

POLS 3311
Women & Politics
Spring 2021

Section: B01

Department of Social Sciences
Texas A&M University- Corpus Christi

1 Instructor Information

Shane A. Gleason, PhD
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Office: Bay Hall 339
Phone: 361-825-2168
Virtual Office Hours: On Webex
Virtual Course Location: On WebEx

Office Hours: Mondays: 3:00-5:00pm
Tuesdays 3:00-5:00pm
Wednesdays: 12:30-2:30pm
and by appointment
Physical Class Location: Bay Hall 104
Course Time: 12:30pm to 1:45pm TR

2 Course Description and Purpose

During the Second Continental Congress, future First Lady Abigail Adams wrote her husband to “please remember the ladies.” Future President John Adams and his colleagues seemingly ignored this plea and wrote “all *men* are created equal.” Women then, for much of American history lacked many political and legal rights. Since suffrage in 1920 women have secured many of the same political and legal rights as men. Yet, a number of legal, social, and political differences remain. Indeed, gender remains an important defining aspect of American political and life. The role of gender in politics and law can be seen in areas as disparate as sex-based high school dress codes, candidate evaluations, and the mannerisms which make attorneys successful. In short, gender shapes the social and political world.

In this course, we will focus on how gender shapes politics in areas as wide ranging as political socialization, candidate emergence, behavior in institutions, and the intersection of race and gender. In doing so, we will take a distinctly American focus and we will pay particular attention to scholars working on the boundaries of scholarly understanding. We know, for instance, that women are less likely to run for office; but is this the case for all women? What of women of color?

A key component of this class are your critical reading, writing, and organizational skills. Toward that end, we will read several scholarly articles over the course of the semester in addition to the more conventional textbook, to help build your critical thinking skills. I realize the scholarly literature can be daunting. To this end, we will step through each of these articles in class to familiarize you with the process. Additionally, the emphasis in the exams is applying what we have covered in class to broader contexts. Since writing is a vital skill that is important regardless of your major or eventual career, you will produce a synthesis paper which explores an aspect of gender & politics in greater depth. Feedback and direction will be provided on the synthesis paper throughout the semester.

Student Learning Outcomes

On completion of this course students will be able to:

1. Recall basic facts related to gender & politics
2. Demonstrate understanding of key concepts relating to how institutional design and political behavior shape gender & politics.
3. Read and synthesize the scholarly literature on gender & politics through an applied writing exercise.
4. Explain how intersectional identities shape political outcomes structure shapes judicial behavior.

3 Course Format

This course is heavily readings based, from both the text book and supplemental materials available on Blackboard. While the class is technically lecture based, I find class is more fun when we have a seminar discussion rather than me talking for 75 minutes. Please do the readings in advance. It is okay if you don't understand them fully, but please give it your best effort and come to class with any questions you have.

Depending on class size, we may have to split the class in half for lectures with half present in person and half attending via WebEx. You will have the option to decide how you would like to in the week immediately before the semester begins. If you feel ill (no matter how minor) please participate via WebEx. All lectures will be recorded and available by request. The assumption is, however, that you will participate in the class "live" either in person or via WebEx. Should this not be possible, please reach out to me.

4 Requirements

Text

There is one required book, which the majority of our readings will come from. Other readings are posted on Blackboard and are noted on the course schedule.

The book is available at the campus bookstore; although it is available at a *substantially* lower rate online. To this end, I provide the ISBN for the book below. To allow time for shipping, I will place the first week's readings on Blackboard. After the first week I expect you to have the book and bring it with you to class. Unfortunately, I will not be able to place the books on course reserve at the library.

1. Han, Lori Cox and Caroline Heldman. 2017. *Women, Power, and Politics*. New York: Oxford University Press.
ISBN: 9780190620240

Assessment

This course is worth 100 points which are broken up over several different items

- Exams: 30 points
- Synthesis Paper: 40 points
- Quizzes: 20 points
- “Readings Notes” Forum Participation: 10 points

1. **Exams (30 points)**—There are two exams, each is worth 15 points. This is to say each exam is worth a letter grade and a half. Exams will consist of short answer prompts and essays. Both exams are take-home. One week before the due date for the exam, I will post to Blackboard two essay questions and five short answer prompts. You must write on one of the essay questions and three of the short answer prompts. The exams are open book and open note, but you must work individually. The first exam is due at 11:59pm on Friday March 12. The second exam is due by the end of the final exam time slot as assigned by the University. All exams are turned in simply by uploading them to Blackboard. Please use .pdf format. Your name **must** be on the uploaded file.
2. **Synthesis Paper (40 points)**— Instead of a research paper, you will produce a synthesis paper that overviews the scholarly literature in one area of gender & politics. For instance, you might be really interested in candidate emergence or the role attorney gender plays in judicial-decision making. I encourage you to write on the topic you find most interesting (research is more fun when you enjoy what you’re researching!). Since this is a big project, it will be broken up into several smaller assignments spaced roughly evenly over the course of the semester. The goal is to help lay the foundation for your capstone project. I will provide you feedback at each step along the way, which will help guide you as you move forward. More details are provided in the Synthesis Paper Project handout on Blackboard. For now though, suffice to say that the Statement of Interest is due February 5, the Proposal is due February 26, the Rough Draft is March 26, and the Final Draft is due April 23.
3. **Quizzes (20 points)**— Most weeks throughout the semester will have an associated Blackboard quiz. All quizzes are due Thursdays at 12:30pm, which is to say just before class begins. The quiz will cover material from that week’s readings and lectures (which includes the Thursday readings we haven’t discussed in class just quite yet. All quiz questions are multiple choice and open note. Since the quizzes are timed at 10 minutes, it is a good idea to review your notes and readings before you begin the quiz. The quizzes are designed such that if you do the readings and pay close attention to the lectures, the quizzes should be easy. A full schedule of quiz dates is available on Blackboard.
4. **“Readings Notes” Forum Participation (10 points)**— In order to contribute to the discussion and to get the most out of lecture, it is necessary to do the assigned readings in advance of class. It is not, however, enough to just passively read; take notes in the margins, jot a few summary lines. Think about how the readings relate to each other. To acclimate you to this process of actively engaging the literature, most days will have an associated forum where you should quickly reply to a short prompt about the readings. You will also reply to at least one of your classmates’ posts. This is due before the start of class. Six times over the course of the semester, I will grade your forum posts for completeness and effort. These dates

are not announced in advance. Each instance is worth 2 points (meaning if you do all six you can get 2 points extra credit. More details are available in the “Reading Notes” Forum Participation handout on Blackboard.

Assessment Scale

A: 90-100	B: 80-89.9	C: 70-79.9	D: 60-69.9	F: <59.9
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5 COVID-19 & This Class

Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University- Corpus Christi has adopted policies and practices for the Spring 2021 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring- Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- Face Coverings- Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy (https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf) and Frequently Asked Questions (FAQ) (<https://www.tamucc.edu/fall-2020/face-coverings-faq/>) available on the Fall 2020: Plans for Campus (<https://www.tamucc.edu/fall-2020/>) website.
- Classroom Ingress/Egress- Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- Physical Distancing- Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that days class remotely for all students.

Attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given the concerns about COVID-19.

Please contact me if you are unable to attend class because you are ill or unable to attend class due to a related issue. It is important that you communicate with me prior to being absent so that I may make a decision about accommodating your request to be excused from class.

If you are experiencing cough, shortness of breath or difficulty breathing, fever, or any of the other possible symptoms of COVID-19, please seek medical attention from the Student Health Center (361) 825-2601 or your health care provider. If you have questions about what actions to take due to symptoms or potential exposure, contact If you have received positive test results, please report it to TAMU-CC COVID-19 Report Form (https://tamucc.co1.qualtrics.com/jfe/form/SV_80S6giUvJo863fD). While attendance is an important part of succeeding in this class, your own health (and those of others in the community) is more important.

Class Recordings

Synchronous (live) sessions in this course will be recorded for students to refer to throughout the semester. Class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside of class or outside of Blackboard. Failing to follow this restriction is a violation of the TAMU-CC Student Code of Conduct and could lead to disciplinary action.

Sensitive Topics

Since politics is a reflection of the society in which we live, we will cover several topics which touch on topics which might be sensitive such as the role of sexual assault allegations in judicial confirmation hearings and reproductive health policy such as abortion. These topics are included because we cannot adequately study gender and politics without covering them. My personal policy is to remain neutral (I'm a political scientist, emphasis on the second word). I encourage disagreement, but it must be done in a respectful way. You have my assurance that I will do everything reasonably related to keeping these discussions civil and academic. I know aspects of this course may be emotionally difficult. You may personally connect with or be affected by some of the material covered in this course, so I urge you to identify a support system outside of this class. I am happy to meet with you to discuss any concerns or accommodation needs, but I also encourage you to seek out confidential or other resources.

6 Course Policies

Contacting the Instructor

I am happy to help you either via e-mail, or during office hours. If my office hours do not fit your schedule let me know and we can schedule a meeting at a time that is more convenient. If you come to office hours you should come prepared; bring your book, notes, and read the material in advance. If you contact me via e-mail, I will respond within 48 hours, though in most cases it will be less than six hours. Should you not hear from me after 48 hours, feel free to send a follow-up. However, in any e-mail you must identify yourself and use proper format which consists of an opening (As simple as the recipient's name), a closing (as simple as your name), and a descriptive subject line. If you do not follow that convention or if you use Internet shorthand (ie: "u" instead of "you,") I will not reply to the message.

Make-up Exams and Assignments

To qualify for a make-up test a student must notify me of the absence in advance via e-mail and provide documentation. Make-up exams will be a written research paper. The onus is on the student for a make-up exam. I will not seek you out to let you know you missed an exam.

Extra Credit

The only extra credit I offer is a one point increase for each of the writing assignments (remember, the course is only worth 100 points) for consulting with the writing center for your paper. Appointments are usually necessary. Just screenshot your confirmation and place it at the end of your paper.

Academic Honor Code

Students are expected to uphold the Academic Honor Code published in the University Student Handbook. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Violations of the Academic Honor Code will not be tolerated.

Academic dishonesty, cheating, and plagiarism of any kind are unacceptable. There are no exceptions. Consequences for academic dishonesty, cheating, and plagiarism include, but are not limited to, a failing grade for an assignment or exam, a failing grade for the course, noncredit for an assignment or exam, additional work, and/or direct referral to university officials.

If academic dishonesty, cheating, or plagiarism is suspected on any assessment, the instructor reserves the right to impose restrictions and make changes on future assessments for an individual and/or the entire class as needed.

Please also note that the university requires that faculty members formally report all instances of academic misconduct. Here are the official procedures: http://judicialaffairs.tamucc.edu/assets/procedure_academicmisconductcases.pdf

Academic dishonesty includes, but is not limited to, the use of unauthorized information during a quiz or exam, plagiarism, submitting the same paper for multiple courses without permission, or depriving another student of the ability to perform his or her work. The term cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, plagiarism; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff. The term plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. If you have questions about the university's policy on academic dishonesty, please see

the Student Code of Conduct at <http://judicialaffairs.tamucc.edu/StudentCofC.html>.

Please note “plagiarism” includes intentionally, knowingly, or carelessly presenting the work of another as one’s own. Additionally, the procedure has been updated to reflect the Academic Integrity Committee as the body to consider grade appeals and academic misconduct cases, as well as identifies the selection process of committee members. Detailed information can be found on the University Handbook of Rules and Procedures website. Contact for interpretation or clarification is the Associate Vice President for Academic Affairs.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Student Caregivers: If you have caregiving responsibilities (e.g., parent of a child or care for elderly parents) and you anticipate scheduling difficulties, please discuss this with me the beginning of the semester to work out an appropriate strategy in advance.

Sexual Assault & Gender Based Discrimination

TAMUCC faculty is fully committed to supporting students and upholding an environment free of sexual violence and gender based discrimination. If a student chooses to confide in faculty (or other entities on campus) regarding an issues of sexual violence, dating violence, domestic violence and stalking it should be understood that faculty members are often obligated to report this information. Students can choose to disclose their experience confidentially to the following resources:

- University Counseling Center
- Student Health Center

Academic Advising (for students with a majors in the College of Liberal Arts)

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation **WILL NOT** automatically result in your being dropped from the class. **April 16, 2021** is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, <http://cla.tamucc.edu/about/student-resources.html>.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: cell phones, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you need a cell phone for emergency purposes, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to stay for the entire period. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, the syllabus includes many sensitive topics which can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly. This is to say you must be respectful, in both content and tone, of diverse opinions and not make

personal or partisan attacks.

Acceptable Comments

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice. These changes may come via e-mail. Make sure to check your university supplied email regularly. You are accountable for all such communications.

7 Tentative Course Schedule

A few notes about reading the course schedule:

- Please do the readings in the order listed on the syllabus
- “*HH*” refers to the required Han & Heldman book
- “(B)” means that reading can be found on Blackboard

Course Introduction

Tuesday January 26– Introduction to the Course

- *No readings*
- *Class does not physically meet*

Making the Personal Political: Women in American Politics Then & Now

Thursday January 28– The Four Waves of Feminism

- HH: Chapter 2
- Stanton, Elizabeth Cady. 1848. “The Declaration of Sentiments.” *Fordham University Modern History Sourcebook*. (B)
- Wollcott, R.J. 2019. “MSU Political Scientist Tried to Trade Academic Guidance for Sex, University Finds.” *Lansing State Journal*. (B)

Tuesday February 2– Awakening a Political Consciousness: Republican Motherhood to the Modern Era

- Baker, Paula. 1984. “The Domestication of Politics: Women and American Political Society.” *American Historical Review*. 89(3): 620-647. (B)
- Jennings, M. Kent. 2006. “The Gender Gap in Attitudes and Beliefs About the Place of Women in American Political Life: A Longitudinal, Cross-Generational Analysis.” *Politics & Gender*. 2(2): 193-219 (B)

Thursday February 4– The Many Types of Feminism

- HH Chapter 3
- Schreiber, Ronnee. 2014. “Understanding the Future of Feminism Requires Understanding Conservative Women.” *Politics & Gender*. 10(2):276-280. (B)

Tuesday February 9– Library Research Tutorial

- Powner, Leanne. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. Congressional Quarterly Press: Washington. (Chapter 3: “Doing Pre-Research”). (B)
- *Class meets asynchronously*

Gender in Society

Thursday February 11– The Difference Between Gender & Sex

- McDermott, Rose and Peter K. Hatemi. 2011. “Distinguishing Sex and Gender.” *PS: Political Science and Politics*. 44(1): 89-92. (B)
- Bittner, Amanda and Elizabeth Goodyear-Grant. 2017. “Sex Isn’t Gender: Reforming Concepts and Measurements in the Study of Public Opinion.” *Political Behavior*. 39: 1019-1041. (B)

Tuesday February 16– Descriptive & Substantive Representation

- Wangnerud, Lena. 2009. “Women in Parliaments: Descriptive & Substantive Representation.” *Annual Review of Political Science*. 12: 51-69 (B)
- Badas, Alex and Katelyn E. Stauffer. 2018. “Someone Like Me: Descriptive Representation and Support for Supreme Court Nominees.” *Political Research Quarterly*. 71(1): 127-142. (B)

Thursday February 18– Gender & Culture

- HH Chapter 4
- Campbell, David. 2006. “See Jane Run: Women Politicians as Role Models for Adolescents.” *Journal of Politics*. 68(2):233-247. (B)

Tuesday February 23– Male Gender Traits

- Coffe, Hilde. 2019. “Gender, Gendered Personality Traits and Radical Right Populist Voting.” *Politics*. 39(2): 170-185. (B)
- Gill, Rebecca D., Michael Kagan, and Fatma Marouf. 2019. “The Impact of Maleness on Judicial Decision Making: Masculinity, Chivalry, and Immigration Appeals.” *Politics, Groups, & Identities*. 7(3): 508-528. (B)

Thursday February 25– Gender & Political Participation

- HH Chapter 5
- Ondercin, Heather L. 2017. “Who is Responsible for the Gender Gap? The Dynamics of Men’s and Women’s Democratic Macropartisanship, 1950-2012.” *Political Research Quarterly*. 70(4): 749-761. (B)

Tuesday March 2– Gender & Communication

- Holman, Mirya and Anna Mahoney. 2018. “Stop, Collaborate, and Listen: Women’s Collaboration in US State Legislatures.” *Legislative Studies Quarterly*. 43(2): 179-206. (B)

Thursday March 4– Gender & Non-Verbal Communication

- Guest lecture from Dr. Diana K. Ivy, Professor of Communication, TAMU-CC

Women on the Campaign Trail & In Office

Tuesday March 9– Running for Office & Candidate Emergence

- HH Chapter 6
- Dolan Kathleen and Michael Hansen. 2018. “Blaming Women or Blaming the System? Public Perceptions of Women’s Underrepresentation in Elected Office.” *Political Research Quarterly*. 71(3): 668-680 (B)

Thursday March 11– Gender Stereotypes and Candidate Evaluation

- Sanbonmatsu, Kira. 2002. “Gender Stereotypes and Vote Choice.” *American Journal of Political Science*. 46(1): 20-34. (B)
- Bauer, Nichole M. “Emotional, Sensitive, and Unfit for Office? Gender Stereotype Activation and Support for Female Candidates.” *Political Psychology*. 36(6): 691-708. (B)

Women in Political Legislatures & The Executive

Tuesday March 16— Women in Legislatures

- HH Chapter 7
- 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): 478-493. (B)

Thursday March 18– Women as Executives

- HH Chapter 8
- Jalalzai, Farida and Mona Lena Krook. 2010. “Beyond Hillary and Benazir: Women’s Political Leadership Worldwide.” *International Political Science Review*. 31(1): 5-21. (B)

Women in the Legal Profession

Tuesday March 23– From Belva Lockwood to On the Basis of Sex

- Norgren, Jill. 2018. *Stories from Trailblazing Women Lawyers: Lives in the Law*. New York: New York University Press. (*excerpts*) (B)

Thursday March 25– Gender & Judicial Decision-Making

- HH Chapter 9

Tuesday March 30– Perceptions of Competence

- Boyd, Christina L., Paul M. Collins, and Lori A. Ringhand. 2018. “The Role of Nominee Gender & Race at the U.S. Supreme Court.” *Law & Society Review*. 52(4): 871-901. (B)

Thursday April 1– Female Lawyers & the Performance of Gender

- Sarver, Tammy A., Erin B. Kaheny, and John J. Szmer. 2007-2008. “The Attorney Gender Gap in U.S. Supreme Court Litigation.” *Judicature*. 91(5): 238-250. (B) -
- Gleason, Shane A. 2020. “Beyond Mere Presence: Gender Norms in Oral Arguments at the U.S. Supreme Court.” *Political Research Quarterly*. 73(3):596-608. (B)

Tuesday April 6– Critical Mass & Its Critics

- Collins, Paul M., Kenneth L. Manning, and Robert A. Carp. 2010. “Gender Critical Mass, and Judicial Decision Making.” *Law & Policy*. 32(2): 260-281. (B)
- Beckwith, Karen and Kimberly Cowell-Meyers. 2007. “Sheer Numbers: Critical Representation Thresholds and Women’s Political Representation.” *Perspectives on Politics*. 5(3): 553-565. (B)

Thursday April 8– The Contagion Effect

- Haire, Susan B. and Laura P. Moyer. 2015. *Diversity Matters: Judicial Policy Making in the U.S. Courts of Appeals*. Charlottesville, VA: University of Virginia Press. (*excerpts*). (B)
- Glynn, Adam N. and Maya Sen. 2015. “Identifying Judicial Empathy: Does Having Daughters Cause Judges to Rule for Women’s Issues?” *American Journal of Political Science*. 59(1):37-54. (B)

Intersectionality

Tuesday April 13– At the Intersection of Gender & Race

- Crenshaw, Kimberle. 2016. “The Urgency of Intersectionality.” *TED Talks* (B)¹
- Prindeville, Diane-Michele. 2004. “Feminist Nations? A Study of Native American Women in Southwestern Tribal Politics.” *Political Research Quarterly*. 57(1): 101-112. (B)

Thursday April 15– Toward Intersectional Institutions

- Holman, Mirya R. and Monica C. Schneider. 2018. “Gender, Race, and Political Ambition: How Intersectionality and Frames Influence Interest in Political Office.” *Politics, Groups, & Identities*. 6(2): 264-280. (B)
- Silva, Andrea and Carrie Skulley. 2019. “Always Running: Candidate Emergence Among Women of Color Over Time.” *Political Research Quarterly*. 72(2): 342-359. (B)

¹This TED Talk is based on Crenshaw, Kimberle. 1990. “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color.” *Stanford Law Review*. 43: 1241-1299.

Tuesday April 20– Intersectionality in Courts & Legislatures

- Collins, Todd and Laura Moyer. 2008. “Gender, Race, and Intersectionality on the Federal Appellate Bench.” *Political Research Quarterly*. 61(2): 219-227 (B)
- Brown, Nadia E. 2014. “It’s More Than Hair... That’s Why You Should Care”: The Politics of Appearance for Black Women State Legislators.” *Politics, Groups, & Identities*. 2(3): 295-312. (B)

Thursday April 22– Making the Personal Political: Case Studies in Intersectionality

- Davis, Rebecca Shriver. 2017. *Justice Leah Ward Sears: Seizing Serendipity*. Athens, GA: University of Georgia Press (*Excerpts*) (B)
- Sotomayor, Sonia. 2010. *My Beloved World*. New York: Alfred A. Knopf. (*Excerpts*) (B)

Contemporary Issues in Gender & Politics

Tuesday April 27– Gender, Class, Economics, & Politics

- HH Chapter 10

Thursday April 29– Reproductive Rights

- HH Chapter 11
- Ruppanner, Leah, Gosia Mikolajczak, Kelsey Kretschmer, and Christopher T. Stout. 2019. “Gender Linked Fate Explains Lower Legal Abortion Support Among White Married Women.” *PLoS ONE*. 14(10): 1-16. (B)

Tuesday May 4– Gender Based & Sexual Violence

- HH Chapter 12
- Costa, Mia, Trevor Briggs, Ajaipal Chahal, Jonathal Fried, Rijul Farg, Sophia Kriz, Leo Lei, Anthony Milne, and Jennah Slayton. 2020. “How Partisanship and Sexism Influence Voters’ Reactions to Political #MeToo Scandals.” *Research & Politics*. 1-8. (B)

Final Exam: Due by 1:30pm on Thursday May 13, via Blackboard