

P SC 3043/WGS 3043: Gender, Power, and Leadership  
University of Oklahoma, Fall 2017

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Class: MWF 11:30am–12:20pm Farzaneh Hall 148  
Office Hours: Fridays 1:30–3:30pm

Gender is one of the most recognizable and important identities in daily life. Yet it has been paid scant attention by political scientists in terms of its role on access to political power, opinion formation, group identity politics, election outcomes, and political representation. This class provides a survey of the literature on gender in American politics. We begin with the interdisciplinary research on the social construction of gender to understand what gender is and is not. Throughout the course we will use those theories to analyze and critique the approaches of quantitative research on gender politics.

My goal is to create a class in which everyone is welcome, included, and able to learn and succeed. Please talk to me if there is something I need to know in order to facilitate a positive and productive learning experience for you.

### Questions

1. Is gender the same as sex? Is gender real? Has it been socially constructed, and does this construction affect our politics?
2. How does gender influence our understanding of social problems?
3. How does gender matter for politics? Does its relevance change across other categories of difference?
4. How does gender matter beyond the individual—in interactions, in institutions, and as structure?

### Goals/Learning Objectives

1. At the end of this course, students will be able to engage theories of the social construction of gender, and be able to discuss gender beyond “sex difference.”
2. Students will learn to apply theories to political problems and gain an analytic perspective of current debates regarding sex/gender.
3. Students will learn to question preexisting ideas about gender as they relate academic writing to their own experiences and views of the world.
4. Students will improve their writing skills through two papers, in which they will be asked to use existing research to craft an interesting argument and then support it with relevant evidence.
5. Working in research teams, students will learn how to ask a research question and develop and test hypotheses using empirical evidence. In other words, students will produce research rather than simply consuming it.

## Course Materials

Meers, Sharon and Joanna Strober. 2013. *Getting to 50/50: How Working Parents Can Have it All*. Jersey City, NJ: Viva Editions. (an earlier edition is fine!)

All other readings for this course are available via Canvas at <https://canvas.ou.edu>. This is also where all your assignments will be submitted.

## Evaluation

- Two midterm papers (30% total)
- Peer review (5%)
- Team research paper (30%)
- Team final presentation (5%)
- Class participation and reading notes (30%)

## Individual Due Dates

- Ongoing: Reading notes, due before the class session in which each reading is discussed
- September 17: Midterm Paper #1
- September 21: Peer Review
- September 28: Midterm Paper #1 Revision
- October 22: Midterm Paper #2

## Final Research Project Due Dates

- September 1: Group and Research Question
- September 10: Annotated Bibliography and Idea for Methodology
- October 16: Literature Review and Methodology
- November 16: Research Findings
- December 3: Final Research Project

## Midterm Papers

You will receive prompts for your midterm papers at least one week before the due date. After submitting your first midterm paper, each student will receive another student's anonymized paper to provide critical and substantive feedback. Students will then incorporate the feedback they receive into a final draft. Both drafts will be considered for the final grade. For the second midterm paper, you should incorporate what you've learned about providing critical, substantive feedback into your own writing process.

All papers for this course should use standard formatting (12-point font, Times New Roman, double-spaced) and include a citations page. There is a citation guide available on Canvas to help you with proper formatting. Use it!

## Final Project

You will form a group of 3–4 and choose a political outcome that interests you (this could be anything from political representation to public goods provision to voter behavior) and research

how gender affects this outcome. For example, you could ask whether gender attitudes shaped voter decisions in the 2016 presidential election. Or, how gender affects the framing of a public policy such as health care.

A successful project will make use of the readings as well as outside sources to examine the social construction of gender on multiple levels to analyze the topic of interest. Your research should be question-driven and should use existing research and data to make an original argument. Each group's final paper will be 20–25 pages including references and any figures. Additionally, each group will give a presentation of their research to the class, which will count for 5% of the final course grade.

Your final paper will be due the last day of the semester prior to dead week: Sunday, December 3 by 11:59pm. In order to make sure each group is progressing with their project, there are several deadlines along the way. Each deadline is noted in the syllabus. Note that these deadlines are requirements not suggestions.

## Participation

Attendance is obviously an important part of your class participation. However, merely sitting in a classroom does not qualify as excellent, or even sufficient, participation. This class has some lecture, but is largely a seminar which requires excellent, critical, and active participation from each of us.

Good participation will not only challenge you, but will improve the learning experience of everyone else in class. Granted, “good participation” is a very amorphous concept. If you have any questions about how you could improve your contribution to our discussion, I would be happy to talk with you at any point. Below are the types of questions/statements that can contribute to a productive learning environment. This list is in no way exhaustive, but may prove helpful to you:

1. Questions you ask in an effort to better understand the course material— if you're confused, someone else probably is too!
2. Questions and comments about the validity or strength of an author's argument or evidence.
3. Questions and comments that deal with how course materials relate to each another.
4. Questions and comments that tie readings and lectures to current events and ideas from outside the course.

In order to facilitate your participation, you will submit notes on the readings we do. Taking useful notes is a skill that requires practice. To aid you in this practice, I recommend trying to make note of the following from your readings:

- What is the central question(s) being asked? This is known as the *research question*.
- What is the outcome of interest? This is known as the *dependent variable*.
- What explains the outcome of interest? This is known as the *independent variable*.
- What is the *argument*? Why does the author think that the independent variable affects the dependent variable?
- What are the *findings*? What pieces of evidence support the author's argument? What evidence goes against the argument?
- What are your critiques of the study?

- What new questions does this work make you think about? What kind of research project could you undertake to answer these questions?
- Any key terms that are new to you.

These suggestions for your reading notes are posted on Canvas under “Course Materials.” **This will add time to your reading, but it will help you learn to engage with scientific writing and retain the materials.** Furthermore, this will provide you with excellent notes as you write your midterm papers and final projects! **You must submit your notes to Canvas each week, updating the same file.** This means by the end of the semester you will have one file with notes on every reading for the semester. These reading notes will count toward your total participation grade. Reading notes should be clearly labeled with the author’s name and the title of the work.

Come to class prepared! Always bring your notes and all of the day’s readings to class with you. Having the course materials readily available to you facilitates better discussion and helps you to be more engaged with the material as you can refer directly to the text. **If you do not have your materials with you in class, you are not earning participation points.**

I hope that you will be excited by the relevance of our class to current events. During the week, if you come across a news story relevant to our course content please post it to our course website with your thoughts on the article. By contributing articles, you can earn extra participation points.

### **Technology Policy**

You may use a laptop or tablet to take notes in class. However, you need to read the article “Why Smart Kids Shouldn’t Use Laptops in Class” to understand the potential negative effects of having technology in the class. By bringing a computer to class you are agreeing to use it only to take notes, not to surf the web, look at social media, or check your email. If I need to remind you not to do this, you will be asked to leave your laptop in your bag. You should not have your phone out in class. Do not plan to use your phone to look at readings.

### **Absence Policy**

I understand that illnesses and family obligations happen, and it can sometimes be necessary to miss class. However, I ask that you notify me 24 hours ahead of time when you will miss a class. For these **excused absences** you can make them up by posting your analysis of that day’s readings on Canvas **before your absence** so that your classmates can see your thoughts. The quality of your publicly posted analysis will be used for your participation points. **Unexcused absences cannot be made up.**

### **Be on Time—Both You and Your Assignments**

I expect punctuality from everyone in this class. Chronic or excessive lateness will be treated as at least one unexcused absence.

Late paper submissions will be penalized at a rate of one grade step for every 24 hours (e.g. an A- would become a B+). A paper is late as soon as the deadline for the assignment has passed.

## Academic Integrity

I fully expect all students to exhibit integrity as relates to both written work and in-class behavior. Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort. Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. It specifically includes cheating, plagiarism, fabrication, fraud, destruction of property, and bribery or intimidation, as well as assisting others or attempting to engage in such acts. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. "I didn't mean to" is never an excuse for academic misconduct.

This, of course, means that your written work must be your own. **Academic dishonesty is insulting to both you and me and will not be tolerated.** If you are unclear about what constitutes plagiarism, please ask me. It is your responsibility to make sure that you exhibit integrity. For more information on academic integrity, visit [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html).

## Office Hours

Office hours are for you. They are a time to stop by my office to ask about something you didn't understand from the reading, to discuss paper ideas, or just to check in with me. I hold my office hours on a drop-in basis, so you do not need to schedule a meeting with me during that time. You can schedule a meeting with me outside office hours, but I am not available for drop-ins outside office hours.

Please do not email me to ask when my office hours are held. They are on the top of this syllabus, which is permanently available on Canvas.

## Email Policy

As part of my responsibility to you, I will respond to your emails as soon as possible. I typically respond to emails very quickly, but be prepared to allow up to 24 hours. Emails sent over the weekend may not be responded to until Monday.

Please take a close look at the article posted to Canvas titled "Advice for Students So They Don't Sound Silly in Emails." Part of college is learning how to prepare for the professional world. Email communication with your faculty is a great time to practice this!

## Campus Resources and Support Services

A variety of resources are available here at OU to ensure that you excel in both your academic and social development.

There are multiple sources of **academic support** on campus. Please explore the mentoring, tutoring, writing consultations, study skill seminars, etc. that are available to you.  
<http://www.ou.edu/graduatesooner/resources/tutoring.html>

Goddard Health Services and the University Counseling Center are available for assistance with **medical and mental health issues**. Please visit their website for information on specific services and resources. <http://www.ou.edu/healthservices.html>

### **Students with Documented Disabilities**

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities who require accommodations in this course should speak with me immediately after the term begins so that we can discuss the accommodations necessary for you to participate fully in the class and to otherwise facilitate your educational opportunities. Students with disabilities must be registered with the Disability Resource Center prior to receiving accommodations in this course. The Disability Resource Center is located in Goddard Health Center, Suite 166; telephone: (405) 325-3852. <http://www.ou.edu/drc/home.html>

### **Religious Holidays Policy**

It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.

### **Adjustments for Pregnancy/Childbirth Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/eoo/faqs/pregnancy-faqs.html> for commonly asked questions.

### **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no contact orders, scheduling adjustments and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office (405) 325-2215 (8:00am–5:00pm) or the Sexual Assault Response Team (405) 615-0013 (24/7) to learn more or to report an incident.

### **A Final Note**

If something comes up during the semester and you are struggling to fulfill your expectations in my class, *please* come talk to me as early as possible. It is always easier to deal with a problem earlier rather than later.

**Reading Schedule** A quick note on how to read a syllabus: Each reading is listed under the date for which you should complete the reading and notes. The date is the class day on which we will be covering a given reading. For example, by the time you come to class on August 23, you must have read and taken notes on Ferree and Hess.

### **August 21: Introduction to Gender, Power, and Leadership**

- AT HOME: Review items on Canvas
  - Syllabus
  - Advice for students so they don't sound silly in emails
  - Why smart kids shouldn't use laptops in class
  - APSA Style Guide
  - Taking Useful Notes on Readings
  - Academic Integrity materials
  - Then sign and return the last page of this syllabus.

### **August 23: What is Gender?**

- Ferree, Myra Marx and Beth B. Hess. 1987. "Introduction." In *Analyzing Gender: a Handbook of Social Science Research*, eds. Beth B. Hess and Myra Marx Ferree. Newbury Park, CA: Sage Publications.

### **August 25: What is Gender?**

- Connell, R.W. 1987. *Gender and Power: Society, the Person, and Sexual Politics*. Stanford, CA: Stanford University Press. (pp. 183–188)

### **August 28: What is Gender?**

- Risman, Barbara A. 1998. *Gender Vertigo: American Families in Transition*. New Haven, CT: Yale University Press. (Chapter 2)

### **August 30**

- Come to class with a potential research idea

### **September 1: Group Work Day**

- Meet with your research team to refine your research idea

**FINAL RESEARCH TEAM AND PRELIMINARY RESEARCH QUESTION DUE  
FRIDAY, SEPTEMBER 1 AT 12:30PM**

### **September 4: LABOR DAY**

- Enjoy your holiday!

### **September 6: What is Gender?**

- Ridgeway, Cecilia. 2011. *Framed by Gender: How Gender Inequality Persists in the Modern World*. New York: Oxford University Press. (Chapters 1 and 2)

### **September 8: What is Gender?**

- hooks, bell. 1981. *Ain't I a Woman? Black Women and Feminism*. Boston: South End Press. (Introduction)
- Lopata, Helena Z. and Barrie Thorne. "On the Term 'Sex Roles.'" *Signs*, 3(3): 718-721.

**ANNOTATED BIBLIOGRAPHY AND IDEA FOR METHODOLOGY DUE  
SUNDAY, SEPTEMBER 10 AT 11:59PM**

### **September 11: What is Gender?**

- Ferguson, Ann. 2000. *Bad Boys: Public Schools in the Making of Black Masculinity*. Ann Arbor: University of Michigan Press. (Chapter 5)
- Coventry, Martha. 2000. "Making the Cut." *Ms.* 10(6): 52-60.

### **September 13: What is Gender?**

- Schilt, Kristen. 2010. *Just One of the Guys? Transgender Men and the Persistence of Gender Inequality*. Chicago: The University of Chicago Press. (Chapter 1, 6)

**September 15: Identity and Consciousness—Observational Data Day!**

- Gurin, Patricia. 1985. “Women’s Gender Consciousness.” *Public Opinion Quarterly*, 49: 143–63.

**MIDTERM 1 DUE SUNDAY, SEPTEMBER 17 AT 11:59PM**

**September 18: Identity and Consciousness**

- Writing Day! No reading.

**September 20: Identity and Consciousness**

- Simien, Evelyn M. and Rosalee A. Clawson. 2004. “The Intersection of Race and Gender: an Examination of Black Feminist Consciousness, Race Consciousness, and Policy Attitudes.” *Social Science Quarterly* 85(3): 793–810.

**PEER REVIEW DUE THURSDAY, SEPTEMBER 21 AT 11:59PM**

**September 22: Identity and Consciousness**

- Harris-Perry, Melissa V. 2011. *Sister Citizen: Shame, Stereotypes, and Black Women in America*. New Haven: Yale University Press. (Chapters 1, 2, 5)

**September 25: Stereotypes and Prejudice**

- Carli, Linda L. and Alice H. Eagly. 1999. “Gender Effects on Social Influence and Emergent Leadership.” In *Handbook of Gender in Organizations*, ed. G. Powell. Thousand Oaks, CA: Sage.
- Bracic, Ana, Mackenzie Israel-Trummel, and Allyson Shortle. 2017. “Is Sexism for White People? Gender Stereotypes, Race, and the 2016 Presidential Election.” Working paper.

**September 27: Stereotypes and Prejudice**

- Sanbonmatsu, Kira. 2002. “Gender Stereotypes and Vote Choice.” *American Journal of Political Science*, 46(1): 20–34.
- 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.

**MIDTERM 1 REVISION DUE THURSDAY, SEPTEMBER 28 AT 11:59PM**

**September 29: Group Work Day**

- Come prepared to work in your research teams!

**October 2: Stereotypes and Prejudice**

- Winter, Nicholas J.G. 2008. *Dangerous Frames: How Ideas About Race and Gender Shape Public Opinion*. Chicago: University of Chicago Press. (Chapters 1, 3 (pgs. 33-37; 41-46), Chapter 6)

**October 4: Stereotypes and Prejudice—Experimental Methods Day!**

- Come prepared to work in your research teams!

**October 6: Gender and Mass Behavior**

- Burns, Nancy, Kay Lehman Schlozman, and Sidney Verba. 2001. *Private Roots of Public Action: Gender, Equality, and Political Participation*. Cambridge: Harvard University Press. (Chapters 1, 3)

**October 9: Gender and Mass Behavior**

- 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*, 51(1): 49–62.
- Jones-Correa, Michael. 1998. “Different Paths: Gender, Immigration and Political Participation.” *The International Migration Review* 32(2): 326–349.

**October 11: Gender, Media, and Campaigns— Content Analysis Day!**

- Come prepared to work in your research teams!

**October 13: OU-TEXAS GAME HOLIDAY**

- Enjoy your weekend!

**October 16: Group Work Day**

- Come prepared to work in your research teams!

**LITERATURE REVIEW AND METHODOLOGICAL APPROACH DUE  
MONDAY, OCTOBER 16 AT 11:59PM**

### **October 18: Gender, Media, and Campaigns**

- Conroy, Meredith, Sarah Oliver, Ian Breckenridge-Jackson, and Caroline Heldman. 2015. “From Ferraro to Palin: Sexism in Coverage of Vice Presidential Candidates in Old and New Media.” *Politics, Groups, and Identities*, 3(4): 573–591.

### **October 20: Gender, Media, and Campaigns**

- Herrnson, Paul S., J. Celeste Lay, and Atiya Kai Stokes. 2003. “Women Running as Women: Candidate Gender, Campaign Issues, and Voter-Targeting Strategies.” *The Journal of Politics*, 65(1): 244-255.

## **MIDTERM 2 DUE SUNDAY, OCTOBER 22 AT 11:59PM**

### **October 23: Gender and Representation**

- Mariani, Mack, Bryan W. Marshall, and A. Lanethea Mathews-Schultz. 2015. “See Hillary Clinton, Nancy Pelosi, and Sarah Palin Run? Party, Ideology, and the Influence of Female Role Models on Young Women.” *Political Research Quarterly* 68(4): 716–731.

### **October 25: Gender and Representation**

- Brown, Nadia E. 2014. *Sisters in the Statehouse: Black Women and Legislative Decision Making*. New York: Oxford University Press. (Chapters 2, 4)

### **October 27: Group Work Day**

- Come prepared to work in your research teams!

### **October 30: Gender and Representation**

- 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.

### **November 1: Gender and Representation**

- Mansbridge, Jane. 1999. “Should Blacks Represent Blacks and Women Represent Women? A Contingent ‘Yes.’ ” *Journal of Politics*, 61(3): 628-657.

### **November 3: Group Work Day**

- Come prepared to work in your research teams!

### **November 6: Gender and Intersectionality**

- Hancock, Ange-Marie. 2007. “When Multiplication Doesn’t Equal Quick Addition: Examining Intersectionality as a Research Paradigm.” *Perspectives on Politics*, 5(1): 63-79.
- Strolovitch, Dara Z. 2006. “Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender.” *Journal of Politics*, 68(4): 894–910.

### **November 8: The Future of Gender Inequality**

- Schilt, Kristen. 2010. *Just One of the Guys: Transgender Men and the Persistence of Gender Inequality*. Chicago: University of Chicago Press. (Chapter 7)
- Kimmel, Michael. “Epilogue: A gendered society?” from *The Gendered Society*, 4th edition. 2011. New York: Oxford University Press.

### **November 10: Group Work Day**

- Come prepared to work in your research teams!

### **November 13: The Future of Gender Inequality**

- Snyder-Hall, R. Claire. 2008. “The Ideology of Wifely Submission: A Challenge for Feminism?” *Politics & Gender*, 4: 563–586.

### **November 15: Group Work Day**

- Come prepared to work in your research teams!

**RESEARCH FINDINGS DUE THURSDAY, NOVEMBER 16 AT 11:59PM**

### **November 17: Achieving Gender Equality**

- Meers, Sharon and Joanna Strober. 2013. *Getting to 50/50: How Working Parents Can Have it All*. Jersey City, NJ: Viva Editions. (first half of the book)

### **November 20: Group Work Day**

- Come prepared to work in your research teams!

**FINAL PROJECT DUE SUNDAY, DECEMBER 3 AT 11:59PM**

### **November 27– December 8: Final Presentations**