

GVPT888G
Fall Semester 2016
Email: ialcaniz@umd.edu

Instructor Isabella Alcañiz
Mondays 9:30AM-12:15 PM @ TYD 1111
Office Hours: Mondays 1:00-2:00PM & by
appointment @ 3104-A TYD

Graduate Seminar: Gender and Politics

This seminar explores key issues of gender inequality in political representation and behavior. The course covers a wide range of questions on the role of gender in politics from a comparative perspective. Students will examine topics such as the adoption and impact of gender quotas in electoral laws, candidate selection and political recruitment, women in the legislature and in the executive, and gender identity and its interaction with ethnicity and religion. The seminar will highlight some of the more novel and interesting methodological approaches to studying the politics of gender and women. A guiding theme of the seminar is inequality, broadly understood. Consequently, students will explore also how gender interacts with the politics of race and class.

Course Requirements

All students must:

- *Attend class well-prepared to discuss ALL the material assigned for the week.
- *Write two short papers that critically discuss and relate two or more of the assigned readings from two weeks. You will present these at the beginning of class in no more than 20 minutes (paper/presentation weeks will be determined the first day of class).
- *For the weeks when you are not the class presenter, you will write 2 critical questions based on the assigned readings. These questions must be open-ended and serve as triggers for class discussion. **Email them to the instructor in an attached file with your name by 6:00 PM the Sunday before class.**
- *Write a final paper. **There are a few options here.** (1) Drawing from the course readings and themes, you may write a new research paper on gender politics (about 10-15 pages long). (2) You may work on an existing paper on gender politics in order to make it publication ready. If you choose this option, there are a few requirements. A) You must discuss this with me within the first month of class and I must sign off on it. B) You must work on it (i.e., change it) in a significant way and it should incorporate a few readings from the seminar. C) The goal must be to send the paper for publication by the end of the semester to a journal of your choice. (3) You may write a review essay of one or more of the course books or articles. Again, the goal is to submit to a journal of your choice by the end of the semester. Book reviews are usually by Editors' request, so if you pick this option, you should contact a journal at the beginning of the semester with your proposal. **Regardless of whether you pick 1, 2 or 3, you will need to turn in a one page "progress report" detailed below under "final research paper" on April 4th.**
- *On April 25th and May 2nd we will workshop your final paper or review essay. You will give a power point presentation of approximately 20-30 minutes, akin to a job talk. A 20 minute Q&A will follow so the rest of the class can give you feedback. The paper is not due then, just the job talk-quality presentation. **The final paper is due Monday May 16th.**

Guidelines for Reading and Writing

*For all assigned readings, students must be able to answer succinctly and clearly the following questions:

- 1) What is the author's research question?
- 2) What is the author's causal argument (or what "causal mechanisms" does s/he advance)?
- 3) What are the author's main findings?
- 4) How does the author arrive to these findings (or what methods does s/he use)?
- 5) In what larger theoretical/policy debate is the work embedded?

*Critical paper and Presentation

In this paper, students must connect and discuss at least 2-3 of the assigned readings of the week by offering their own **critical** take on the authors' arguments. The paper must not be descriptive as everyone has read the assigned materials already. A good paper is one that quickly and efficiently recaps the authors' main points and then picks one or two to tackle in depth and link to other readings. Students must email the paper to the instructor by 6:00PM the day before class. Approximate length: 4-5 pages long.

In-class presentation: 15-20 minutes at the beginning of class. A good presentation is one that shapes class discussion that day, deepens our understanding of the author, and furthers our knowledge on a topic. Don't read your paper, rather give us the main highlights. Each student will write and present two critical papers over the semester. Weeks will be assigned to presenters on the first day of class.

*Final research paper

To write this paper, students must begin by formulating a relevant and viable research question. The paper must offer a tentative answer (or argument) that is *grounded in the literature covered by this seminar*. Students must indicate how they plan on carrying out the necessary research to test their argument (or hypotheses), but can stop short of actual data analysis. However, the paper needs to be viable. Consequently, the student must identify the appropriate, relevant data. Approximate length: 10-15 pages.

A one page outline of the paper, stating the research question, a summary of the central argument, relevant data, and bibliographical sources, is due in class on April 4th. Final Research Paper is due on Monday May 16th by 12 noon in my office. Same deadlines apply for the "for publication" paper/review essay.

*Review Essay

To write this, students should start with a clear theoretical question to help organize the discussion of the book or group of articles. A good review essay critically places the book or articles in their broader theoretical context and literature. To get a sense, look over the review piece by Rose McDermott in Week 13. Keep in mind that different journals have different requirements, so make sure you check the one that interests you for information.

*"Job talk" Presentation

Presentation: 20'-30' Power Point presentation. Imagine you are asked to give a job talk on your paper/review essay. Order of presentation will be decided first day of class.

Course Evaluation is based on the following:

20% of final grade, short paper and presentation

20% of final grade, short paper and presentation

30% of final grade, research paper.

10% of final grade, “job talk” presentation.
20% of final grade, class participation throughout the semester.

Attendance Notice

All students are expected to attend class each and every time we meet. Only a highly contagious or severely grave disease is a valid excuse to miss class. As a significant percentage of your final grade depends on class participation, and you can only contribute to class discussion if you are present, it follows you cannot afford to be absent.

All readings, other than the assigned books, are available on Elms. If you want to purchase the assigned books you can do so through the University of Maryland Bookstore or Amazon.

Week 1 January 25

Class Expectations

Week 2 February 1

Introduction to Gender Politics

Mansbridge, J. (1999). "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.'" *Journal of Politics* 61 (3): 628-657.

Schwandt-Bayer, L. A. (2010). "Comparison and Integration: A Path toward a Comparative Politics of Gender." *Perspectives on Politics* 8 (1): 177-182.

Grey, S. (2006). "Numbers and Beyond: The Relevance of Critical Mass in Gender Research." *Politics & Gender* 2 (4): 492-501.

Weldon, S. L. (2006). "The structure of intersectionality: A comparative politics of gender." *Politics & Gender*, 2 (2): 235-248.

Beckwith, K. (2005). "The comparative politics of women's movements" *Perspectives on Politics*, 3 (3): 583-596.

Week 3 February 8

Political Socialization

Carpenter, D., & Moore, C. D. (2014). "When Canvassers Became Activists: Antislavery Petitioning and the Political Mobilization of American Women." *American Political Science Review*, 108 (3): 479-498.

Norris, P. and R. Inglehart. (2013). "Gendering Social Capital." *Gender and Social Capital*, O'Neill, B. and Gidengil, E. (Eds.): 34-45.

Fox, R. L. and Lawless, J. L. (2014). "Uncovering the origins of the gender gap in political ambition." *American Political Science Review* 108 (03): 499-519.

Schneider, M. C., Holman, M. R., Diekman, A. B., & McAndrew, T. (2015). "Power, conflict, and community: How gendered views of political power influence women's political ambition." *Political Psychology*.

Jordan-Zachery, J. S. (2007). "Am I a black woman or a woman who is black? A few thoughts on the meaning of intersectionality." *Politics & Gender*, 3 (2): 254-263.

Week 4 February 15

Representation and Behavior

Barnes, T. D., and Burchard, S. M. (2012). "Engendering Politics: The Impact of Descriptive Representation on Women's Political Engagement in Sub-Saharan Africa." *Comparative Political Studies*, 46 (7): 767-790.

Inglehart, R. and P. Norris. (2000). "The Developmental Theory of the Gender Gap: Women's and Men's Voting Behavior in Global Perspective" *International Political Science Review* 21 (4): 441-463.

Wangnerud, Lena. (2009). "Women in Parliaments: Descriptive and Substantive Representation." *Annual Review of Political Science* 12:51-69.

Dovi, Suzanne. (2002). "Preferable Descriptive Representatives: Will Just Any Woman, Black, or Latino Do?" *American Political Science Review* 96(4):729-43.

Schwindt-Bayer, L. A. and W. Mishler. (2005). "An Integrated Model of Women's Representation." *Journal of Politics* 67 (2):407-28.

Week 5 February 22

Representation and Institutions

Krook, M. L. and D. O'Brien. (2010) "The politics of group representation: Quotas for women and minorities worldwide." *Comparative Politics* 42 (3): 253-272.

Walsh, D. (2012). "Does the Quality of Democracy Matter for Women's Rights? Just Debate and Democratic Transition in Chile and South Africa." *Comparative Political Studies* 45 (11): 1323-1350.

McDonagh, E. (2002). "Political Citizenship and Democratization: The Gender Paradox." *American Political Science Review* 96 (3): 535-552.

Heath, Roseanna, L. Schwindt-Bayer, and M. M. Taylor-Robinson. (2005). "Women on the Sidelines: The Rationality of Isolating Tokens," *American Journal of Political Science* 49 (2): 420-36.

Morgan, J., & Buice, M. (2013). "Latin American Attitudes toward Women in Politics: The Influence of Elite Cues, Female Advancement, and Individual Characteristics." *American Political Science Review*, 107 (4): 644-662.

Week 6 February 29

Political Economy and Gender

Ross, M. (2008). "Oil, Islam, and Women." *The American Political Science Review*, 102 (1): 107-123.

Kang, A. (2009). "Studying oil, Islam, and women as if political institutions mattered." *Politics and Gender* 5 (4): 560-568.

Alcañiz, I., E. Calvo, and M. Escolar (Manuscript under Review) "A Survey Experiment on 'Bad Bosses': Managers, Social Networks, and the Gender Evaluation Gap."

Caraway, T. L. (2006). "Gendered paths of industrialization: a cross-regional comparative analysis." *Studies in Comparative International Development*, 41 (1), 26-52.

Estevez-Abe, M. (2006). "Gendering the varieties of capitalism: A study of occupational segregation by sex in advanced industrial societies." *World Politics*, 59 (1), 142-175.

Week 7 March 7

Gender and Sexuality

Billaud, J. (2015). *Kabul carnival: gender politics in postwar Afghanistan*. University of Pennsylvania Press: Philadelphia.

Week 8 March 14

Spring Break

Week 9 March 21

Gender, Race, and Ethnicity

Htun, M. (2016). *Inclusion without Representation in Latin America: Gender Quotas and Ethnic Reservations*. Cambridge University Press: New York.

Week 10 March 28

Gender Politics in the Executive

Lovenduski, Joni and Pipa Norris. (2003). "Westminster Women: The Politics of Presence." *Political Studies* 51(1): 84-102.

Arriola, L. R., and M. C. Johnson. (2014) "Ethnic Politics and Women's Empowerment in Africa: Ministerial Appointments to Executive Cabinets." *American Journal of Political Science* 58 (2): 495-510.

Bashevkin, S. (2014). "Numerical and policy representation on the international stage: Women foreign policy leaders in Western industrialised systems." *International Political Science Review*, 35 (4): 409-429.

Escobar-Lemmon, M. and M. M. Taylor-Robinson. (2015). "Sex, Survival, and Scandal: A Comparison of How Men and Women Exit Presidential Cabinets." *Politics & Gender*, 11 (4): 665-688.

Krook, M. L. and O'Brien, D. Z. (2012). "All the president's men? The appointment of female cabinet ministers worldwide." *The Journal of Politics*, 74 (3): 840-855.

Week 11 April 4

Gender in Public Policy

Arora-Jonsson, S. (2014). "Forty years of gender research and environmental policy: Where do we stand?" *Women's Studies International Forum* 47: 295-308.

Keiser, L. R., Wilkins, V. M., Meier, K. J., and Holland, C. A. (2002). "Lipstick and logarithms: Gender, institutional context, and representative bureaucracy." *American Political Science Review*, 96 (3): 553-564.

Bassel, L. and Emejulu, A. (2010). "Struggles for institutional space in France and the United Kingdom: Intersectionality and the politics of policy." *Politics & Gender*, 6 (4): 517-544.

Borrell, C., Palència, L., Muntaner, C., Urquía, M., Malmusi, D., and O'Campo, P. (2014). "Influence of macrosocial policies on women's health and gender inequalities in health." *Epidemiologic Reviews*, 36 (1): 31-48.

Goss, K. A. (2009). Never Surrender? How Women's Groups Abandoned Their Policy Niche in US Foreign Policy Debates, 1916–2000. *Politics & Gender*, 5(04), 453-489.

Week 12 April 11

Gender and Religion

Kang, Alice. (2015). *Bargaining for Women's Rights: Activism in an Aspiring Muslim Democracy*.

Week 13 April 18

Women in International Relations

Paxton P, Hughes MM, Green JL. (2006). "The international women's movement and women's political representation, 1893–2003." *American Sociological Review* 71:898–920.

True, J. and M. Mintrom. (2001). "Transnational Networks and Policy Diffusion: The Case of Gender Mainstreaming." *International Studies Quarterly* 45 (1): 27-57.

McDermott, R. (2015). Sex and Death: Gender Differences in Aggression and Motivations for Violence. *International Organization*, 1-23.

Krook, M. L., and True, J. (2012). "Rethinking the life cycles of international norms: The United Nations and the global promotion of gender equality." *European Journal of International Relations*, 18 (1): 103-127.

Peterson, V. (2010). "Global householding amid global crises" *Politics & Gender*, 6 (2): 271-281.

Week 14 April 25 Paper Presentations

Week 15 May 2 Paper Presentations

Week 16 May 9 Seminar Wrap Up