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


Week 3 February 8
Political Socialization


**Week 4 February 15**

**Representation and Behavior**


**Week 5 February 22**

**Representation and Institutions**


Week 6 February 29
Political Economy and Gender


Week 7 March 7
Gender and Sexuality

Week 8 March 14
Spring Break

Week 9 March 21
Gender, Race, and Ethnicity

Week 10 March 28
Gender Politics in the Executive


Week 11 April 4

**Gender in Public Policy**


Week 12 April 11

**Gender and Religion**


Week 13 April 18

**Women in International Relations**


Week 14 April 25 Paper Presentations

Week 15 May 2 Paper Presentations

Week 16 May 9 Seminar Wrap Up