COURSE DESCRIPTION AND OBJECTIVES

Perhaps more than any other type of human activity (militarism excepted) politics has been considered a male domain. And although women's position in politics has begun to improve in the last two decades, the representation of women in local and national legislatures, in ministerial positions, and as heads of state and government is still considerably below that of men worldwide. Some countries have a better track record than others. Women make up 64% of the legislature in Rwanda, while the United States trails most Western countries, with women accounting for only 20% of legislative seats. Some of the poorest countries in the world, like Senegal and Nicaragua, have some of the highest rates of female legislative representation in the world. We will be asking in this course what accounts for these differences.

The course will examine the implications of women's exclusions from public life in a global context; the obstacles to women's greater participation; how women have gained greater voice in political leadership in some countries; and the different kinds of issues women bring to the political arena. In this course we will be asking: How important is it to have equal political representation of women and men? Do women make a difference once in office? Would having more women in politics change the nature of public policy or even the way that politics is conducted?

We will also consider in this course some of the obstacles for women as voters, candidates and officeholders. What are the particular constraints for women running for office? How much are women's possibilities for being elected to office affected by the electoral system, cultural attitudes towards women in leadership, family obligations, the media, party support, and sources of financing for campaigns? The course will engage various debates regarding women's political participation, including controversies over critical mass, electoral quotas and substantive representation. We will be asking to what extent can women influence politics once elected to office given the existing political culture and institutional rules? US experiences will be incorporated and placed in a comparative international context.

The objective of this course is to help students better understand why women have historically been excluded from politics throughout the world and to appreciate how and why their status is changing in this arena. Students will be able to hone their critical thinking and writing skills as well as familiarize themselves with key concepts related to the study of women and politics.

REQUIREMENTS

Any changes to the course and email notifications will be posted on the course wiki. It is your responsibility to check these notices on a regular basis.
**Reading:** I expect students to have read the assigned material and come to class prepared to discuss the readings.

**Class Attendance:** Class attendance is critical in order to engage the material in an effective way. The exams draw to a large extent on lectures and class discussion (as well as readings) and cannot be adequately completed without participating in and attending class. Please come to class on time out of respect for other class participants, but mostly for your own sake.

**Participation:** I strongly encourage class participation in various forms, especially through discussion in class. Participation can improve one’s grade, especially if it is borderline between grades. Students might want to share with the class recent relevant articles, blogs, or videos that caught their interest by posting them on the course wiki. Debates and commentary are especially encouraged. On occasion we may have short in-class or wiki writing assignments.

**Assignments:** There will be at least three short assignments throughout the course of the semester. These are a form of blended learning involving individual/group projects that last a little longer than the duration of the class, requiring you to draw on your readings to analyze a real world problem or dataset.

**Quizzes:** There will a quizzes every two weeks to make sure you are keeping up with the readings and attending class.

**Papers:** One (8-10 page) term paper is required of undergraduate students and a 20-25 page research paper is required of graduate students. The papers must use course themes as a starting point. An abstract (paragraph summary) of the paper is in the Learn@UW Dropbox on the date indicated below. Students are welcome to meet with me before turning in their summary. If the topic is later changed, a new abstract must be submitted and approved.

**Exams:** Two exams are required. The exams will involve essays that integrate material.

**NOTE:** All exams, papers, book reviews and the abstract must be submitted in Learn@UW in the Dropbox. Please do NOT email them to me or give me a hard copy unless you experience difficulties uploading to Learn@UW.

**GRADE CRITERIA**

Participation (5%); quizzes (5%); assignments (10%); paper (30%); mid-term exam (25%); final exam (25%)

**LAP TOPS AND CELL PHONE USE**

Students may not use laptops in class. Cell phones must be turned off and put away. As interesting as the class is, I am utterly incapable of competing with the lure of FB. Therefore I must stack the deck squarely in my favor. Students seem to have performed better in class after I implemented this policy.

**OFFICE HOURS**

Please sign up for all appointments during office hours with Professor Tripp through ailtripp.youcanbook.me. Office hours are Tuesday and Thursday, 9:30 am to noon. If these times do not work feel free to contact atripp@wisc.edu to arrange another time.
DEADLINES

September 16 Abstract due
October 21 Mid-term exam
December 1 Term paper due
December 15 Final exam 7:45 am-9:45 am

WIKI

You will need to explore the course wiki, which is a key resource for course updates, sources for your paper, databases, videos, links to additional readings, and other useful information. Please bookmark the page when you receive the link via email.

ACADEMIC HONESTY

You should be familiar with the University's standards for academic honesty as described in the pamphlet, Academic Misconduct: Rules and Procedures, published by the Dean of Students’ Office. Your paper and exams cannot be written even partially by someone else: they must be a product of your own efforts. Books, articles and class notes may be consulted in writing papers, but you must cite such sources, referencing or footnoting any facts or ideas that are not your own. Quoted material must be enclosed in quotation marks. Students who fail to heed this warning risk failing the course or an even worse fate. Please watch YouTube video on plagiarism that is linked to the wiki on the page “Quoting.”

SPECIAL ACCOMMODATIONS

People with disabilities will be fully included in this course. Please inform the professor if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be strictly maintained. Certain accommodations may require the assistance of the McBurney Disability Office on campus. The McBurney Disability Center can be reached at (608) 263-2741 or via email at mcburney@odos.wisc.edu.

READINGS

The required books are available for purchase from A Room of One’s Own, 307 W Johnson St; phone: (608) 257-7888, and can be borrowed from the Helen C. White Reserve Room. A packet of xeroxed readings can be purchased from Social Science Copy Center (6120 Sewell). They are also available on the course wiki.


COURSE OUTLINE

INTRODUCTION TO THE COURSE: WOMEN’S STRUGGLE FOR CITIZENSHIP
September 2

SHATTERING THE GLASS CEILING
September 4
Assignment #1 (see wiki)
Paxton and Hughes, Chapter 1
Watch Ted Talks video: Sheryl Sandberg: Why we have too few women leaders (links on wiki)

US AND GLOBAL STRUGGLES FOR SUFFRAGE
September 9
Paxton and Hughes, Chapter 2
Watch video (links on wiki): One Woman, One Vote

PROBLEMS OF REPRESENTATION
Representation and Women’s Interests
September 11, 16
Escobar-Lemmon and Taylor-Robinson Chapters 1, 2, 5, 12

September 18
Problems of inclusion
Escobar-Lemmon and Taylor-Robinson Chapters 3, 7
Paxton and Hughes, Chapter 9

September 23, 25
Culture, Social Structure and Institutions
Paxton and Hughes, Chapters 3, 4, 5, 7, 14

September 30
Oil, Quotas, and Conflict
Paxton and Hughes, Chapter 6, 13, 15

October 2, 7
Substantive Representation
Escobar-Lemmon and Taylor-Robinson Chapters 4, 9, 11
Paxton and Hughes, Chapter 8

October 9
The Representation of Women in US Politics
Thomas and Wilcox, Chapters 1, 2
Optional: Chapters 9, 13

October 14
The Representation of Women in Congress
Thomas and Wilcox, Chapters 8, 10
October 16
The Representation of Women in State Politics
Thomas and Wilcox Chapter 11, 12, 16
Escobar-Lemmon and Taylor-Robinson Chapter 10

October 21 Midterm

GENDER AND ELECTIONS
October 23
Gender and Elections
Thomas and Wilcox Chapters 3, 6, 7

October 28
Gender and Presidential Elections
Thomas and Wilcox, Chapters 4, 5

October 30
Intersectionality and Elections
Thomas and Wilcox, Chapter 14, 15

Morgan, Robin. “Goodbye to All That (#2)” (link on wiki, Articles)

Williams, Patricia. 2008. “It’s Not as Simple as White Trumping Black or Man Trumping Woman,” The Nation. (link on wiki, Articles)

Watch videos:
Melissa Harris Lacewell and Gloria Steinem debate, Democracy Now, Interview with Amy Goodman, Parts 1, 2, 3, 4 (link on wiki, Videos)

November 4
Media and Elections


Assignment #2
STATE FEMINISM
November 6, 11

Paxton and Hughes, Chapter 11, 12

WOMEN’S MOVEMENTS
November 13, 18

November 20
Johnson-Sirleaf, This Child Will Be Great, Chapters 1-9
Assignment #3, Watch Pray the Devil Back to Hell (see link on wiki, Videos)

WOMEN IN THE EXECUTIVE
November 25,

Johnson-Sirleaf, This Child Will Be Great, Chapters 10-15

November 27 Thanksgiving

December 2, 4

Discussion of This Child Will be Great
Johnson-Sirleaf, Chapters 16-20

REPRESENTATION OF WOMEN IN INTERNATIONAL BODIES
December 9
Escobar-Lemmon and Taylor-Robinson Chapters 6, 8

REVIEW
December 11