018. "Gender, race, and political ambition: How intersectionality and frames influence interest in political office," *Politics, Groups, and Identities.* 6(2): 264-280.

February 20, 2020: Intersectionality & Running for Political Office
- Bos and Schneider Chapter 7

February, 25, 2020: **No Class, Mardi Gras**

February 27, 2020: **No Class, Mid-Term Due by Noon via Moodle**

Running for Political Office

March 3, 2020: Voter Stereotypes about Female Political Leaders
- Schneider, Monica and Angela Bos. 2014. "Measuring Stereotypes of Female Politicians." *Political Psychology* 35(2): 245-266. (on course website)
- Bauer, Nichole M. 2018. "Untangling the Relationship between Partisanship, Gender Stereotypes, and Support for Female Candidates," *Journal of Women, Politics, and Policy* 3 (on course website)

March 5, 2020: Campaign Strategies: Overcoming (or Leveraging) Feminine Stereotypes
- Bos and Schneider Chapter 11
- Bauer, Nichole M. 2015. "Emotional, Sensitive, and Unfit for Office: Gender Stereotype. Activation and Support for Female Candidates." *Political Psychology* 36(6): 691-708.

March 10, 2020: Campaign Strategies: Being Masculine Enough
- Schneider and Bos Chapter 10
- Colleen Carpinella and Nichole Bauer. 2019. "A Visual Analysis of Gender Stereotypes in Campaign Advertising." *Politics, Groups, and Identities.* (on course website)

- Nichole Bauer and Colleen Carpinella. 2017. "Visual Communication and Candidate Evaluation: The Influence of Feminine and Masculine Images on Support for Female Candidates." *Political Research Quarterly* 71(2): 395-407.

March 12, 2020: Stereotypes & Women of Color
- Gershon, Sarah Allen and Jessica Lavariega. 2019. "Intersecting campaigns: candidate race, ethnicity, gender and voter evaluations," *Politics, Groups, and Identities*. (on course website)
- Cargile, Ivy A. M. and Jennifer Merolla. 2016. "Intersectionality and Latino/a Candidate Evaluation." (on course website)

March 17, 2020: Stereotypes & LGBTQ Candidates
- Jones, Phillip Edward and Paul R. Brewer. "Gender Identity as a Political Cue: Voter Responses to Transgender Candidates." *Journal of Politics* 81(2): 697-701. (on course website)
- Doan, Alesha E. and Donald Haider-Markel. 2010. "The Role of Intersectional Stereotypes on Evaluations of Gay and Lesbian Political Candidates," *Politics & Gender* 63-91. (on course website)
- Golebiowska, Ewa A. 2003. "When to Tell?: Disclosure of Concealable Group Membership, Stereotypes, and Political Evaluation," *Political Behavior* 25(4): 313-337. (on course website)

March 19, 2020: **No Class Assignment 2 Due by Noon via Moodle**

March 23 & March 25, 2020: **Spring Break**

March 31, 2020 Voters Bias?
- Fulton, Sarah. 2012. "Running Backwards and in High Heels: The Gendered Quality Gap and Incumbent Electoral Success," *Political Research Quarterly* 65(2): 303-314. (on course website)
- Bauer, Nichole M. 2020. "Shifting Standards: How Voters Evaluate Qualifications of Female and Male Political Candidates." *Journal of Politics* (on course website)
- Mo, Hyunjung Cecilia. 2015. "The Consequences of Explicit and Implicit Gender Attitudes and Candidate Quality in the Calculations of Voters," *Political Behavior* 37(2): 357-395. (on course website)

April 2, 2020: Sexism and Female Candidates
- Valentino, et al. 2018. "Mobilizing sexism: the interaction of emotion and gender attitudes in the 2016 us presidential election." *Public Opinion Quarterly* (on course website)
- Cassese, Erin C. and Mirya R. Holman. 2019. "Playing the Woman Card: Ambivalent Sexism in the 2016 U.S. Presidential Race," *Political Psychology* 40(1): 55-74.

- Bracic, Ana, et al. 2019. "Is Sexism for White People? Gender Stereotypes, Race, and the 2016 Presidential Election," *Political Behavior* (on course website)

April 7, 2020: Media Bias and Female Candidates, I
- Lawrence, Regina G. 2012. "Do the Media Give Women Candidates a Fair Shake?" (on course website)
- Hayes, Danny and Jennifer Lawless. 2015. "A Non-Gendered Lens: The Absence of Stereotyping in Contemporary Congressional Elections," *Perspectives on Politics.* (on course website)

April 9, 2020: Media Bias and Female Candidates, II
- Dunaway, Johanna et al. 2013. "Traits versus Issues: How Female Candidates Shape Coverage of Senate and Gubernatorial Races," *Political Research Quarterly* (on course website)
- Meeks, Lindsey. 2012. "Is She "Man Enough"? Women Candidates, Executive Political Offices, and News Coverage." *Journal of Communication* (on course website)
- Ward, Orlanda. 2016. "Seeing Double: Race, Gender, and Coverage of Minority Women's Campaigns for the U.S. House of Representatives," *Politics and Gender* (on course website)

April 14, 2020: Who Votes for Women?
- Bos and Schneider Chapter 4.
- Junn, Jane. 2017. "The Trump majority: white womanhood and the making of female voters in the U.S." *Politics, Groups, and Identities.* (on course website)
- Philpot, Tasha S. and Hanes Walton Jr. 2007. "One of our Own: Black Female Candidates and the Voters who Support Them," *American Journal of Political Science* (on course website)

April 16, 2020: **In class group work on research poster**

April 21, 2020: **In class group work on research poster**

April 23, 2020: **In class group work on research poster**

April 26, 2020: **Research Poster File & Individual Group Contribution due by 5 p.m. via Moodle**

April 28: 2020: **Class Research Conference, Attendance Mandatory**

April 30, 2020: **No Class Prepare for Final**

Final due May 7 by 3 p.m. via Moodle