Politics and
International
Relations

Gender and Politics
Postgraduate MSc Course

Gender, Politics and
Representation

(PGSP11542)

THE UNIVERSITY of EDINBURGH
School of Social
& Political Science

University of Edinburgh
School of Social and Political Science
Politics and International Relations

Gender, Politics and Representation
PGSP11542
Semester One 2019-20

Key Information

Course organiser	Dr. Shan-Jan Sarah Liu
	Email*: sarah.liu@ed.ac.uk
	Office: B.2 22 George Square
	Guidance and Feedback Hours: Tuesdays 1300-1500
	You may contact me at any time, but please note that I do not have Internet access at home, making it a bit difficult for me to check email outside my office. Thursday is my Research Day, I do not answer emails on Thursdays. Please give me at least 48 hours to respond to your inquiries.
Lecturer	Dr. Meryl Kenny
	Email: M.Kenny@ed.ac.uk
Location	Semester 1
	Tuesdays 1510-1700
	G.01 50 George Square
Assessment deadlines	Research topic: 24/09/2019
	Research outline: During individual meetings in Weeks 3-5
	Research proposal draft: 06/11/2019
	Peer-review: 13/11/2019
	Research proposal: 27/11/2019

Aims and Objectives

This course examines the interconnections among gender, politics, and representation using a global approach. It incorporates concepts of gender and intersectionality in evaluating the implications of political representation of the marginalised groups for the broader society. By focusing on the role of gender in political representation and engagement, this course asks three main questions: (1) to what extent do women and men think, believe, and act differently politically and what explains these differences?; (2) why are women underrepresented in political institutions and to what extent do women political leaders make a difference?; and (3) to what extent are different political institutions, structures, processes, and media gendered and how does such gendering shape the gender gap in political representation and engagement? Specifically, this course takes an intersectional approach by paying attention to how women with varying identities, such as race, ethnicity, sexuality, etc., differ amongst themselves in the realm of politics. While the course focuses on gender and representation, students will also explore the relationship between feminist and mainstream ontological, epistemological, and methodological approaches of studying global politics by completing a research proposal.

A course handbook with larger font can be provided if needed.

LEARNING OUTCOMES

On completion of this course, the student will be able to:

1. Explain the gendered patterns of political representation and participation across the local, national, and global scales
2. Integrate the role of gender and intersectionality in understanding how individuals participate and represent in politics
3. Critically analyze the role of gendered institutions in shaping the gender gaps in political representation, as well as the impact of gendered political representation in and beyond the political realm
4. Show a critical understanding of feminist and mainstream approaches to studying gender, politics, and representation
5. Develop research and analytical skills that facilitate independent thinking and project management
6. Communicate with others in a clear and concise manner, both verbally and in writing, nurtured in seminar activities, team work, research proposal, and peer-review

GRAUDATE ATTRIBUTES

By the end of the course, students will strengthen their skills in the following, which will be particularly pertinent to developing their critical thinking abilities and employability:

1. Critically engage with issues related to gender, politics, and representation in a constructive manner
2. Communicate complex scholarly concepts and theories and apply them to contemporary politics
3. Construct an appropriate research design to answer a research question or empirically test a hypothesis
4. Evaluate the extent to which evidence supports arguments
5. Manage a project through creating a reasonable budget and timeline for project completion
6. Provide feedback in a collegial and professional manner

TEACHING ARRANGEMENTS AND EXPECTATIONS

The class meets for a two-hour session on Tuesdays 1510-1700 in G.01 50 George Square. The sessions will involve brief lectures, class activities, debates, and discussions based on in-depth reading of assigned texts, group presentations, or media screenings.

The course is designed to give you an opportunity to analyze texts in some depth, share your ideas, and try out arguments with other students. Its usefulness is directly proportional to your willingness to prepare and participate actively. You are expected to complete the required reading every week; to contribute to class discussion by offering ideas and asking questions; to listen when others talk, both in small and large group discussions; and to attempt to incorporate or build off the ideas of others.

Throughout the course, I would like everyone to feel free to share their opinion with one another. In order to do so, we must maintain a civil environment, even when we are discussing controversial topics. You are responsible to actively listen to others and treat others' contributions respectfully (from your peers and me), even if you disagree with them or me. I will not tolerate any language or acts of discrimination and intimidation. Sexist, racist, homophobic and intemperate language is not welcome in this class.

Students registered for the course are expected to:
- attend the Tuesday session regularly and punctually. Absences should be explained in advance and justified with evidence where appropriate.
- read the designated discussion readings for each seminar
- complete assessed coursework on time
- make an active contribution to group discussions, presentations, and exercises

I will contribute to the learning environment by:
- treating all students with respect.
- welcoming diverse viewpoints, experiences, and interpretations of the class materials.
- challenging your thinking, beliefs, and analysis of issues, concepts, and ideas in this class.
- making sure every student has the opportunity to speak at least once before allowing students to speak multiple times.

Learning and Teaching Activities	
Seminar/Tutorial Hours	20
Programme Level Learning and Teaching Hours	4
Directed and Independent Learning	176
Total	**200**

Assessment	
Seminar Participation	10%
Peer Review	10%
Research Proposal	80%
Total	**100%**

POLICY ON CHILDREN IN CLASS
The policy described here is a reflection of my own beliefs and commitments to student parents.

- All exclusively breastfeeding babies are welcome in class as often as necessary.
- For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their needs have been met.
- I understand that often the largest barrier to completing your coursework once you become parents is the tiredness many parents feel in the evening once children have finally gone to sleep. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

LECTURE RECORDING

We do not record lectures on this course. We deal with sensitive topics on this course that are not always suitable for recording. I believe that lectures are live events - they are not simply content delivery (and note: it is not a good idea to simply repeat lecture material to prepare for your assessments). You should approach lectures actively, listen thoughtfully and critically (drawing on your reading), and assess the critical argumentation put forward in lectures on your own terms. In terms of your revision, your time is much better used re-engaging with the extensive literature and resources provided on this course, rather than re-watching a lecture.

Finally, I believe that learning to listen, prioritise, and critically evaluate arguments raised in lectures in real time is an important transferable skill that requires practice, and that will serve you beyond the university.

If you miss a lecture, please do the readings, make use of lecture slides and the notes of your peers (your class buddy!), and use guidance and feedback hours with tutors or lecturers to catch up on what you missed.

Note-taking services and other specialist support is available for some students with learning adjustments through the Student Disability Service. There are also many Institute for Academic Development workshops and self-study courses available for students, including on note-taking: https://www.ed.ac.uk/institute-academic-development/undergraduate

Further reading:
- https://juliecupples.wordpress.com/2018/08/27/default-lecture-capturein-defense-of-academic-freedom-safety-and-well-being/
- https://medium.com/ussbriefs/lecture-capture-dubious-scholarship-andmarket-forces-6f6c8dcb960d

LEARN AND SOCIAL MEDIA

Learn will be used extensively in this course. Lecture slides will be uploaded and announcements will be made via Learn. The link to the reading list and details as to how to use it are also available on LEARN. (You can also access it direct through http://resourcelists.ed.ac.uk)

As well as LEARN, there is also a facebook group for members of the course, both current and past years, where we share news items, job /volunteering/internship opportunities, and events. https://www.facebook.com/groups/286585971496925/

You can post relevant items to the facebook page, and if there's a topical issue of gender politics which particularly interests you and you would like to submit a longer piece to the blog, please just let me know.

We also encourage you to follow @genderpol if you are on twitter, and the genderpol blog https://genderpoliticsatedinburgh.wordpress.com/author/genderpol/

I will also tweet about our course materials, achievements, etc. with the hashtags #GPRClass and #FeministClassroom from @DrSarahLiu (and/or @merylkenny). You're welcome to share your thoughts and pose questions to start and facilitate a constructive dialogue on topics and issues related to gender and politics with others in other institutions who take similar courses using these hashtags. You should pay attention to #FeministClassroom as many other teachers and students across the world use this hashtag to share materials and ideas relevant to gender and politics. You do NOT need a Twitter account to follow these posts.

READING AND RESOURCE LIST

The reading list – on http://resourcelists.ed.ac.uk – is by no means exhaustive. There is no single text that will provide comprehensive coverage of each and every aspect of this course. Many of the compulsory and recommended texts have extensive bibliographies, which provide good starting points for further research. Students are encouraged to seek additional sources independently.

You must complete the required readings prior to class. As you read, especially the empirical articles, always keep the following questions in mind:
1. What is the research question?
2. What is the argument/theory/hypothesis?
3. What approach/method did the author(s) use?
4. What are the findings?
5. What are the implications of the findings? (What do the findings tell us?)

It is also important that students keep abreast of current events and developments. This involves reading of the quality daily press, such as the *Financial Times* and the *Guardian* (available online).

Academic journals are also very important. The journals of most relevance, which it is worth browsing through, are *Politics & Gender*, *European Journal of Politics & Gender*, *The International Feminist Journal of Politics*.

Some of the mainstream Political Science and International Relations Journals will also be useful: *American Journal of Political Science*, *American Review of Political Science*, *European Journal of Political Science*, *Journal of Politics*, *British Journal of Political Science*, *World Politics*, *Comparative Political Studies*, *Journal of Comparative Studies*, *Political Research Quarterly*, *Political Behavior*, *Representation: A Representative Democracy*, *British Journal of Politics and International Relations*, *Politics, Groups, and Identities*, *Review of International Studies*, *Foreign Affairs*, *International Affairs*, *Human Rights Quarterly*, *International Security*, *International Organisation*, *Security Dialogue*, and *Millennium: Journal of International Politics*.

Some of the more general feminist or gender related journals are also important: *Gender and Society*, *Hypatia*, *Social Politics*, *Men and Masculinities*, *Signs: Journal of Women in Culture and Society*, *Sex Roles*, *Women's Studies International Forum*, and *Women's Studies Quarterly*.

These journals are a starting point for you to explore materials outside this course, but it is not an exhaustive list of Political Science journals.

Below are resources on gender and politics websites that you may find useful:
http://www.unwomen.org/en
http://www.icrw.org
http://genderstats.org
http://datatopics.worldbank.org/gender/
http://genderstats.un.org
http://presidentialgenderwatch.org
http://www.cawp.rutgers.edu
http://www.iwpr.org
http://www.ncsl.org/legislators-staff/legislators/womens-legislative-network/women-in-state-legislatures-for-2015.aspx
http://www.centerwomenpolicy.org

ASSESSMENTS

Students will be assessed by:

- **Participation (10%)**
  Your participation grade is based on two components: **attendance** and **participation** in class.

  Participation is graded on quality, not just quantity. If participation may be an issue for you, please contact me. If you participate often, allow others to also participate and avoid monopolizing the conversation.

  You should attend every class. I understand that extenuating circumstances arise that can make this difficult. If you are a student with an adjustment that states you should not be penalized for absence due to illness/disability, you must contact your me to let me know each time you are unable to attend. If the condition for which you have learning adjustments has worsened is causing excessive absences, you must apply for special circumstances. Please speak to your Student Support Officer.

- **Research proposal (80%)**
  Your research proposal must include a basic research question, thesis (your own arguments/hypothesis), literature review, and data and methodology that you think are the best to use to answer your question. This research proposal is not an encyclopedia entry. You will conduct preliminary literature review and identify a research question of their interest that is relevant and feasible. In this proposal, you will explain their research question and expected findings. You must make arguments responding to a question of your choosing and explain ways in which you could "test" whether your arguments could be supported. Your literature review must include at least eight scholarly sources (books or articles) in addition to news source or other reputable sources. You will also identify a research design that is the most appropriate in testing their hypotheses. You will identify the potential data and methodology that you may use in your research design. You will conclude the proposal with a budget (if appropriate and necessary) and timeline for the completion of their proposed idea. You will also discuss the relevance, contributions, and the broader merits of their research ideas. In other words, you will answer the "so what?" question to persuade others why your question/work is important.

  I will guide you through every step of the way as you complete the research proposal. An introduction to writing a research proposal and a sample of research proposal will be provided. In Week 2, you will have identified your research topic. By Week 5, the latest, you will have constructed a research outline. You are expected to set up an individual appointment with me to discuss your research outline. A doodle poll will be sent to you before Week 3. During our meeting, I will provide oral feedback on your research outline and offer you any guidance you may need. By Week 8, you will have drafted a research proposal that is ready to share with your peers for the peer review. While your research proposal draft will not be marked, it is crucial that you turn it in as your peers will need your draft to complete the peer review assessment, which is marked. If you do not turn in your draft on time, you will lose the opportunity to conduct a review for another peer's work. You will also share your research proposal ideas with the class in Week 10 as we conclude the semester. In Week 11, you will submit the research proposal. You are also encouraged to seek my guidance and support anytime throughout the semester.

- **Peer-review (10%)**
  You will be the reviewers of one another's proposal draft and offer meaningful and constructive feedback in a timely fashion to help one another improve their manuscript.

Before you write their review, you will be provided with a sample of how a review is conducted. A grading rubric will be provided to guide your peer-review. Before you receive their feedback from your peers, I will also moderate your feedback to ensure that no inappropriate comments or critiques are included.

Assessment	Word count limit	Weighting	Submission date	Return of feedback	Milestone completed (Initial and date)
Participation	NA	10%	NA	NA	NA
Research topic	NA	0%	In class 24/09/2019	NA	
Research outline	NA	0%	During individual appointment in Weeks 3-5	During individual appointment in Weeks 3-5	
Research proposal (draft)	2,000 words (excluding bibliography)	0%	Noon on Wednesday 06/11/2019	NA	
Peer-review	500 words (excluding bibliography)	10%	Noon on Wednesday 13/11/2019	28/11/2019	
Research proposal (final)	4,000 words (excluding bibliography)	80%	Noon on Wednesday 27/11/2019	12/12/2019	

Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures.

For Assessment requirements you should consult the Taught MSc Student Handbook 2019-20. This is also available on Learn.

Requirements included are:
- Coursework submissions
- Extension request
- Penalties

Guidance on how to avoid academic misconduct (including plagiarism)

Academic misconduct is not just deliberate cheating; it can be unintentional and, **whether intended or not, significant grade penalties can be applied.** Academic misconduct comes in a variety of forms, including collusion (working together when not allowed), falsification (knowingly providing false information, data etc. in assignments), and the use of online essay mills or essay-writing services. The university takes a **zero-tolerance approach** to these forms of cheating, and students found guilty of these practices can be subject to formal disciplinary procedures and very heavy grade penalties.

The most common form of misconduct we encounter in the School of Social and Political Science is plagiarism. **Plagiarism is giving the impression that something you have written is**

your own idea or your own words, when actually it is not. It can come from copying and pasting sections of text from books, articles, webpages or other sources into your assignments, or simply from poor standards of referencing.

To avoid plagiarism, use a recognised referencing system such as the Harvard system or the Chicago/numbered note system. (The Harvard system is recommended because the reference list at the end is not included in assignment word counts. The numbered notes of the Chicago system are included, leaving you with fewer words overall to write the main body of your assignments). Whichever system you use, you must be open and honest about where you get your ideas from, and **reference sources appropriately.** Do this by **referencing all works** from which you have taken ideas or information, each time you use them in your assignments. Use quotation marks (" ") to indicate where you have quoted (used the exact words of) someone else, and provide page numbers from the original source when they are available. As far as possible, paraphrase others by writing in your own words to avoid over-quoting, but provide a reference to show whose ideas you are using.

Copying from an assignment you previously submitted for credit – either at this university or another – is **self-plagiarism,** which is also not allowed. This is an important consideration if you are retaking a course; an assignment submitted the previous year cannot be resubmitted the next, even for the same course.

To detect plagiarism we use Turnitin, which compares students assignments against a constantly-updated global database of existing work. Students found to have included plagiarised (including self-plagiarised) material in their work will be reported to an Academic Misconduct Officer for investigation. In extreme cases, assignment grades can be reduced to zero. **Do not put your work through Turnitin yourself before submission.** This can lead to you being investigated for academic misconduct by making it seem that an identical assignment already exists.

For further details on plagiarism and other forms of academic misconduct, and how to avoid them, visit the university's Institute for Academic Development webpage on good academic practice:
https://www.ed.ac.uk/institute-academic-development/undergraduate/good-practice

Also see this useful video and further information on the University website:
https://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct

If you would like to discuss anything related to matters of academic misconduct, speak with your personal tutor or the School Deputy Academic Misconduct Officer (SAMO), Dr Rachel Howell (mailto:rachel.howell@ed.ac.uk)

COMMUNICATION AND FEEDBACK

Feedback – both formal and informal – is provided in a number of different ways in this course. Any student is welcome to come speak to the Course Organiser about their performance during guidance & feedback hours during the semester.

You are strongly encouraged to use email for routine communication with me. I shall also use email to communicate with you. All students are provided with email addresses on the university system. If you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal. This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use "private" email addresses such as Gmail or Hotmail; it is therefore essential that you check your university email regularly, preferably each weekday.

You can expect me to answer your queries as promptly as we can, so you should expect a reply to non-urgent queries within two working days. However, one of the key issues we discuss on this course is the relationship between work and care (and also self-care). It is worth noting, then, that I will not normally answer email queries outside of regular working hours, or on the weekends. Please check the course handbook or LEARN in the first instance to find an answer to your query, and save emails for those questions to which you cannot find an answer. Please also make use guidance & feedback hours to ask questions.

Research proposal and peer review feedback will be returned within 15 working days of the submission deadline with a standardized mark sheet (a copy of this is posted on LEARN). This will include your mark, as well as constructive comments on the style, structure, content and analysis of the essay, and will also feed forward with suggestions for future work. Students are entitled to request further feedback/clarification from the marker if they have questions about the written feedback they receive regarding coursework. Late assessments (whether an extension is granted or not) cannot be returned by the feedback and marking deadlines outlined above.

In addition to a mid-semester feedback exercise, I will ask all students to fill in a questionnaire at the end of semester about the various lecture blocks and other aspects of the course. I will do our best to incorporate your constructive suggestions into the course for subsequent years.

Please check Learn regularly for announcements and individual messages. You can watch a short video on how to use Learn at https://www.ed.ac.uk/informationservices/learning-technology/virtual-environments/learn/getting-started-with-learn

If you've read this far, please email me a picture of a dog before we meet in Week 2 (sarah.liu@ed.ac.uk).

CLASS SUMMARY

Week	Date	Topic	Reminder
1	17/09/2019	Introduction to gender, intersectionality, and politics	
2	24/09/2019	Gender and intersectionality in political science research	Milestone 1: Research topic due in class
3	01/10/2019	Candidate selection	Milestone 2: Research outline due in individual meeting (date/time of your choice)
4	08/10/2019	Equality strategies and the quota movement	Milestone 2: Research outline due in individual meeting (date/time of your choice)
5	15/10/2019	The gender gaps in political knowledge, ambition, and running for office	Milestone 2: Research outline due in individual meeting (date/time of your choice)
6	22/10/2019	Substantive representation	
7	29/10/2019	Media	Prof. Rainbow Murray (Queen Mary University of London) will give a talk "It's a Rich Man's World: The (Gendered) Costs of Running for Office in the UK" at the PIR Transatlantic Seminar Series on Friday 01/11/2019 at 1300-1430. Location TBA.
8	05/11/2019	Media	Milestone 3: Research proposal due at noon on Wednesday 06/11/2019
9	12/11/2019	Symbolic representation	Milestone 4: Peer review due at noon on Wednesday 13/11/2019
10	20/11/2019	Conclusion	You will share your research proposal with the class.
11	26/11/2019	Revision week	Milestone 5: Research proposal final draft due at noon on Wednesday 27/11/2019

DETAILED CLASS AND READING SCHEDULE

Week 1: INTRODUCTION TO GENDER, INTERSECTIONALITY, AND POLITICS
Lecturer: Dr. Sarah Liu

This class will provide an introduction to gender and politics and why they matter for issues of power, identity, justice, and equality in the contemporary world. This class will introduce the transnational feminist efforts to tackle gender inequality and produce a more just global gender order—enhancing women's political representation. We will examine the various forms of representation and their implications for gender equality. We will evaluate various data sources on gender (in)equality and evaluate whether women's political representation is a good proxy for gender equality. Some of the questions that we explore in this lecture are: What is gender and why does is matter? The class will also introduce the course, outline the structure and content of the course, and discuss the scheme of assessment.

Core reading
Beckwith, Karen. 2005. A Common Language of Gender? *Politics & Gender*, pp 128-137.

Liu, Shan-Jan Sarah. "Cracking Gender Stereotypes? Challenges Women Political Leaders Face." *Political Insight*10, no. 1 (2019): 12-15.

Mansbridge, Jane. 1997. Should Blacks Represent Blacks and Women Represent Women? A Contingent "Yes." *The Journal of Politics*, 61(3), 628-657.

Tripp, Aili Mari. "Toward a comparative politics of gender research in which women matter." Perspectives on Politics 8, no. 1 (2010): 191-197.

Further reading (** = Recommended)
Burns, Nancy. "Finding gender." *Politics & Gender* 1, no. 1 (2005): 137-141.
Butler, Judith (1993) Bodies that Matter: On the Discursive Limits of 'Sex'. Londodn, Routledge
**Hawkesworth, Mary. "Engendering political science: An immodest proposal." Politics & Gender 1, no. 1 (2005): 141-156.
**Htun, Mala. "What it means to study gender and the state." Politics & Gender 1, no. 1 (2005): 157-166.
Lorber, Judith (1994) Paradoxes of Gender, Yale University Press
Phillips, Anne (ed) (1998) Feminism and Politics. Oxford University Press.
**Tolleson-Rinehart, Sue and Susan Carroll. 2006. "'Far from Ideal': The Gender Politics of Political Science." American Political Science Review 100(4): 507- 513.
Walby, Sylvia (1990) Theorising Patriarchy, Oxford: Basil Blackwell
Young, Iris Marion. "Gender as seriality: Thinking about women as a social collective." In Gender and Justice, pp. 3-28. Routledge, 2017.

What is intersectionality and why does it matter? Drawing from real life examples and pop culture references, this week we will discuss the meaning of intersectionality and its application to political science and IR research. We will critique extant gender and politics scholarship that ignores intersectionality. We will ask what the implications are when we do not account for intersectionality.

The major assessment of this course is a research proposal. This class will provide a brief overview of research design and methods. We will discuss how to identify a relevant and feasible research question, how to construct theory and hypotheses, and how to test these hypotheses.

Core reading

Hancock, Ange-Marie. "Intersectionality as a normative and empirical paradigm." *Politics & Gender* 3, no. 2 (2007): 248-254.

hooks, bell. 2013. "Dig Deep: Beyond Lean In." October 28, 2013. *Feminist Wire*. http://thefeministwire.com/2013/10/17973/

Sandberg, Sheryl. 2013. "Why I Want Women to Lean In." Excerpt from *Lean In*. *Time Magazine* March 7, 2013. http://ideas.time.com/2013/03/07/why-i-want-women-to-lean-in/

Stauffer, Katelyn E., and Diana Z. O'Brien. "Quantitative Methods and Feminist Political Science." In *Oxford Research Encyclopedia of Politics*. 2018.

Further reading

Alexander-Floyd, Nikol G. "Disappearing Acts: Reclaiming Intersectionality in the Social Sciences in a Post—Black Feminist Era." *Feminist Formations* (2012): 1-25.

**Ackerly, Brooke, and Jacqui True. *Doing feminist research in political and social science*. Macmillan International Higher Education, 2010.

**Collins, Patricia Hill. "It's all in the family: Intersections of gender, race, and nation." *Hypatia* 13, no. 3 (1998): 62-82.

Davis, Kathy. "Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful." Feminist theory 9, no. 1 (2008): 67-85.

Halperin, Sandra, and Oliver Heath. Political research: methods and practical skills. Oxford University Press, 2017.

**Hancock, Ange-Marie. "When multiplication doesn't equal quick addition: Examining intersectionality as a research paradigm." Perspectives on politics 5, no. 1 (2007): 63-79.

**Jordan-Zachary, Julia 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.

Simien, Evelyn M. "Doing intersectionality research: From conceptual issues to practical examples." Politics & Gender 3, no. 2 (2007): 264-271.

**Tickner, J. Ann. "Feminism meets international relations: some methodological issues." Feminist methodologies for international relations 41 (2006).

**Tripp, Aili Mari. "Transparency and Integrity in Conducting Field Research on Politics in Challenging Contexts." Perspectives on Politics 16, no. 3 (2018): 728-738.

Young, Iris Marion. Intersecting voices: Dilemmas of gender, political philosophy, and policy. Princeton University Press, 1997.

Yuval-Davis, Nira. "Intersectionality and feminist politics." *European journal of women's studies* 13, no. 3 (2006): 193-209.

How and why do people become politicians? In what ways (and with what effect) is this process gendered? In this session, we will look in more detail at the 'secret garden' of candidate selection and recruitment, putting the spotlight on political parties as the key 'gatekeepers' who can make or break women's (and men's) efforts to run for office. We will take stock of existing research on gender and political recruitment, revisiting and assessing the impact of the dominant framework used to understanding the 'shadowy pathways' to political office – Pippa Norris and Joni Lovenduski's supply and demand model. We move on to consider the wider shift from 'women *in* party politics' to 'gender *and* party politics' in the field, asking what it means to understand parties as gendered organizations, and evaluating the ways in which a gendered lens changes the ways in which we think about and study the candidate selection process.

Core reading

Norris, P. and J. Lovenduski (1995) *Political Recruitment: Gender, Race and Class in the British Parliament*. Cambridge: Cambridge University Press. [Read Ch. 1, 'Puzzles in Political Recruitment'] [LIBRARY E-BOOK]

Kenny, M. and T. Verge (2016) 'Opening up the Black Box: Gender and Candidate Selection in a New Era', *Government & Opposition*, 51 (3): 351-369. [*and see other articles in this special issue for further reading*]

Fox, R.L. and J.L. Lawless (2004) 'Entering the Arena? Gender and the Decision to Run for Elected Office', *American Political Science Review*, 48 (2): 264-280.

Further Reading

Ashe, J. (2017) 'Women's Legislative Underrepresentation: Enough Come Forward, (Still) Too Few Chosen', *Canadian Journal of Political Science*, 50 (2): 597-613.

Ashe, J. and K. Stewart (2012) 'Legislative Recruitment: Using Diagnostic Testing to Explain Underrepresentation', *Party Politics*, 18 (5), 687-707.

Baer, D.L. (1993) 'Political Parties: The Missing Variable in Women and Politics Research', *Political Research Quarterly*, 46 (3), 547-576.

**Bjarnegard, E. (2013) *Gender, Informal Institutions and Political Recruitment*. Basingstoke: Palgrave.

Campbell, R. and S. Childs (eds) (2014) *Deeds and Words*, Ch. 4 and Ch. 8

**Caul, M.K. (1999) 'Women's Representation in Parliament: The Role of Political Parties', *Party Politics*, 5 (1): 79-98.

**Childs, S. and P. Webb (2012) *Sex, Gender and the Conservative Party: From Iron Lady to Kitten Heels*. Basingstoke: Palgrave Macmillan [E-BOOK]

Franceschet, S. and J. Piscopo (2014) 'Sustaining Gendered Practices? Power, Parties and Elite Political Networks in Argentina', *Comparative Political Studies*, 47 (1), 85-110.

Goetz, A. M. (2003) 'The Problem with Patronage: Constraints on Women's Political Effectiveness in Uganda' in A.M. Goetz and S. Hassim (ed) *No Shortcuts to Power: African Women in Politics and Policy-Making*. Zed Books, 110-139.

**Hinojosa, M. (2012) *Selecting Women, Electing Women: Political Representation and Candidate Selection in Latin America.* Temple University Press.

Holman, M. and M.C. Schneider (2018) 'Gender, race and political ambition: how intersectionality and frames influence interest in political office', *Politics, Groups & Identities*, 6 (2): 264-80.

Kenny, M. (2013) *Gender and Political Recruitment: Theorizing Institutional Change*. Basingstoke: Palgrave Macmillan. [E-BOOK]

**Kenny, M. and T. Verge (eds) (2015) 'Critical Perspectives on Gender and Political Recruitment', 11 (4) [see multiple articles in this symposium]

**Kenny, M. and T. Verge (eds) (2016) 'Candidate Selection: Parties and Legislatures in a New Era', *Government & Opposition*, 51 (3) [see multiple articles in this special issue]

**Kittilson, M.C. (2006) *Challenging Parties, Changing Parliaments: Women and Elected Office in Contemporary Western Europe*. Columbus, OH: Ohio State University Press.

**Lawless, J.L. and R.L. Fox (2010) *It Still Takes a Candidate: Why Women Don't Run for Office*. Cambridge: Cambridge University Press.

**Lovenduski, J. (2005) *Feminizing Politics*, Ch. 3.

**Lovenduski, J. and P. Norris (eds) (1993) *Gender and Party Politics*. London: Sage [See esp Intro by Joni Lovenduski and Conclusion by Pippa Norris]

Mugge, L.M. and S. Erzeel (eds) (2016) Special Section: 'Double Jeopardy of Multiple Advantage? Intersectionality and Political Representation', *Parliamentary Affairs*, 69 (3). [see multiple articles in this section]

Murray, R. (2010) *Parties, Gender Quotas and Candidate Selection in France*. Basingstoke: Palgrave.

Ryan, M.K., S.A. Haslam and C. Kulich (2010) 'Politics and the Glass Cliff: Evidence that Women are Preferentially Selected to Contest Hard-to-Win Seats', *Psychology of Women Quarterly*, 34 (1), 56-64.

Sanbonmatsu, K. (2006) 'Do parties know that "women win?" Party leader beliefs about women's electoral chances', *Politics & Gender*, 2 (4), 431-450.

Verge, T. and M. De La Fuente (2014) 'Playing with different cards: Party politics, gender quotas and women's empowerment', *International Political Science Review*, 35 (1), 67-79.

Waylen et al (eds) (2013) *The Oxford Handbook of Gender and Politics*, Ch. 21 ('Party Politics')

Week 4: EQUALITY STRATEGIES AND THE QUOTA MOVEMENT
Lecturer: Dr. Meryl Kenny

Gender quotas are a global phenomenon. Almost every pluralist democracy uses gender quotas, either in the form of (voluntary) party quotas or statutory quotas introduced via legislation or electoral/constitutional reform. The inclusion of women in political decision-making is increasingly seen as a prerequisite for democracy, with gender quotas introduced in many post-conflict countries and hybrid regimes. In this seminar, we critically evaluate gender quotas and their diffusion around the world. We assess how different forms of gender quotas work, where they have been adopted, how they intersect with measures for other under-represented groups, and to what extent these strategies have been successful. Finally, we will debate the pros and cons of these strategies.

Core reading

Dahlerup, D. and L. Freidenvall (2005) 'Quotas as a "Fast Track" to Equal Political Representation for Women: Why Scandinavia is No Longer the Model', *International Feminist Journal of Politics*, 7 (1), 26-48.

Lovenduski, J. (2005) *Feminizing Politics*, Ch. 4 ('Equality Strategies and the Quota Movement')

Murray, R. (2014) 'Quotas for Men: Reframing Gender Quotas as a Means of Improving Representation For All', *American Political Science Review*, 108 (3), 520-532.

Further reading

Allen, P., Cutts, D. and R. Campbell (2014) 'Measuring the Quality of Politicians Elected by Gender Quotas – Are They Any Different?, 64 (1): 143-163.

**Baldez, L. (2006) 'The Pros and Cons of Gender Quota Laws: What Happens When You Kick Men Out and Let Women In?', *Politics & Gender*, 2 (1), 102-109

Besley, T., Folke, O., Persson, T. and J. Rickne (2017) 'Gender Quotas and the Crisis of the Mediocre Man: Theory and Evidence from Sweden', *American Economic Review*, 107 (8): 2204-42.

Childs, S. and E. Evans (2012) 'Out of the Hands of the Parties: Women's Legislative Recruitment at Westminster', *The Political Quarterly*, 83 (4), 742-738 **see also rest of this special issue, especially Introduction by Joni Lovenduski*

**Caul, M. (2001) 'Political parties and the adoption of candidate gender quotas: a cross national analysis', *Journal of Politics*, 63 (4), 1214-1229.

**Critical Perspectives Symposium on 'Gender Quotas I' (2005), *Politics & Gender*, 1 (4), 621-652.

**Critical Perspectives Symposium on 'Gender Quotas II' (2006), *Politics & Gender*, 2 (1), 101-128.

**Dahlerup, D. (ed) (2006) *Women, Quotas and Politics*. London: Routledge. See especially Ch. 2 by Carol Bacchi ('Arguing For and Against Quotas: Theoretical Issues')

Dahlerup, D. and L. Freidenvall (2010) 'Judging gender quotas: predictions and results', *Policy & Politics*, 38 (3), 407-25.

Franceschet, S. and J.M. Piscopo (2009) 'Gender Quotas and Women's Substantive Representation: Lessons from Argentina', *Politics & Gender*, 4 (3), 393-425.

Franceschet, S., M.L. Krook and J.M. Piscopo (eds) (2012) *The Impact of Gender Quotas*. Oxford University Press. [E-BOOK]

**Htun, M. (2004) 'Is Gender like Ethnicity? The Political Representation of Identity Groups', *Perspectives on Politics*, 2 (3), 439-458.

**Hughes, M.M. (2011) 'Intersectionality, Quotas, and Minority Women's Political Representation Worldwide', *American Political Science Review*, 105 (3), 604-620.

Hughes, M.M., Paxton, P., Clayton, A.B. and P. Zetterberg (2019) 'Global Gender Quota Adoption, Implementation and Reform', *Comparative Politics*, 51 (2): 219-238.

Kenny, M. and T. Verge (eds) (2016) 'Candidate Selection: Parties and Legislatures in a New Era', *Government & Opposition*, 51 (3) [see multiple articles in this special issue]

Krook, M.L. (2006) 'Reforming Representation: The Diffusion of Candidate Gender Quotas Worldwide', *Politics & Gender*, 2 (3), 303-327.

**Krook, M.L. (2009) *Quotas for Women in Politics: Gender and Candidate Selection Worldwide*. Oxford University Press. [E-BOOK]

Krook, M.L., J. Lovenduski and J. Squires (2009) 'Gender Quotas and Models of Political Citizenship', *British Journal of Political Science*, 39 (4), 781-803.

Krook, M.L. and P. Zetterberg (2014) Special Issue on 'Electoral Quotas and Political Representation: Comparative Perspectives', *International Political Science Review*, 35 (1).

Mugge, L.M. and S. Erzeel (eds) (2016) Special Section: 'Double Jeopardy of Multiple Advantage? Intersectionality and Political Representation', *Parliamentary Affairs*, 69 (3). [see multiple articles in this section]

Murray, R. (2010) 'Second Among Unequals? A Study of Whether France's "Quota Women" Are Up to the Job', *Politics & Gender*, 6 (1), 93-118.

Nanivadekar, M. (2006) 'Are Quotas a Good Idea? The Indian Experience with Reserved Seats for Women', *Politics & Gender*, 2 (1), 119-128.

Nugent, M. and M.L. Krook (2016) 'Intersectional Institutions: Representing women and ethnic minorities in the British Labour Party', *Party Politics*, 22 (5): 620-630.

O'Brien, D. and J. Rickne (2016) 'Gender Quotas and Women's Political Leadership', *American Political Science Review*, 110 (1): 112-126.

Schwindt-Bayer, L.A. (2009) 'Making Quotas Work: The Effect of Gender Quota Laws on the Election of Women', *Legislative Studies Quarterly*, 34 (1), 5-28.

Skjeie, H. (2001) 'Quotas, Parity and the Discursive Dangers of Difference' in J. Klausen and C.S. Maier (eds) *Has Liberalism Failed Women*. Basingstoke: Palgrave, pp. 165-176.

Special Issue on 'Gender Quotas and Parity in European Politics', (2012), *West European Politics*, 35 (2), 286-414.

**Tripp, A.M. and A. Kang (2008) 'The Global Impact of Quotas: On the Fast Track to Increased Legislative Representation', *Comparative Political Studies*, 41 (3), 338-361.

Week 5: THE GENDER GAPS IN POLITICAL AMBITION, KNOWLEDGE, AND RUNNING FOR OFFICE
Lecturer: Dr. Sarah Liu

This week will build off of the previous week's discussion on the structural constraints on women's political representation. Although many of the things we examine this week seem individualistic, we will focus on the extent to which the broader cultural and social understandings of gender roles influence women's perceptions of their place in the political arena themselves. Some of the questions we will explore include: Are women less politically ambitious than men? Do women know less about politics than men? Why are women less likely to make the decision to run for political seats? Even if women are found to be less politically ambitious, knowledgeable, and likely to run for public office, what are the implications of these findings?

Core reading

Dolan, Kathleen. 2011. Do women and men know different things? Measuring Gender Differences in Political Knowledge. *The Journal of Politics*, 73(01): 97-107.

Kanthak, Kristin, and Jonathan Woon. "Women don't run? Election aversion and candidate entry." *American Journal of Political Science* 59, no. 3 (2015): 595-612.

Further reading

Costantini, Edmond. "Political women and political ambition: Closing the gender gap." *American Journal of Political Science* (1990): 741-770.

Crowder-Meyer, Melody. "Gendered recruitment without trying: how local party recruiters affect women's representation." *Politics & Gender* 9, no. 4 (2013): 390-413.

Fox, Richard L., and Jennifer L. Lawless. "Entering the arena? Gender and the decision to run for office." *American Journal of Political Science* 48, no. 2 (2004): 264-280.

**Fox, Richard L., and Jennifer L. Lawless. "Uncovering the origins of the gender gap in political ambition." *American Political Science Review* 108, no. 3 (2014): 499-519.

**Fox, Richard L., and Jennifer L. Lawless. "If only they'd ask: Gender, recruitment, and political ambition." *The Journal of Politics* 72, no. 2 (2010): 310-326.

Fox, Richard L., and Jennifer L. Lawless. "To run or not to run for office: Explaining nascent political ambition." *American Journal of Political Science* 49, no. 3 (2005): 642-659.

Fulton, Sarah A., Cherie D. Maestas, L. Sandy Maisel, and Walter J. Stone. "The sense of a woman: Gender, ambition, and the decision to run for congress." *Political Research Quarterly* 59, no. 2 (2006): 235-248.

**Kenny, Meryl. *Gender and political recruitment: Theorizing institutional change*. Springer, 2013.

Lawless, Jennifer and Richard Fox. 2013. "Girls Just Wanna Not Run: The Gender Gap in Young

Americans' Political Ambition." Women & Politics Institute, American University.
https://www.american.edu/spa/wpi/upload/girls-just-wanna-not-run_policy-report.pdf

Lizotte, Mary-Kate, and Andrew H. Sidman. "Explaining the gender gap in political
knowledge." *Politics & Gender* 5, no. 2 (2009): 127-151.

Mondak, Jeffery J., and Mary R. Anderson. "The knowledge gap: A reexamination of gender-based
differences in political knowledge." *The Journal of Politics* 66, no. 2 (2004): 492-512.

**Schlozman, Kay Lehman, Nancy Burns, and Sidney Verba. "" What Happened at Work Today?": A
Multistage Model of Gender, Employment, and Political Participation." *The Journal of
Politics* 61, no. 1 (1999): 29-53.

Verba, Sidney, Nancy Burns, and Kay Lehman Schlozman. "Knowing and caring about politics: Gender
and political engagement." *The Journal of Politics* 59, no. 4 (1997): 1051-1072.

Wolak, Jennifer, and Michael McDevitt. "The roots of the gender gap in political knowledge in
adolescence." *Political Behavior* 33, no. 3 (2011): 505-533.

Week 6: SUBSTANTIVE REPRESENTATION: DO WOMEN MAKE AN IMPACT IN POLICY-MAKING?
Lecturer: Dr. Sarah Liu

What is women's substantive representation? How is it linked to women's descriptive representation? Does the sex of our representatives matter for policy-making? In this class, we will examine more in depth at feminist debates regarding women's substantive representation – that is, whether the sex of our representatives matters for representing women's interests. We will evaluate the relationship between descriptive and substantive representation by focusing on the types of legislations women propose, sponsor, and pass. We will also investigate whether women political leaders are only interested in representing women's issues – and if not, what constraints they face.

Core reading
Lee, Young-Im, and Farida Jalalzai. "President Park Geun-Hye of South Korea: A Woman President
without Women?." *Politics & Gender* 13, no. 4 (2017): 597-617.

Schwindt-Bayer, Leslie. 2006. "Still Supermadres? Gender and the Policy Priorities of Latin American
Legislators." *American Journal of Political Science*, 50(3, Jul.):570-585.

Strolovitch, D.Z., 2006. Do interest groups represent the disadvantaged? Advocacy at the
intersections of race, class, and gender. *Journal of Politics*, *68*(4), pp.894-910.

Further reading
Annesley, Claire, and Francesca Gains. "David Cameron's 'problem'with women: Representing
women in the coalition government." *The Political Quarterly* 83, no. 4 (2012): 718-725.

Bolzendahl, Catherine, and Clem Brooks. "Women's political representation and welfare state
spending in 12 capitalist democracies." *Social Forces* 85, no. 4 (2007): 1509-1534.

Celis, Karen, and Sarah Childs. "Introduction: The descriptive and substantive representation of
women: New directions." *Parliamentary Affairs* 61, no. 3 (2008): 419-425.

**Celis, Karen, Sarah Childs, Johanna Kantola, and Mona Lena Krook. "Constituting women's
interests through representative claims." *Politics & Gender* 10, no. 2 (2014): 149-174.

Devlin, Claire, and Robert Elgie. "The effect of increased women's representation in parliament: The
case of Rwanda." *Parliamentary Affairs* 61, no. 2 (2008): 237-254.

Franceschet, Susan, and Jennifer M. Piscopo. "Gender quotas and women's substantive
representation: Lessons from Argentina." *Politics & Gender* 4, no. 3 (2008): 393-425.

**Htun, Mala, and S. Laurel Weldon. "The civic origins of progressive policy change: Combating
violence against women in global perspective, 1975–2005." *American Political Science
Review* 106, no. 3 (2012): 548-569.

Iyer, Lakshmi, Anandi Mani, Prachi Mishra, and Petia Topalova. "The power of political voice:

women's political representation and crime in India." *American Economic Journal: Applied Economics* 4, no. 4 (2012): 165-93.

**Kittilson, Miki Caul. 2008. Representing Women: The Adoption of Family Leave in Comparative Perspective. *The Journal of Politics*, 70(2): 323-334.

McDonagh, Eileen. "It takes a state: A policy feedback model of women's political representation." *Perspectives on Politics* 8, no. 1 (2010): 69-91.

Pande, Rohini. "Can mandated political representation increase policy influence for disadvantaged minorities? Theory and evidence from India." *American Economic Review* 93, no. 4 (2003): 1132-1151.

Piscopo, Jennifer M. "Rethinking descriptive representation: Rendering women in legislative debates." *Parliamentary Affairs*64, no. 3 (2011): 448-472.

**Reingold, Beth, and Adrienne R. Smith. "Welfare policymaking and intersections of race, ethnicity, and gender in US state legislatures." *American Journal of Political Science* 56, no. 1 (2012): 131-147.

Sapiro, Virginia. "Research frontier essay: When are interests interesting? The problem of political representation of women." *American Political Science Review* 75, no. 3 (1981): 701-716.

Schwindt-Bayer, Leslie A. *Political power and women's representation in Latin America*. Oxford University Press, 2010.

Yoon, M.Y. (2001) 'Democratization and women's legislative representation in sub-Saharan Africa', Democratization, 8 (2), 169-190.

Week 7: MEDIA: CAMPAIGNING WHILE FEMALE
Lecturer: Dr. Sarah Liu

In this week, we will watch the 2011 film "Miss Representation," a documentary on how women are represented by the media. We will have a follow-up discussion on the film and the required readings in class.

Core reading

Ette, Mercy. "Where are the women? Evaluating visibility of Nigerian female politicians in news media space." *Gender, Place & Culture* 24, no. 10 (2017): 1480-1497.

Murray, Rainbow. *Cracking the highest glass ceiling: A global comparison of women's campaigns for executive office*. ABC-CLIO, 2010. Chapters 1 and 3.

Ross, Karen, Elizabeth Evans, Lisa Harrison, Mary Shears, and Khursheed Wadia. "The gender of news and news of gender: A study of sex, politics, and press coverage of the 2010 British general election." *The International Journal of Press/Politics* 18, no. 1 (2013): 3-20.

Further reading

Aaldering, Loes, and Daphne Joanna Van Der Pas. "Political Leadership in the Media: Gender Bias in Leader Stereotypes during Campaign and Routine Times." *British Journal of Political Science* (2018): 1-21

**Bauer, Nichole M. "Emotional, sensitive, and unfit for office? Gender stereotype activation and support female candidates." *Political Psychology* 36, no. 6 (2015): 691-708.

Everitt, Joanna, Lisa A. Best, and Derek Gaudet. "Candidate gender, behavioral style, and willingness to vote: Support for female candidates depends on conformity to gender norms." *American Behavioral Scientist* 60, no. 14 (2016): 1737-1755.

**Ferree, Myra Marx. "Angela Merkel: What does it mean to run as a woman?." *German Politics and Society* 24, no. 1 (2006): 93-107.

Hayes, Danny, and Jennifer L. Lawless. *Women on the run: Gender, media, and political campaigns in*

a polarized era. Cambridge University Press, 2016.

Herrnson, Paul S., J. Celeste Lay, and Atiya Kai Stokes. "Women running "as women": Candidate gender, campaign issues, and voter-targeting strategies." *The Journal of Politics*65, no. 1 (2003): 244-255.

Hayes, Danny, and Jennifer L. Lawless. "A non-gendered lens? Media, voters, and female candidates in contemporary congressional elections." *Perspectives on Politics* 13, no. 1 (2015): 95-118.

Hooghe, Marc, Laura Jacobs, and Ellen Claes. "Enduring gender bias in reporting on political elite positions: Media coverage of female MPs in Belgian news broadcasts (2003–2011)." *The International Journal of Press/Politics* 20, no. 4 (2015): 395-414.

Lawless, Jennifer L. "Women, war, and winning elections: Gender stereotyping in the post-September 11th era." *Political Research Quarterly* 57, no. 3 (2004): 479-490.

Lühiste, Maarja, and Susan Banducci. "Invisible women? Comparing candidates' news coverage in Europe." *Politics & Gender* 12, no. 2 (2016): 223-253.

**Meeks, Lindsey. "Is she "man enough"? Women candidates, executive political offices, and news coverage." *Journal of communication* 62, no. 1 (2012): 175-193.

O'Neill, Deirdre, Heather Savigny, and Victoria Cann. "Women politicians in the UK press: not seen and not heard?." *Feminist Media Studies* 16, no. 2 (2016): 293-307.

Week 8: MEDIA AND PUBLIC OPINION: STEREOTYPES OF GENDER, RACE, AND SEXUALITY
Lecturer: Dr. Sarah Liu

How are various groups of racial and ethnic minorities represented by the media? How are transgender candidates viewed by the public? Does sexual-orientation matter in voters' supports for candidates and how? Building on the discussion on the film "Miss Representation," we will explore the role of intersectional identities in shaping the way politicians are represented by the media as well the way they are perceived by the public.

Core reading

Doan, A. E., & Haider-Markel, D. P. 2010. The role of intersectional stereotypes on evaluations of gay and lesbian political candidates. *Politics & Gender*, *6*(01), 63-91.

Haider-Markel, Donald, Patrick Miller, Andrew Flores, Daniel C. Lewis, Barry Tadlock, and Jami Taylor. "Bringing "T" to the table: Understanding individual support of transgender candidates for public office." *Politics, Groups, and Identities* 5, no. 3 (2017): 399-417.

Ward, Orlanda. "Intersectionality and Press Coverage of Political Campaigns: Representations of Black, Asian, and Minority Ethnic Female Candidates at the UK 2010 General Election." *The International Journal of Press/Politics* 22, no. 1 (2017): 43-66.

Further reading

Block Jr, Ray. "Race, gender, and media coverage of Michelle Obama." *Politics, Groups, and Identities* 5, no. 1 (2017): 161-165.

**Haider-Markel, Donald P. *Out and running: Gay and lesbian candidates, elections, and policy representation*. Georgetown University Press, 2010.

Mendelberg, Tali. *The race card: Campaign strategy, implicit messages, and the norm of equality*. Princeton University Press, 2017.

**Swank, Eric, and Breanne Fahs. "An intersectional analysis of gender and race for sexual minorities who engage in gay and lesbian rights activism." *Sex Roles* 68.11-12 (2013): 660-674.

Ward, Orlanda. "Seeing Double: Race, Gender, and Coverage of Minority Women's Campaigns for the US House of Representatives." *Politics & Gender* 12, no. 2 (2016): 317-343.

Week 9: SYMBOLIC REPRESENTATION: DO WOMEN MAKE AN IMPACT BEYOND POLITICAL INSTITUTIONS?
Lecturer: Dr. Sarah Liu

Do women politicians make an impact beyond political institutions? What impact do they make? How does context matter in the impact they make? Is it always good to have gender balance in a political institution? This class focuses on the role women political leaders play beyond political institutions. We discuss the prospects and relevance for women's political representation. We also discuss the implications of political institutions that achieve gender-parity, even when women do not represent women legislatively.

Core reading

Barnes, Tiffany D., and Stephanie M. Burchard. ""Engendering" politics: The impact of descriptive representation on women's political engagement in Sub-Saharan Africa." *Comparative Political Studies* 46, no. 7 (2013): 767-790.

Clayton, Amanda. "Women's political engagement under quota-mandated female representation: Evidence from a randomized policy experiment." *Comparative Political Studies* 48, no. 3 (2015): 333-369.

Further reading

**Alexander, Amy C. "Big Jumps in Women's Presence in Parliaments: Are These Sufficient for Improving Beliefs in Women's Ability to Govern?." *Advancing Women in Leadership* 35 (2015).

Alexander, Amy C. "Change in women's descriptive representation and the belief in women's ability to govern: A virtuous cycle." *Politics & Gender* 8, no. 4 (2012): 437-464.

Atkeson, Lonna Rae. "Not all cues are created equal: The conditional impact of female candidates on political engagement." *The Journal of Politics* 65, no. 4 (2003): 1040-1061.

**Coffé, Hilde, and Catherine Bolzendahl. "Same game, different rules? Gender differences in political participation." *Sex roles*62, no. 5-6 (2010): 318-333.

Gilardi, Fabrizio. "The temporary importance of role models for women's political representation." *American Journal of Political Science* 59, no. 4 (2015): 957-970.

Karp, Jeffrey A., and Susan A. Banducci. "When politics is not just a man's game: Women's representation and political engagement." *Electoral studies* 27, no. 1 (2008): 105-115.

Kittilson, Miki Caul, and Leslie A. Schwindt-Bayer. *The gendered effects of electoral institutions: Political engagement and participation*. Oxford University Press, 2012.

Liu, Shan-Jan Sarah. "Are Female Political Leaders Role Models? Lessons from Asia." *Political Research Quarterly* 71, no. 2 (2018): 255-269.

Liu, Shan-Jan Sarah. & Banaszak, Lee Ann. Do Government Positions Held by Women Matter? A Cross-National Examination of Female Ministers' Impact on Women's Political Participation. *Politics & Gender*, 2016: 1-32.

Reingold, Beth, and Jessica Harrell. "The impact of descriptive representation on women's political engagement: Does party matter?." *Political Research Quarterly* 63, no. 2 (2010): 280-294.

**Wolbrecht, Christina, and David E. Campbell. "Leading by example: Female members of parliament as political role models." *American Journal of Political Science* 51, no. 4 (2007): 921-939.

Waylen, G. (2015) 'Engendering the "Crisis of Democracy": Institutions, Representation and Participation', Government and Opposition, 50 (3), 495-520.

**Zetterberg, Pär. "Do gender quotas foster women's political engagement? Lessons from Latin America." *Political Research Quarterly* 62, no. 4 (2009): 715-730.

Week 10: CONCLUSION
Lecturer: Dr. Sarah Liu

What does citizenship mean? What type of political participation count as feminist? How do political science scholars include/exclude women in the understanding of a representative democracy? Exploring these questions, we conclude our course on Gender, Politics, and Representation. Students will share their research proposal ideas in small groups – a last opportunity to receive feedback from their peers before officially submitting the proposal. We also conclude the class by examining how we, as scholars, can move forward with our research on gender in the discipline.

Core reading

Blaydes, Lisa and El Tarouty, Safinaz. 2009. Women's Electoral Participation in Egypt: The Implications of Gender for Voter Recruitment and Mobilization. *Middle East Journal* 63(3): 364-380.

Caraway, Teri. 2004. Inclusion and Democratization: Class, Gender, Race, and the Extension of Suffrage. *Comparative Politics*, 36(4): 443-460.

*** = Recommended*