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Women in Politics in Comparative Perspective¹ **UC Berkeley - Summer 2019**

Class Meetings: 2:00 pm - 3:59 pm (M,TU,W,TH) in LeConte 4
Section 101: 12pm - 2pm (F) in 56 Barrows
Section 102: 2pm - 4pm in (F) in 56 Barrows

Course Description:

Women make up around 49.5% of the global population, yet they are strikingly underrepresented when it comes to political office. Looking at the global average, women only hold 24% of seats at the parliamentary level. The percent of women in office varies drastically between countries. For example, quota-based countries like Rwanda have 60% women in parliament, whereas countries with unique electoral systems like Lebanon only have 4.7%. This course looks to explain this variation, and further understand the consequences of it. We will focus on questions such as: How do electoral systems affect women's access to elected office? What, if any, are the negative effects of imposing gender quotas? If elected, do women promote greater substantive representation? We will look into the potential for gender-based discrimination among socialized gender roles, voters, political parties, campaign policies, and the media. Please be advised that this is not a course on feminist theory, but rather an investigation of the barriers to women's representation and political participation.

Course Objectives:

With an intensive investigation into the field of women in politics, this course is designed to:

- a.) Familiarize students with the past, current, and future trends of women's political participation.
- b.) Illustrate the dominant arguments for underrepresentation in political office.
- c.) Increase a student's ability to incorporate the study of women in politics into other courses of political sciences.

Course Readings:

There is no required books or reader for this class. All readings will be available online through bCourses. It is important that you read all assigned materials, as some content from your readings may not be covered in lecture. This is a reading intensive course. I encourage you to

¹ This course has taken inspiration, ideas, and/or readings from the following: Dr. Magda Hinojosa, Dr. Mona Lena Krook, Dr. Helene Silverberg, and Sean Freeder. Thank you for making your course syllabi public so that other instructors can build upon rather than reinvent.

take notes and ask questions about readings during lectures, in section, and during office hours. You are responsible for reading the assigned content on or by the day of the associated lecture. For instance, you should come to lecture July 10th having read the articles under its header.

Course Requirements:

<i>Participation</i>	20%
<i>Weekly Quizzes</i>	25%
<i>Weekly Country Reports</i>	30%
<i>Final Presentation</i>	25%

Attending lectures and section is essential to your success in this course. Given the pace and intensity of summer session courses, missing even one lecture can set you behind. Your **participation** grade will be based on your attendance and engagement during lecture and section. This class is small, and your absence will be noticed.

Weekly Quizzes will occur at the end of lecture on Thursday of Week 1-5 and Tuesday of Week 6. These will take about ten minutes. Material covered in that weeks lectures and readings could all be covered in the quiz. These are meant to keep you on top of the material, not to trick you. Keeping notes on your readings and lectures and reviewing them before class should ensure your success on these quizzes. You will take 6 quizzes in total each worth 5%, and your lowest score will be dropped.

Weekly Country Reports will be due the beginning of lecture on the Monday of Week 2-6. Each week you will answer questions about your country (assigned on the first day of lecture), and post on bCourses. These reports must be 2 pages² [12 pt font, double-spaced, and 1 inch margins], include references to online sources or courses readings if relevant, and answer all the questions. Additionally, you must comment on two of your peers reports. Reports are due on Monday, comments by Wednesday³ at 11:59pm, in order to return your reports in a timely manner. You will write 5 of these reports in total, worth 6% each. These reports will help you prepare for your final presentation.

Your final will be a **Final Presentation** given during either Wednesday or Thursday of Week 6. Presentation will be on your assigned country, and will be 5-7 minutes in total. Final presentation slides are due to your GSI by Tuesday, May 13th at 11:59pm. Missing this deadline will result in a grade penalty. The order of the presentations will be randomly determined, unless accommodations are needed. 20% of your final grade will be based upon your presentation and 5% on your engagement with your peers' presentations. A rubric will be given during Week 5.

Note: Any arguments for regrades come straight to me, not your GSI. Regrades by me are subject to an increase or a decrease in your grade and must be justified within a written

² Two pages means two full pages, not one and $\frac{2}{3}$.

³ Comments are due on Tuesday of Week 6.

explanation on why you believe you deserve a regrade. Regrade requests must be received within a week of when the assignment was returned.

Office Hours:

I encourage you to come to my office hours to introduce yourself, to discuss the course readings, to explore ideas for your papers, ask for help with your writing or discuss ways to participate in section. Office hours are there for you—so you should feel free to take advantage of them.

Academic Misconduct and Plagiarism:

Per Appendix II of the Campus Code of Student Conduct, cheating is defined as “fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question”. If you are uncertain, *at all*, about whether something is plagiarism or academic misconduct, please come to me or your GSI, *before*, you turn in an assignment.

Accommodations:

I want everyone to do well in this course. Therefore, please speak to me after class or during office hours if you require any learning accommodations, or if there are specific things I can do to help facilitate your learning.

Technology in the Classroom:

You are welcomed to use your computer or tablets to aid in note taking during lecture and section. However, cell phone use is not allowed. Use of them during lecture or section will result in a penalty in your participation grade. If any technology accommodations are needed, please come to me to discuss them.

Course Schedule:

Week 1: History

Monday, July 8th [Introduction]

1. Vandenbeld, A. (2015). International trends in women's political participation and representation. V R. Baksha in W. Harcourt (ur.), *The Oxford handbook of transnational feminist movements* (str. 215–242). Oxford: Oxford University Press.

Tuesday, July 9th [Early Forms of Political Engagement and Women's Suffrage]

1. Listen to this Podcast:
<https://soundcloud.com/lsepodcasts/episode-2-this-is-not-a-hot?in=lsepodcasts/sets/the-b-allpark>
2. Paxton, Pamela. 2008. "Gendering Democracy." In *Politics, Gender and Concepts. Theory and Methodology*, ed. Goertz, Gary and Mazur, Amy G.. Cambridge: Cambridge University Press, 47–70. [CrossRef](#) | [Google Scholar](#)

Wednesday, July 10th [International Conventions and the Women's Movement]

1. Teele, Dawn L. and Mona M. Collins. Revisiting the Gender Voting Gap in the Era of Women's Suffrage. Working Paper
2. Pamela Paxton, Melanie M. Hughes, Jennifer L. Green. 2006. "[The International Women's Movement and Women's Political Representation, 1893–2003.](#)" *American Sociological Review* 71: 898-920.

Thursday, July 11th [Descriptive, Substantive and Symbolic]

1. Beckwith, Karen. 2005. A Common Language of Gender? *Politics & Gender* 1 (1): 128–37. [Google Scholar](#)
2. Bauer, Gretchen. 2012. "‘Let there be a balance’: Women in African Parliaments." *Political Studies Review* 10 (3): 370-384 [CrossRef](#) [Google Scholar](#)
3. Reynolds, A. (2013). ‘Representation and Rights: The Impact of LGBT Legislators in Comparative Perspective’, *American Political Science Review*, 107:2, 259–274. [\[Crossref\]](#) [\[Google Scholar\]](#)

Reminder:

Quiz #1 in Lecture

Week 2: Political Participation

Monday, July 15th [Gender Gap in Turnout and Ideology]

1. The Developmental Theory of the Gender Gap: Women's and Men's Voting Behavior in Global Perspective Ronald Inglehart; Pippa Norris [Stable URL:](#)
2. A Second Look: Is There a Latina/o Gender Gap? Lisa García Bedolla , Jessica L. Lavariega Monforti & Adrian D. Pantoja [Here](#)

Reminder:

Weekly Report #1 Due in Lecture

Tuesday, July 16th [Participation in Social Movements]

1. Beckwith, Karen. 2000. "Beyond Compare? Women's Movements in Comparative Perspective." *European Journal of Political Research* 37: 431–68. [CrossRef](#) | [Google Scholar](#)

Wednesday, July 17th [Political Ambition]

1. Fox, Richard L., and Jennifer L. Lawless. (2014). [Uncovering the Origins of the Gender Gap in Political Ambition](#). *American Political Science Review* 108 (3): 499–519.
2. Lawless, Jennifer L. and Richard L. Fox. 2013. "Girls Just Wanna Not Run: The Gender Gap in Young Americans' Political Ambition."
https://www.american.edu/spa/wpi/upload/girls-just-wanna-not-run_policy-report.pdf

Reminder:

BCourses Comments Due by 11:59pm

Thursday, July 19th [Comparative Political Ambition]

1. Chhibber P. 2002. Why are some women politically active? The household, public space, and political participation in India. *Int. J. Comp. Sociol.* 43(3–5):409–29
2. Galais, C., Öhberg, P., & Coller, X. (2016). Endurance at the Top: Gender and Political Ambition of Spanish and Swedish MP's. *Politics & Gender*, 12, 596–621. [CrossRef](#) [Google Scholar](#)

Reminder:

Quiz #2 in Lecture

Week 3: Stepping into the ring: Candidate Selection

Monday, July 22nd [Electoral System and consequences]

1. Norris, Pippa. 2004. *Electoral Engineering: Voting Rules and Political Behavior*. New York: Cambridge University Press. Chapter 2 & Chapter 8

Reminder:

Weekly Report #2 Due in Lecture

Tuesday, July 23rd [Electoral Quotas]

1. Franceschet, Susan, Krook, Mona Lena, and Piscopo, Jennifer M., ed. 2012. *The Impact of Gender Quotas*. New York: Oxford University Press. [CrossRef](#) | [Google Scholar](#) Chapters 1 and 14
2. Dahlerup, Drude, and Freidenvall, Lenita. 2005. "Quotas as a Fast Track to Equal Representation for Women." *International Feminist Journal of Politics* 7 (1): 26–48. [CrossRef](#) | [Google Scholar](#)

Wednesday, July 24th [Consequences of Electoral Quotas]

1. Hassim, S. (2010). "Perverse consequences? The impact of quotas for women on democratization in Africa." In I. Shapiro, S. Stokes, E. Wood, & A. Kirshner (Eds.), *Political Representation* (pp. 211-235). Cambridge: Cambridge University Press.

Reminder:

BCourses Comments Due by 11:59pm

Thursday, July 25th [Political Parties]

1. Caul, Miki (1999) 'Women's representation in Parliament: the role of political parties' *Party Politics*, 5(1) 79–98 [CrossRefGoogle Scholar](#)
2. Kittilson, Miki Caul. 2011. "[Women, Parties, and Platforms in Post-Industrial Democracies.](#)" *Party Politics* 17 (1): 66-92.
3. Freeman, Jo. 2010. "Building a Base: Women in Local Party Politics" in Krook & Childs *Women, Gender, and Politics Reader*. Oxford University Press. Pg. 89- 95

Reminder:

Quiz #3 in Lecture

Week 4: Candidate Selection and Campaigning

Monday, July 29th [Candidate Selection - Formal (primaries vs. selection)]

1. Gallagher, Michael and Michael Marsh (eds). 1988. *Candidate selection in comparative perspective : the secret garden of politics* Introduction and Conclusion Chapters
2. Lundell, Krister (2004) 'Determinants of Candidate Selection' , *Party Politics* 10(1): 25-47 . [Google Scholar](#) | [ISIOpenURL](#) [UC Berkeley](#)

Reminder:

Weekly Report #3 Due in Lecture

Tuesday, July 30th [Candidate Selection - informal (networks, recruitment)]

1. Niven, David. 1998. "Party Elites and Women Candidates The Shape of Bias." *Women & Politics* 19:57-80.
2. Do Parties Know That "Women Win"? Party Leader Beliefs about Women's Electoral Chances Kira Sanbonmatsu
3. Preece, Jessica R., Olga B. Stoddard, Rachel Fisher. 2016. "Run, Jane, Run! Gendered Responses to Political Party Recruitment." *Political Behavior* 38(3): 561–577

Wednesday, July 31st [Campaigning - Media]

1. Lawrence, R. G., & Rose, M. (2010). Hillary Clinton's race for the White House: Gender politics and the media on the campaign trail. Boulder, CO: Lynne Rienner. Chapter 3 and Chapter 6

Reminder:

BCourses Comments Due by 11:59pm

Thursday, August 1 [More Media, Campaign Violence]

1. Krook, M. L. (2017). Violence Against Women in Politics. *Journal of Democracy* 28(1), 74-88. Johns Hopkins University Press. Retrieved June 30, 2019, from Project MUSE database.
2. Wanyeki, LM (2008) Lessons from Kenya: Women and the post-election violence. *Feminist Africa* 10: 91–97.

Reminder:

Quiz #4 in Lecture

Week 5: Election and Women in Power

Monday, August 5th [Election Voter Discrimination - History]

1. Dolan, K. (2014). Gender Stereotypes, Candidate Evaluations, and Voting for Women Candidates: What Really Matters? *Political Research Quarterly*, 67(1), 96-107. Retrieved from <http://www.jstor.org.libproxy.berkeley.edu/stable/23612038>
2. Hayes, Danny and Jennifer L. Lawless. 2015. "A Non-Gendered Lens? Media, Voters, and Female Candidates in Contemporary Congressional Elections." *Perspectives on Politics* 13(1):95-118.

Reminder:

Weekly Report #4 Due in Lecture

Tuesday August 6th [Election Voter Discrimination observation vs. experimental]

1. Beaman, Lori, et al. "Powerful Women: Does Exposure Reduce Bias?" *Quarterly Journal of Economics*, 124.4 (November 2009), pp.1497-1540.
2. Fox, R. L., Smith, E. R. (1998). The role of candidate sex in voter decision-making. *Political Psychology*, 19, 405-419. [Google Scholar](#)

Wednesday August 7th [Women in Power - a review of women in office]

1. Jalalzai, Farida. 2008. "Women Rule: Shattering the Executive Glass Ceiling." *Politics & Gender* 4 (2): 205-231.
2. Jalalzai, F., & Krook, M. L. (2010). Beyond Hillary and Benazir: Women's Political Leadership Worldwide. *International Political Science Review*, 31(1), 5–21. <https://doi.org/10.1177/0192512109354470>

Reminder:

BCourses Comments Due by 11:59pm

Thursday, August 8th [Women in Power- effects of women in office]

1. Wolbrecht, C. and Campbell, D. E. (2007), Leading by Example: Female Members of Parliament as Political Role Models. *American Journal of Political Science*, 51: 921-939.
2. Watch Iron Ladies of Liberia (Why Democracy? Series)
 - a. [Part 1](#)
 - b. [Part 2](#)
 - c. [Part 3](#)
 - d. [Part 4](#)
 - e. [Part 5](#)
 - f. [Part](#)

Reminder:

Quiz #5 in Lecture

Week 6: Other Barriers:

Monday August 12th [Women Reproductive Rights]

1. Arthur, M., Earle, A., Raub, A., Vincent, I., Atabay, E., Latz, I., ... Heymann, J. (2017). Child Marriage Laws around the World: Minimum Marriage Age, Legal Exceptions, and Gender Disparities. *Journal of women, politics & policy*, 39(1), 51–74.
2. UN Department of Economic and Social Affairs. 2014. "[Abortion Policies and Reproductive Health around the World.](#)"

Reminder:

Weekly Report #5 Due in Lecture

Tuesday August 13th [Economic Rights]

1. Dieterich, Christine and Huang, Anni and Thomas, Alun, Women's Opportunities and Challenges in Sub-Saharan African Job Markets (June 2016). IMF Working Paper No. 16/118. Available at SSRN: <https://ssrn.com/abstract=2882552>
2. Chiara Capraro. 2017. "[Rights and Realities: a briefing on women and the economy.](#)" Womankind Worldwide.

Reminder:

Quiz #6 in Lecture

BCourses Comments Due by 11:59pm

All final presentations must be uploaded to bCourses by 11:59pm.

Wednesday August 14th

No Readings. Presentations

Thursday August 15th

No Readings. Presentations

Presentation Comments Due by 11:59pm