

# Gender Politics in the U.S.

POLS/WS 357  
Spring 2011

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Office Hours: Thursdays 2:30-4 p.m.,  
or by appointment

## Course Description

What do the 2008 candidacies of Hillary Clinton and Sarah Palin and their subsequent roles as Secretary of State and presidential frontrunner say about women, gender, and American politics? This course provides the historical and analytical tools with which to address that question—and many more. Readings and class discussion will concentrate on four general themes: (1) the role of gender in defining and shaping politics, political institutions, political behavior and public policy; (2) the various ways in which women themselves, as political actors and theorists, have challenged and redefined “politics as usual;” (3) the question of whether women are a political (interest) group; and (4) the relationships between gender, class, race, ethnicity, and sexual identity. Thus, we will study gender both as a political construct or ideology and as a system of political (economic and social) stratification. In addition, we will examine how these aspects of gender affect the political behavior and experiences of women (and men) as citizens, voters, political leaders, political candidates, and public officials.

## Course Grades

Each student’s grade for the course will be based on the following:

Midterm Examination A	20%
Midterm Examination B	20%
Research Project	
Preliminary list of sources	5%
Preliminary outline	5%
Final paper	20%
Reading Quizzes	15%
Class Participation	15%

## Midterm Examinations

Two in-class exams will be given. Each will cover approximately half of the course materials and will most likely consist of a combination of short answer/conceptual questions and essay questions. Study guides will be distributed before each exam. This first exam will take place during class time on Tuesday, **March 1**. The second exam will be given during the final exam period scheduled for this class: Thursday, **April 28, from 9:30 to 11:00 a.m.**

### **Research Project: The Gender Politics of State Policymaking**

The fifty American states often differ quite a bit in the policies they adopt. Why is that? To what extent can gender politics help explain those differences across states? Students will address these questions by:

- (a) Choosing a state X;
- (b) Choosing a policy or policy area Y (from the list below);
- (c) Describing the policy or policies Y adopted by state X (currently or at some significant time in the past), as compared to other states;
- (d) Proposing plausible explanations for why state X adopted policy(ies) Y; and
- (e) Collecting, presenting, and evaluating evidence for or against your proposed explanations.

Students are required to proceed as outlined below. Each assignment should build upon the previous one. Students should be sure to address whatever questions, comments, and/or suggestions the instructor provided in response to the previous assignment.

Choose a state X (due via e-mail, no later than 4 p.m. on Thursday, February 17)

Ideally, each student should choose the state that interests her/him the most. Practically, however, research materials may be severely limited for some states (especially via remote access), or they may be severely taxed if too many students wish to the same state. To alleviate such problems, students should submit *three* choices, in rank order. The instructor will try to accommodate everyone's first or second choice, if possible, and will notify students of their assignments before class on Thursday, February 24. If students have great difficulty locating or gathering sufficient research materials for their chosen state, they may, *in consultation with and subject to the approval of the instructor*, choose another state.

Choose a policy or policy area Y (due via e-mail, no later than 4 p.m. on Thursday, February 17)

Students may choose from the following list, or propose a different option. Any proposed policy or policy area not included on the list below is subject to the approval of the instructor. If students have great difficulty locating or gathering sufficient research materials for their chosen policy, they may, *in consultation with and subject to the approval of the instructor*, choose another.

- Welfare (e.g., Temporary Assistance to Needy Families, food stamps, etc.)
- Reproductive Rights (e.g., abortion, family planning, sex education, etc.)
- Equal Rights Amendment (ratification of federal amendment or adoption of state amendment)
- Gay Rights (e.g., same-sex marriage, civil unions, domestic partner benefits, protection against employment discrimination, hate crimes, etc.)
- Women's Healthcare (e.g., mandated insurance coverage, state Medicaid coverage, etc.)

Preliminary list of sources (due via e-mail attachment, no later than 4:30 p.m. on Thursday, March 24)

Immediately upon receiving your state assignment, students should start gathering research materials with which to address parts (c)-(e). The preliminary list of sources should include a

mix of scholarly, news media, governmental, and non-governmental organizational publications. Full citations must be provided for each source. A minimum of *eight* sources is expected. At least *five* of those sources should be annotated. Annotations should be no more than a paragraph indicating the type of information provided by the source and explaining how that information will be utilized in the paper (e.g., to address part c, d, or e). Students may include sources (no more than two) that, upon further investigation, proved to be less useful than expected. Annotations for such rejected or discounted sources should explain why or how the source is inadequate.

Preliminary outline of parts (c) and (d) (due via e-mail attachment, no later than **9 a.m.** on Friday, **April 15**)

First, summarize briefly (2 paragraphs) the Y policy (or policies) adopted by state X, and how that policy compares to those of the other states. Is it more or less liberal, feminist, generous, and/or restrictive than others? Is state X's policy unusual or typical?

Then propose at least *two* plausible explanations or hypotheses for why state X adopted policy(ies) Y. Explain briefly why you believe each hypothesis is or is not plausible. Was it suggested by any of the course reading materials or any of your own preliminary research? If so, which ones? One brief paragraph—with citations—should be sufficient for each hypothesis.

Final Papers (due via e-mail attachment, no later than **4 p.m.** on Wednesday, **May 4**)

Each paper should discuss parts (c)-(e) in full, within approximately 10-15 typed, double-spaced pages. Proper documentation of sources is a must. Effective, well organized, and grammatically correct writing, as well as thorough proofreading are expected.

Numerous resources will be available, both in and out of class, to help you design and conduct your research.

1. Many of the assigned readings (and subsequent class lectures and discussions) will help students formulate ideas, develop arguments, and identify useful sources. Some of the recommended readings also may prove quite useful. Students are urged to use class materials as references and incorporate them into your papers whenever appropriate.

2. Dr. Chris Palazzolo, the Social Sciences Librarian at Woodruff Library, is constructing an extensive web-based research guide for the course. It will be available soon at: [http://guides.main.library.emory.edu/gender\\_politics](http://guides.main.library.emory.edu/gender_politics). We will have a brief orientation to this guide in class on February 24, but you should go ahead and explore it as soon as possible. Additionally, Dr. Palazzolo is available for one-on-one consultations. Send inquiries, requests for assistance, and/or requests for appointments to him via e-mail ([cpalazz@emory.edu](mailto:cpalazz@emory.edu)) or phone (404-727-0143).

3. As always, the services of the Writing Center are available free of charge. The Writing Center has a staff of Emory's most talented undergraduate writers and experienced graduate students available for tutoring. The tutors offer assistance with all aspects of writing, including brainstorming, organization, thesis, style, wording, and revision. The Writing Center is a peer-based teaching and instructional resource, not an editing or proofreading service. For more information, visit their website at: <http://writingcenter.emory.edu/index.html>.

4. Students are strongly encouraged to meet with the instructor, during office hours, to discuss their projects.

### **Reading Quizzes**

There will be periodic, unscheduled, unannounced Reading Quizzes throughout the semester. Each quiz will be administered at the beginning of class and will consist of approximately 5-10 short answer, multiple choice, or true/false types of questions regarding the readings assigned for the day. Students will have the option of dropping their lowest scoring quiz from their course grade average.

### **Class Participation**

Students' grades in Class Participation are based on attendance, attentiveness to others, and active, regular, and constructive participation in class discussions.

Students are expected to attend each and every class meeting. If you must miss a day, it is your responsibility to find out what you missed. Talk to your classmates; borrow their notes. Be aware that important announcements regarding course materials, schedule, and assignments can be made in class (and not necessarily via LearnLink).

More than *three* unexcused absences will lower your Class Participation grade. Absences are excused only by a written request from a College Dean, an academic advisor in the Office of Undergraduate Education, an Emory coach, or another Emory official in charge of school-sponsored activities that require such absences. Observance of religious holidays also will be considered an excused absence. Please notify the instructor ahead of time, in writing, if you must miss class for this reason.

Respect for and attentiveness to your classmates is imperative. That doesn't mean you must always agree with each other. To the contrary, some of the most interesting discussions center on debatable propositions. Yet no one should fear ridicule or personal hostility from classmates. Nor should anyone's contributions be ignored repeatedly.

Constructive participation requires, first and foremost, adequate preparation. Students should always come to class having read the assigned materials (hence, the Reading Quizzes). Take some time, too, to think critically about what you have read. Jot down or type up some notes. Try to identify the main points or questions. Write down questions of your own, including those that ask for clarification as well as those that might stimulate further thought, discussion, and/or research. Bring your notes with you to class.

### Extra-Credit Current Events Presentation

Many of the trends, issues, and themes of the class no doubt will be reflected or addressed in current events and news media coverage thereof. Students are strongly encouraged to follow the events of the day in at least one news outlet (e.g., *New York Times*, *Wall Street Journal*, *Atlanta Journal-Constitution*, the newspaper of record in your chosen state). In addition, students are encouraged to share their discoveries via a brief (no more than 10-minute) in-class presentation of "current events" relevant or related to the scheduled topic(s) for that day. If you would like to do a current events presentation, please notify the instructor ahead of time (preferably no later than 4 p.m. the day before class). While not required, current events presentations may be a good alternative to students who find it difficult to participate spontaneously in class discussions.

Extra credit is at the discretion of the instructor and will depend on the quantity and quality of information and analysis offered, as well as the relevance to the topic(s) for the day.

### **Academic Integrity**

“For over half a century, academic integrity has been maintained on the Emory Campus through the student initiated and regulated Honor Code. Every student who applies to and is accepted by Emory College, as a condition of acceptance, agrees to abide by the provisions of the Honor Code so long as he or she remains a student at Emory College. By his or her continued attendance at Emory College, a student reaffirms his or her pledge to adhere to the provisions of the Honor Code.” (Introduction to Emory College Honor Code, [http://college.emory.edu/home/academic/policy/honor\\_code.html](http://college.emory.edu/home/academic/policy/honor_code.html) ).

Plagiarism is an Honor Code violation particularly relevant to this course. The Appendix of the Honor Code offers a very helpful guide on the proper use of sources in writing research papers. Further advice on how to avoid plagiarism and properly document one’s sources will be provided by the instructor. For the mid-term examinations, the instructor will provide detailed instructions regarding any authorized or unauthorized use of information and assistance. Students are expected to adhere to those instructions without fail. Any suspected violation of those instructions will be reported to the Honor Council.

### **Students with Disabilities**

Emory University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with the instructor to discuss this as soon as possible. All information will be held in the strictest confidence.

Keep in mind that no student is required to reveal a disability to an instructor. Likewise, no instructor is expected to make an accommodation unless appropriate documentation from the Office of Disabilities Services is presented. Nevertheless, I believe an "open door" policy for students who experience difficulties with the academic demands of the course is the best help for all students. Referral to departmental or other university academic support resources can then be made as appropriate.

### **Required Texts**

The following books are required reading for this course and are available at the Emory Bookstore:

Baker, Carrie N. 2008. *The Women’s Movement Against Sexual Harassment*. Cambridge University Press.

Carroll, Susan J., and Richard L. Fox (eds.) 2010. *Gender and Elections: Shaping the Future of American Politics*, 2<sup>nd</sup> edition. Cambridge University Press.

Dolan, Julie, Melissa Deckman, and Michele L. Swers. 2011. *Women and Politics: Paths to Power and Political Influence*, 2<sup>nd</sup> edition. Longman/Pearson Education.

Reingold, Beth (ed.) 2008. *Legislative Women: Getting Elected, Getting Ahead*. Lynne Rienner Publishers.

Schreiber, Ronnee. 2008. *Righting Feminism: Conservative Women and American Politics*. Oxford University Press.

At least two copies of each book will also be available on Reserve at Woodruff Library. All other required and recommended readings (listed in the Course Schedule below) are (or will be) available on-line. Book selections can be found on Reserves Direct. Journal articles can be found by searching for the journal title in eJournals, and then locating the appropriate volume and number.

Please notify the instructor as soon as possible if you are unable to locate any of the required or recommended readings.

## Course Schedule

### Part A: Introduction

#### 1. Hillary Clinton, Sarah Palin, and Michelle Obama (Jan 18)

Carroll and Dittmar, "The 2008 Candidacies of Hillary Clinton and Sarah Palin: Cracking the 'Highest, Hardest Glass Ceiling,'" Chapter 2 in *Gender and Elections*, pp. 44-77

Lois Romano, "Ideology Aside, This Has Been the Year of the Woman" *Washington Post* (24 October 2008). Available at: <http://www.washingtonpost.com/wp-dyn/content/article/2008/10/23/AR2008102303827.html>

Ronnee Schreiber, "Commentary: Don't underestimate Palin's appeal to women." *CNN Politics.com* (9 September 2008). Available at: <http://us.cnn.com/2008/POLITICS/09/09/schreiber.palin/index.html>

Andra Gillespie, "The Michelle Obama drama: Candidate's wife must, unfairly, contend with century's worth of racial stereotypes" *Atlanta Journal-Constitution* (20 July 2008). [Reserve]

#### Recommended for further reading:

Dolan, Deckman, and Swers, *Women and Politics*, pp. 264-75 ("Women as Presidential and Vice-Presidential Candidates") and pp. 101-9 ("Media Coverage of Female Politicians and First Ladies")

Adam Nagourney, "Path from Corner Office to Political Office Eludes 2 G.O.P. Women" *New York Times* (28 October 2010). Available at: <http://www.nytimes.com/2010/10/29/us/politics/29california.html>

Gail Collins, "The Crying Game" *New York Times* (15 December 2010). Available at: [http://www.nytimes.com/2010/12/16/opinion/16collins.html?\\_r=1](http://www.nytimes.com/2010/12/16/opinion/16collins.html?_r=1)

#### 2. Gender, Politics, and Gender Politics (Jan 20)

Dolan, Deckman, and Swers, *Women and Politics*

Chapter 1, "Introduction and Theoretical Framework," pp. 1-9

Carroll and Fox, "Introduction: Gender and Electoral Politics in the Early Twentieth Century," in *Gender and Elections*, pp. 1-7 ONLY

Duerst-Lahti, "Presidential Elections: Gendered Space and the Case of 2008," Chapter 1 in *Gender and Elections*, pp. 13-43

#### Recommended:

Lorber, Judith. 1993. *Paradoxes of Gender*. New Haven: Yale University Press.

Chapter 1. "'Night to His Day': The Social Construction of Gender" [Reserve]

### 3. Intersectionality: Gender and... (Jan 25)

Crenshaw, Kimberle. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics." *The University of Chicago Legal Forum* 139: 139-167. [Reserve]

Combahee River Collective. 1982 [1977]. "A Black Feminist Statement." In *All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave: Black Women's Studies*, ed. Gloria T. Hull, Patricia Bell Scott, and Barbara Smith. Old Westbury, NY: Feminist Press. [Reserve]

#### Recommended:

Glenn, Evelyn Nakano. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor." *Signs* 18(1): 1-19, 31-37 ONLY. [eJournals]

Smooth, Wendy. 2006. "Intersectionality in Electoral Politics: A Mess Worth Making." *Politics & Gender* 2(3): 400-14. [eJournals]

## Part B: Social Movements and Interest Groups

### 4. Suffrage, Part 1 (Jan 27)

Ford, Lynne E. 2010. *Women and Politics: The Pursuit of Equality*, 3<sup>rd</sup> edition, Wadsworth/Cengage Learning.

Chapter 2, "All Rights Are Not Equal: Suffrage Versus the Equal Rights Amendment" pp. 35-56 ONLY [Reserve]

Dolan, Deckman, and Swers, *Women and Politics*

Chapter 4, "The Impact of the Media on Political Women," pp. 86-92 ONLY

Film/video (in class): "One Woman One Vote" (PBS Video, 1995)

#### Recommended:

Dolan, Deckman, and Swers, *Women and Politics*

Chapter 2, "Women in Social Movements, Interest Groups, and the Political Parties," pp. 10-17 ONLY

### 5. Suffrage, Part 2 (Feb 1)

Kraditor, Aileen S. 1981. *The Ideas of the Woman Suffrage Movement, 1880-1920*. New York: W.W. Norton.

Chapter 3, "The Two Major Types of Suffragist Argument," pp. 43-74 [Reserve]

Giddings, Paula. 1984. *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. New York: Bantam Books. [Reserve]

Chapter 3, "To Choose Again, Freely," pp. 64-71 ONLY

Chapter 7, "The Quest for Woman Suffrage (Before World War I)," pp. 119-131

Chapter 9, “The Radical Interracialists,” pp. 159-170 ONLY

Recommended:

Kraditor, *The Ideas of the Woman Suffrage Movement, 1880-1920*. [book on Reserve]  
Chapter 6, “The ‘New Immigration’ and Labor,” pp. 123-162

**6. Equal Rights Amendment (Feb 3)**

Dolan, Deckman, and Swers, *Women and Politics*

Chapter 2, “Women in Social Movements, Interest Groups, and the Political Parties,” pp. 17-30 ONLY

Chapter 4, “The Impact of the Media on Political Women,” pp. 92-97 ONLY

Ford, *Women and Politics*

Chapter 2, “All Rights Are Not Equal: Suffrage Versus the Equal Rights Amendment”  
pp. 66-69 ONLY [Reserve]

Giddings, *When and Where I Enter*

Chapter 19, “A Failure of Consensus,” pp. 337-348 [Reserve]

Mansbridge, Jane J. 1986. *Why We Lost the ERA*. Chicago: University of Chicago Press.

Chapter 9, “Of Husbands and Toilets,” pp. 90-117 [Reserve]

Recommended:

Giddings, *When and Where I Enter*

Chapter 17, “The Women’s Movement and Black Discontent,” pp. 299-324 (esp. 299-311) [Reserve]

**7. Dynamics of Social Movements and Movement Organizations (Feb 8)**

Gilmore, Stephanie, and Elizabeth Kaminski. 2007. “A Part and Apart: Lesbian and Straight Feminist Activists Negotiate a Second-Wave Organization.” *Journal of the History of Sexuality* 16(1): 95-113. [eJournals]

Recommended:

Weldon, S. Laurel. 2006. “Women’s Movements, Identity Politics and Policy Impact: A Study of Policies on Violence Against Women in the 50 U.S. States.” *Political Research Quarterly* 58(1): 111-122. [eJournals]

**8. Sexual Harassment, Part 1 (Feb 10)**

Baker, Carrie N. 2008. *The Women’s Movement Against Sexual Harassment*. New York: Cambridge University Press.

Introduction and Chapters 1-5 (pp. 1-107)

**9. Sexual Harassment, Part 2 (Feb 15)**

Baker, *The Women's Movement Against Sexual Harassment*  
Chapters 6-8 (pp. 111-191)

**10. Anti-feminism, Part 1 (Feb 17)**

Dolan, Deckman, and Swers, *Women and Politics*

Chapter 2, "Women in Social Movements, Interest Groups, and the Political Parties," pp. 30-37 ONLY

Chapter 4, "The Impact of the Media on Political Women," pp. 97-101 ONLY (skip Box 4.1)

Schreiber, Ronnee. 2008. *Righting Feminism: Conservative Women and American Politics*. New York: Oxford University Press.  
Chapters 1-3 (pp. 3-55)

Rosen, Ruth. 2010. "The Tea Party and the new right-wing Christian feminism." Available at: <http://www.opendemocracy.net/5050/ruth-rosen/tea-party-and-new-right-wing-christian-feminism>

Recommended:

Mansbridge, *Why We Lost the ERA* [book on Reserve]  
Chapter 10, "Ideology and Activism," pp. 118-148

**11. Anti-feminism, Part 2 (Feb 22)**

Schreiber, *Righting Feminism: Conservative Women and American Politics*  
Chapters 4-7 (pp. 56-130)

**12. Introduction to library resources (Feb 24)**

Meet with Chris Palazzolo, Ph.D., Social Sciences Librarian, Woodruff Library  
*Woodruff Library room 314*

[No required readings; however, students should review the Research Project assignment, pp. 2-3 above. Students also may benefit from reading the Weldon article assigned for April 12.]

**13. Midterm Exam (Mar 1)**

## Part C: Political Behavior

### 14. Political Participation (Mar 3)

Dolan, Deckman, and Swers, *Women and Politics*

Chapter 3, “The Gender Gap in Elections and Public Opinion,” pp. 55-58 ONLY

MacManus, “Voter Participation and Turnout: Female Star Power Attracts Women Voters,”

Chapter 3 in *Gender and Elections*, pp. 78-82 and 88-114 ONLY

Sierra, “Latinas and Electoral Politics: Movin’ on Up,” Chapter 5 in *Gender and Elections*, pp. 144-47 ONLY

Smooth, “African American Women and Electoral Politics: A Challenge to the Post-Race Rhetoric of the Obama Moment,” Chapter 6 in *Gender and Elections*, pp. 165-69 ONLY

#### Recommended:

Reingold, Beth and Jessica Harrell. 2010. “The Impact of Descriptive Representation on Women’s Political Engagement: Does Party Matter?” *Political Research Quarterly* 63(2): 280-94. [eJournals]

Burns, Nancy, Kay Lehman Schlozman, and Sidney Verba. 2001. *The Private Roots of Public Action: Gender, Equality, and Political Participation*. Cambridge, MA: Harvard University Press. [book on Reserve]

Chapters 1, 3-4, 10-11, and 14

### 15. Political Preferences (Mar 15)

Dolan, Deckman, and Swers, *Women and Politics*

Chapter 3, “The Gender Gap in Elections and Public Opinion,” pp. 59-80 ONLY

Carroll, “Voting Choices: The Politics of the Gender Gap,” Chapter 4 in *Gender and Elections*, pp. 117-143

Sierra, “Latinas and Electoral Politics: Movin’ on Up,” Chapter 5 in *Gender and Elections*, pp. 148-164 ONLY

#### Recommended:

Kauffman, Karen M., and John R. Petrocik. 1999. “The Changing Politics of American Men: Understanding the Sources of the Gender Gap.” *American Journal of Political Science* 43(3): 864-87. [eJournals]

DeFrancesco Soto, Victoria. 2010. “Latinos are from Mars, Latinas are from Venus—in politics too!” Available at: <http://latinodecisions.wordpress.com/2010/09/29/latinos-are-from-mars-2010/>

Schaffner, Brian, and Nenad Senic. 2006. “Rights or Benefits? Explaining the Sexual Identity Gap in American Political Behavior.” *Political Research Quarterly* 59(1): 123-32. [eJournals]

## Part D: Representation

### 16. Campaigns and Elections: Why are there so few women? Part 1 (Mar 17)

Reingold, "Understanding the Complex World of Women in US Politics," Chapter 1 of *Legislative Women*, pp. 1-8 ONLY

Dolan, Deckman, and Swers, *Women and Politics*

Chapter 7, "Women in Congress and the State Legislatures," pp. 227-38 ONLY

Chapter 5, "Women as Candidates for Elective Office," pp. 128-42 ONLY

Smooth, "African American Women and Electoral Politics: A Challenge to the Post-Race Rhetoric of the Obama Moment," Chapter 6 in *Gender and Elections*, pp. 169-86 ONLY

Fox, "Congressional Elections: Women's Candidacies and the Road to Gender Parity," Chapter 7 in *Gender and Elections*, pp. 187-209

#### Recommended:

Fox, Richard L., and Jennifer L. Lawless. 2004. "Entering the Arena? Gender and the Decision to Run for Office." *American Journal of Political Science* 48(2): 264-280. [eJournals]

### 17. Campaigns and Elections: Why are there so few women? Part 2 (Mar 22)

Dolan, Deckman, and Swers, *Women and Politics*

Chapter 2, "Women in Social Movements, Interest Groups, and the Political Parties," pp. 39-50 ONLY

Chapter 5, "Women as Candidates for Elective Office," pp. 166-70 ONLY

Lawless and Pearson, "Competing in Congressional Primaries," Chapter 2 in *Legislative Women*, pp. 21-40

Burrell, "Political Parties, Fund-raising, and Sex," Chapter 3 in *Legislative Women*, pp. 41-58

#### Recommended:

Burrell, "Political Parties and Women's Organizations: Bringing Women into the Electoral Arena," Chapter 8 in *Gender and Elections*, pp. 210-238

### 18. Campaigns and Elections: Gender Stereotypes & Media Strategies (Mar 24)

Dolan, Deckman, and Swers, *Women and Politics*

Chapter 5, "Women as Candidates for Elective Office," pp. 142-66 and 170-71 ONLY

Bystrom, "Confronting Stereotypes and Double Standards in Campaign Communication," Chapter 4 in *Legislative Women*, pp. 59-83

Bystrom, "Advertising, Web Sites, and Media Coverage: Gender and Communication along the Campaign Trail," Chapter 9 in *Gender and Elections*, pp. 245(bottom)-248 ONLY

Guest Speaker: Jessica Harrell, Ph.D. Candidate, Department of Political Science, Emory University

Recommended:

Lawless, Jennifer L. 2004. "Women, War, and Winning Elections: Gender Stereotyping in the Post-September 11<sup>th</sup> Era." *Political Research Quarterly* 57(3): 479-490. [eJournals]

**19. The Political Geography of Women's Descriptive Representation (Mar 29)**

Sanbonmatsu, "State Elections: Why Do Women Fare Differently across States?" Chapter 10 in *Gender and Elections*, pp. 263-85

Recommended:

Reingold, Beth, Kathleen A. Bratton, and Kerry L. Haynie. 2009. "Descriptive Representation in State Legislatures and Intersections of Race, Ethnicity, and Gender." Paper presented at the American Empirical Series, Stanford Institute for the Quantitative Study of Society. [Reserve]

**20. Linking Descriptive and Substantive Representation: Gender in the Legislature, Part 1 (Mar 31)**

Dolan, Deckman, and Swers, *Women and Politics*

Chapter 7, "Women in Congress and the State Legislatures," pp. 238-56 ONLY

Swers, "Policy Leadership Beyond 'Women's Issues,'" Chapter 7 in *Legislative Women*, pp. 117-133

Recommended:

Dolan, Deckman, and Swers, *Women and Politics*

Chapter 8, "Women in the Executive Branch," pp. 288-96 ONLY

Barnello, Michelle A., and Kathleen A. Bratton. 2007. "Bridging the Gender Gap in Bill Sponsorship." *Legislative Studies Quarterly* 32(3): 449-474. [eJournals]

Reingold, Beth. 2008. "Women as Officeholders: Linking Descriptive and Substantive Representation." In *Political Women and American Democracy*, eds. Christina Wolbrecht, Karen Beckwith, and Lisa Baldez. New York: Cambridge University Press. [Reserve]

**21. Linking Descriptive and Substantive Representation: Gender in the Legislature, Part 2 (Apr 5)**

Fraga et al., "Representing Gender and Ethnicity: Strategic Intersectionality," Chapter 9 in *Legislative Women*, pp. 157-174

Bratton, Kathleen A., Kerry L. Haynie, and Beth Reingold. 2006. "Agenda Setting and African American Women in State Legislatures." *Journal of Women, Politics & Policy* 28(3/4): 71-96. [eJournals]

## **22. Women in Public Office: Guest Panel (Apr 7)**

[No required readings]

Georgia State Representative Mary Margaret Oliver  
 Georgia State Representative Katie Dempsey  
 (and others, TBA)

## **23. Making a Difference: Effecting Policy Change (Apr 12)**

Weldon, S. Laurel. 2004. "The Dimensions and Policy Impact of Feminist Civil Society: Democratic Policymaking on Violence against Women in the Fifty U.S. States." *International Feminist Journal of Politics* 6: 1-28. [eJournals]

Mansbridge, *Why We Lost the ERA*

Chapter 11, "Reaction in the Legislature," pp. 149-164 [Reserve]

Guest Speaker: Maggie Beck-Coon, Research Communications Coordinator, Georgia Commission on Family Violence

### Recommended:

Weldon, S. Laurel. 2002. "Beyond Bodies: Institutional Sources of Representation for Women in Democratic Policymaking." *Journal of Politics* 64(4): 1153-1174. [eJournals]

Weldon, S. Laurel. 2006. "Women's Movements, Identity Politics and Policy Impact: A Study of Policies on Violence Against Women in the 50 U.S. States." *Political Research Quarterly* 58(1): 111-122. [eJournals]

## **24. Making a Difference: Opportunities and Obstacles (April 14)**

Carroll, "Committee Assignments: Discrimination or Choice?" Chapter 8 in *Legislative Women*, pp. 135-56

Smooth, "Gender, Race, and the Exercise of Power and Influence," Chapter 10 in *Legislative Women*, pp. 175-96

Rosenthal, "Climbing Higher: Opportunities and Obstacles Within the Party System," Chapter 11 in *Legislative Women*, pp. 197-220

### Recommended:

Hawkesworth, Mary. 2003. "Congressional Enactments of Race-Gender: Toward a Theory of Raced-Gendered Institutions." *American Political Science Review* 97(4): 529-550. [eJournals]

**25. Linking Descriptive and Substantive Representation: Gender in the Judiciary (Apr 19)**

Dolan, Deckman, and Swers, *Women and Politics*

Chapter 9, "Women in the Judiciary," pp. 304-45 (see esp. pp. 327-33)

Sotomayor, Sonia. 2001. "A Latina judge's voice." The Judge Mario G. Olmos Memorial Lecture presented at a UC Berkeley School of Law symposium titled "Raising the Bar: Latino and Latina Presence in the Judiciary and the Struggle for Representation." Available at: [http://berkeley.edu/news/media/releases/2009/05/26\\_sotomayor.shtml](http://berkeley.edu/news/media/releases/2009/05/26_sotomayor.shtml)

Peresie, Jennifer L. 2005. "Female Judges Matter: Gender and Collegial Decisionmaking in the Federal Appellate Courts." *Yale Law Journal* 114(7): 1759-90. [eJournal]

Recommended:

Boyd, Christina L., Lee Epstein, and Andrew D. Martin. 2010. "Untangling the Causal Effects of Sex on Judging." *American Journal of Political Science* 54(2): 389-411. [eJournal]

Emily Bazelon, "The Place of Women on the Court?" (interview with Justice Ruth Bader Ginsburg) *New York Times Magazine* (July 12, 2009). Available at: <http://query.nytimes.com/gst/fullpage.html?res=9D04E7D9103EF931A25754C0A96F9C8B63>

**26. Catch-up and/or Review (Apr 21)**

[No required readings]

**27. Midterm Exam (Apr 28, 9:30-11 a.m.)**