

**POLS 3311**  
**Women & Politics**  
**Spring 2023**

**Section: 01**

Department of Social Sciences  
Texas A&M University- Corpus Christi

## 1 Instructor Information

Shane A. Gleason, PhD  
Email: [shane.gleason@tamucc.edu](mailto:shane.gleason@tamucc.edu)  
Office: Bay Hall 339  
Phone: 361-825-2168

Office Hours: Tuesdays: 12:00-2:00pm  
Wednesdays: 3:30-5:30pm  
Thursdays: 1:00-3:00pm  
and by appointment  
Class Location: Bay Hall 205  
Class Time: 7:00-9:30pm Wednesdays

### Co-Instructor

Diana K. Ivy, PhD  
Email: [diana.ivy@tamucc.edu](mailto:diana.ivy@tamucc.edu)  
Office: Bay Hall 325  
Phone: 361.825.5986

Mondays: 5:00pm-6:00pm  
Tuesdays: 4:00pm-6:00pm  
Wednesdays: 5:00pm-7:00pm

## 2 Course Description and Purpose

During the Second Continental Congress, future First Lady Abigail Adams wrote her husband to “please remember the ladies.” Future President John Adams and his colleagues seemingly ignored this plea and wrote “all *men* are created equal.” Women then, for much of American history lacked many political and legal rights. Since suffrage in 1920 women have secured many of the same political and legal rights as men. Yet, a number of legal, social, and political differences remain. Indeed, gender remains an important defining aspect of American political and life. The role of gender in politics and law can be seen in areas as disparate as sex-based high school dress codes, candidate evaluations, and the mannerisms which make attorneys successful. In short, gender shapes the social and political world.

In this course, we will focus on how gender shapes politics in areas as wide ranging as political socialization, candidate emergence, behavior in institutions, and the intersection of race and gender. In doing so, we will take a distinctly American focus and we will pay particular attention to scholars working on the boundaries of scholarly understanding. We know, for instance, that women are less likely to run for office; but is this the case for all women? What of women of color?

A key component of this class are your critical reading, writing, and organizational skills. Toward that end, we will read several scholarly articles over the course of the semester in addition to the

more conventional textbook, to help build your critical thinking skills. I realize the scholarly literature can be daunting. To this end, we will step through each of these articles in class to familiarize you with the process. Additionally, the emphasis in the exams is applying what we have covered in class to broader contexts. Since writing is a vital skill that is important regardless of your major or eventual career, you will produce a synthesis paper which explores an aspect of gender & politics in greater depth. Feedback and direction will be provided on the synthesis paper throughout the semester.

## Student Learning Outcomes

On completion of this course students will be able to:

1. Recall basic facts related to gender & politics
2. Demonstrate understanding of key concepts relating to how institutional design and political behavior shape gender & politics.
3. Read and synthesize the scholarly literature on gender & politics through an applied writing exercise.
4. Explain how intersectional identities shape political outcomes structure shapes judicial behavior.

## 3 Experimental Approach This Semester

You have a unique opportunity this semester, in that my colleague in Communication, Dr. Diana Ivy, and I are team teaching our two courses focused on gender. Dr. Ivy's COMM 4314 Gender Communication course will link with our course, meeting jointly on occasion, sharing guest speakers, and overlapping some readings. Sometimes the courses will meet jointly. On some occasions, Dr. Ivy will lead this class. This is the first time we've tried this approach, so please be patient as there will no doubt be some hiccups along the way. Be extra vigilant in reading the schedule in this syllabus and on Blackboard. Of course, we welcome your feedback on how it works!

## 4 Course Format

This course is heavily readings based, from both the text book and supplemental materials available on Blackboard. While the class is technically lecture based, I find class is more fun when we have a seminar discussion rather than me talking for 150 minutes. Please do the readings in advance. It is okay if you don't understand them fully, but please give it your best effort and come to class with any questions you have.

## 5 Requirements

### Text

There is one required book, which the majority of our readings will come from. Other readings are posted on Blackboard and are noted on the course schedule.

The book is available at the campus bookstore. I also provide the ISBN for the book below. To allow time for shipping, I will place the first week's readings on Blackboard. After the first week I expect you to have the book and bring it with you to class. Unfortunately, I will not be able to place the books on course reserve at the library.

1. Han, Lori Cox and Caroline Heldman. 2017. *Women, Power, and Politics*. New York: Oxford University Press.  
**ISBN: 9780190620240**

## Assessment

This course is worth 100 points which are broken up over several different items

- Exams: 20 points
  - Synthesis Paper: 40 points
  - Quizzes: 20 points
  - Speaker Notes: 10 points
  - Participation: 10 points
1. **Exams (20 points)**—There are two exams, each is worth 10 points. This is to say each exam is worth a letter grade and a half. Exams will consist of short answer prompts and essays. Both exams are take-home. One week before the due date for the exam, I will post to Blackboard two essay questions and five short answer prompts. You must write on one of the essay questions and three of the short answer prompts. The exams are open book and open note, but you must work individually. The first exam is due at 11:59pm on Friday March 3. The second exam is due by the end of the final exam time slot as assigned by the University. All exams are turned in simply by uploading them to Blackboard. Please use .pdf format. Your name **must** be on the uploaded file.
  2. **Synthesis Paper (40 points)**— Instead of a research paper, you will produce a synthesis paper that overviews the scholarly literature in one area of gender & politics. For instance, you might be really interested in candidate emergence or the role attorney gender plays in judicial-decision making. I encourage you to write on the topic you find most interesting (research is more fun when you enjoy what you're researching!). Since this is a big project, it will be broken up into several smaller assignments spaced roughly evenly over the course of the semester. The goal is to help lay the foundation for your capstone project. I will provide you feedback at each step along the way, which will help guide you as you move forward. More details are provided in the Synthesis Paper Project handout on Blackboard. For now though, suffice to say that the Statement of Interest is due January 20, the Proposal is due February 17, the Rough Draft is March 24, and the Final Draft is due April 28.
  3. **Quizzes (20 points)**— Most weeks throughout the semester will have an associated Blackboard quiz. All quizzes are due Wednesdays at 7:00pm, which is to say just before class begins. The quiz will cover material from that week's readings and lectures (which we haven't discussed in class just quite yet. All quiz questions are multiple choice and open note. Since the quizzes are timed at 10 minutes, it is a good idea to review your notes and readings before

you begin the quiz. The quizzes are designed such that if you do the readings and pay close attention to the lectures, the quizzes should be easy. A full schedule of quiz dates is available on Blackboard.

4. **Speaker Notes (10 points)**— Over the course of the semester we will hear from five guest speakers. Within 24 hours of class, you will submit your notes from class that day. Each set of notes is worth 2 points. These are largely graded on a “did you do them?” basis; although with later notes you should incorporate feedback from earlier class discussions of notes. Further information is available on the “Speaker Notes” handout on Blackboard.
5. **Participation (10 points)**– Class is more fun when it is not just me talking and I will accordingly call on students to provide summaries of the readings. I am aware, however, that not everyone is an outgoing person that enjoys talking. To this end, I consider active listening to be participation. A key component of participation is attending class. This is particularly true as missing one class is the same as missing three classes in a MWF class.

## Assessment Scale

A: 90-100	B: 80-89.9	C: 70-79.9	D: 60-69.9	F: <59.9
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## Sensitive Topics

Since politics is a reflection of the society in which we live, we will cover several topics which touch on topics which might be sensitive such as the role of sexual assault allegations in judicial confirmation hearings and reproductive health policy such as abortion. These topics are included because we cannot adequately study gender and politics without covering them. My personal policy is to remain neutral (I’m a political scientist, emphasis on the second word). I encourage disagreement, but it must be done in a respectful way. You have my assurance that I will do everything reasonably related to keeping these discussions civil and academic. I know aspects of this course may be emotionally difficult. You may personally connect with or be affected by some of the material covered in this course, so I urge you to identify a support system outside of this class. I am happy to meet with you to discuss any concerns or accommodation needs, but I also encourage you to seek out confidential or other resources.

## 6 Course Policies

### Contacting the Instructor

I am happy to help you either via e-mail, or during office hours. If my office hours do not fit your schedule let me know and we can schedule a meeting at a time that is more convenient. If you come to office hours you should come prepared; bring your book, notes, and read the material in advance. If you contact me via e-mail, I will respond within 48 hours, though in most cases it will be less than six hours. Should you not hear from me after 48 hours, feel free to send a follow-up. However, in any e-mail you must identify yourself and use proper format which consists of an opening (As simple as the recipient’s name), a closing (as simple as your name), and a descriptive subject line. If you do not follow that convention or if you use Internet shorthand (ie: “u” instead of “you,”) I will not reply to the message.

## Make-up Exams and Assignments

To qualify for a make-up test a student must notify me of the absence in advance via e-mail and provide documentation. Make-up exams will be a written research paper. The onus is on the student for a make-up exam. I will not seek you out to let you know you missed an exam.

## Extra Credit

I offer two forms of extra credit. First, I offer is a one point increase for each of the writing assignments (remember, the course is only worth 100 points) for consulting with the writing center for your paper. Appointments are usually necessary. Just screenshot your confirmation and place it at the end of your paper. Second, there is a “bonus” quiz (so if you do all of the quizzes, the last one is extra credit).

## Academic Honor Code

Students are expected to uphold the Academic Honor Code published in the University Student Handbook. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Violations of the Academic Honor Code will not be tolerated.

Academic dishonesty, cheating, and plagiarism of any kind are unacceptable. There are no exceptions. Consequences for academic dishonesty, cheating, and plagiarism include, but are not limited to, a failing grade for an assignment or exam, a failing grade for the course, noncredit for an assignment or exam, additional work, and/or direct referral to university officials.

If academic dishonesty, cheating, or plagiarism is suspected on any assessment, the instructor reserves the right to impose restrictions and make changes on future assessments for an individual and/or the entire class as needed.

Please also note that the university requires that faculty members formally report all instances of academic misconduct. Here are the official procedures: [http://judicialaffairs.tamucc.edu/assets/procedure\\_academicmisconductcases.pdf](http://judicialaffairs.tamucc.edu/assets/procedure_academicmisconductcases.pdf)

Academic dishonesty includes, but is not limited to, the use of unauthorized information during a quiz or exam, plagiarism, submitting the same paper for multiple courses without permission, or depriving another student of the ability to perform his or her work. The term cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, plagiarism; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff. The term plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic

materials. If you have questions about the university's policy on academic dishonesty, please see the Student Code of Conduct at <http://judicialaffairs.tamucc.edu/StudentCofC.html>.

Please note "plagiarism" includes intentionally, knowingly, or carelessly presenting the work of another as one's own. Additionally, the procedure has been updated to reflect the Academic Integrity Committee as the body to consider grade appeals and academic misconduct cases, as well as identifies the selection process of committee members. Detailed information can be found on the University Handbook of Rules and Procedures website. Contact for interpretation or clarification is the Associate Vice President for Academic Affairs.

## Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Student Caregivers: If you have caregiving responsibilities (e.g., parent of a child or care for elderly parents) and you anticipate scheduling difficulties, please discuss this with me the beginning of the semester to work out an appropriate strategy in advance.

## Sexual Assault & Gender Based Discrimination

TAMUCC faculty is fully committed to supporting students and upholding an environment free of sexual violence and gender based discrimination. If a student chooses to confide in faculty (or other entities on campus) regarding an issues of sexual violence, dating violence, domestic violence and stalking it should be understood that faculty members are often obligated to report this information. Students can choose to disclose their experience confidentially to the following resources:

- University Counseling Center
- Student Health Center

## Academic Advising (for students with a majors in the College of Liberal Arts)

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center using DegreeWorks. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted.

- **For all students with 0-45 hours earned** you will be advised by the **Islander Advising Center:** University Services Center (1st Floor), 361-825-3453.

- **For CLA students with more than 45 hours earned** you will be advised by the **CLA Academic Advising Office:** Faculty Center 148, 361-825-3466.

For all other colleges with more than 45 hours earned, you will be advised by the Advising Center that oversees your major:

- **College of Business:** OCNR 120, 361-825-2653
- **College of Education and Human Development:** FC 201, 361-825-2662
- **College of Nursing and Health Sciences:** IH (3rd Floor), 361-825-2799
- **College of Science and Engineering:** CI 350D, 361-825-3928

### Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to **University Center 324** and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. You may also submit a PowerFormSigner online. **April 10, 2023** is the last day to drop a class with an automatic grade of “W” this term.

### Student Grade Appeals

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at <https://www.tamucc.edu/governance/rules-procedures/index>. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

### Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

## Civil Rights Reporting

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at Samuel.ramirez@tamucc.edu or Deputy Title IX Coordinator, Rosie Ruiz at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

## Campus Emergencies

At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.

- For any emergency, dial the University Police Department (UPD) at 361-825-4444 or dial 911. It's a good idea to have the UPD emergency number (and non-emergency number 361-825-4242) saved in your cell phone.
- There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and don't have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
- If we hear a fire alarm, we will immediately evacuate the building and proceed to the nearest safe exit.
  - Proceed to the nearest building exit or evacuation stairway. Do not use the elevator. Persons who need help navigating stairs should proceed to a marked Area of Rescue Assistance, if possible.
  - Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.
  - Review the evacuation route (see specific Building Emergency Plan).
- TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations.
  - The notifications include emails, text and pre-recorded messages, as appropriate.



- Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations and other incidents which disrupt regular campus activities.
- Students can update personal contact information anytime at <https://emergency.tamucc.edu/contactform/>
- Shelter in Place via Code Blue.
- “Shelter-in-place” means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters or other dangerous situations.
- If there is a shelter in place for a **tornado warning**, our preferred location is the bottom floor of this building, away from windows and doors.
- Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight. For more information about the Run, Hide, Fight protocol, including what to do when law enforcement arrives, visit <https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/>
- For the Quick Campus Guide to Campus Emergencies (including a list of Areas of Rescue Assistance and additional protocols on assisting persons with physical disabilities, hurricanes, bomb threats, animal bites, crime reporting, elevator entrapment, etc.), visit <https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/emergency-management/assets/documents/finalbooklet.pdf>.

## Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: cell phones, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you need a cell phone for emergency purposes, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to stay for the entire period. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, the syllabus includes many sensitive topics which can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly. This is to say you must be respectful, in both content and tone, of diverse opinions and not make personal or partisan attacks.

## Acceptable Comments

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

## Unacceptable Comments

- are personal in nature. This includes attacks on a person’s appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor’s authority to maintain the integrity of the classroom environment.

### Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice. These changes may come via e-mail. Make sure to check your university supplied email regularly. You are accountable for all such communications.

## 7 Tentative Course Schedule

A few notes about reading the course schedule:

- Please do the readings in the order listed on the syllabus
- “HH” refers to the required Han & Heldman book
- “(B)” means that reading can be found on Blackboard

### Course Introduction

Wednesday January 18– Introduction to the Course & Library Research Tutorial

- Powner, Leanne. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. Congressional Quarterly Press: Washington. (Chapter 3: “Doing Pre-Research”). (B)
- *Guest Speaker: Professor Jennifer Anderson, Bell Library, TAMU-CC*

### Making the Personal Political: Women in American Politics Then & Now

Wednesday January 25– Identity & The Four Waves of Feminism

- *Guest Speaker: Kitana Sanchez*
- HH: Chapter 2 (skim)
- Elder, Laurel, Steven Greene, and Mary-Kate Lizotte. 2021. “Feminist and Anti-Feminist Identification in the 21<sup>st</sup> Century United States.” *Journal of Women, Politics, & Policy*. 42(3):243-259.
- Kimmel, Micheal. 2008. *Guyland: The Perilous World Where Boys Become Men*. Harper Collins: New York. (B)
- Haywood, Sharon. 2013. “Owning the F-word.” In *Fifty Shades of Feminism*, ed:

Lisa Appignanesi, Rachel Holmes, and Susie Orbach. London: Vintage Press. (B)

Wednesday February 1– The Difference Between Sex & Gender; Representation

- McDermott, Rose and Peter K. Hatemi. 2011. “Distinguishing Sex and Gender.” *PS: Political Science and Politics*. 44(1): 89-92. (B)
- Wangnerud, Lena. 2009. “Women in Parliaments: Descriptive & Substantive Representation.” *Annual Review of Political Science*. 12: 51-69 (B)
- Badas, Alex and Katelyn E. Stauffer. 2018. “Someone Like Me: Descriptive Representation and Support for Supreme Court Nominees.” *Political Research Quarterly*. 71(1): 127-142. (B)

Wednesday February 8– Candidate Emergence & Evaluation

- *Guest speaker: Abigail Hassert, PhD Student in Political Science, University of South Carolina*
- HH Chapter 6
- Dolan Kathleen and Michael Hansen. 2018. “Blaming Women or Blaming the System? Public Perceptions of Women’s Underrepresentation in Elected Office.” *Political Research Quarterly*. 71(3): 668-680 (B)
- Sanbonmatsu, Kira. 2002. “Gender Stereotypes and Vote Choice.” *American Journal of Political Science*. 46(1): 20-34. (B)
- Bauer, Nichole M. “Emotional, Sensitive, and Unfit for Office? Gender Stereotype Activation and Support for Female Candidates.” *Political Psychology*. 36(6): 691-708. (B)

Wednesday February 15– Political Participation & Culture

- HH Chapter 4
- HH Chapter 5
- Ondercin, Heather L. 2017. “Who is Responsible for the Gender Gap? The Dynamics of Men’s and Women’s Democratic Macropartisanship, 1950-2012.” *Political Research Quarterly*. 70(4): 749-761. (B)
- Campbell, David. 2006. “See Jane Run: Women Politicians as Role Models for Adolescents.” *Journal of Politics*. 68(2):233-247. (B)

Wednesday February 22– Non-Verbal Communication

- **Guest Speaker:** *Dr. Mirya Holman, Associate Professor of Political Science, Tulane University*
- Holman, Mirya and Anna Mahoney. 2018. “Stop, Collaborate, and Listen: Women’s Collaboration in US State Legislatures.” *Legislative Studies Quarterly*. 43(2): 179-206. (B)
- Druckman, James. 2003. “The Power of Television Images: The First Kennedy-Nixon Debate Revisited.” *Journal of Politics*. 65(2): 559-571. (B)
- Gleason, Shane A. n.d. “I Can’t See You; Can You Hear Me?: Gender Norms, Non-verbal Communication, & Covid-19 at U.S. Supreme Court Oral Arguments.” (B)

Wednesday March 1– Women, Communication, & Leadership

- **CLASS MEETS IN UNIVERSITY CENTER LONESTAR BALLROOMS**

Wednesday March 8— Legislatures & the Executive

- HH Chapter 7
- HH Chapter 8
- Anzia, Sarah F. and Christopher R. Berry. 2011. “The Jackie (and Jill) Robinson Effect: Why Do Congresswomen Outperform Congressmen?” *American Journal of Political Science*. 55(3): 478-493. (B)

Wednesday March 13– **SPRING BREAK**

- *No class! Enjoy your day!!*

Wednesday March 22– Power Abuses in Relationships

- Ivy, Diana K. 2022. *GenderSpeak: Communicating in a Gendered World*. Dubuque, IA: Kendall Hunt Publishing. Chapter 7. (B)

Wednesday March 29– Speaking Out

- Felstiner, William L.F., Richard L. Abel, and Austin Sarat. 1981-1982. “The Emergence and Transformation of Disputes: Naming, Blaming, Claiming...” *Law & Society Review*. 15(3/4):631-654.
- Kay, Katty. 2018. “The Truth About False Accusations by Women.” *BBC News*. 18 September 2018.
- Lisak, David, Lori Gardinier, Sarah C. Nicksa, and Ashley M. Cote. 2010. “False Allegations of Sexual Assault: An Analysis of Ten Years of Reported Cases.” *Violence Against Women*. 16(12):1318-1334.
- Reigstad, Leif. 2021. “They Accused a Man of Sexual Assault in a Small West Texas Town. That was Only the Beginning.” *Texas Monthly*. March 2021.

## **Women on the Campaign Trail & In Office**

Wednesday April 5– Media & Public Hearings

- Ivy, Diana K. 2022. *GenderSpeak: Communicating in a Gendered World*. Dubuque, IA: Kendall Hunt Publishing. Chapters 8. (B)
- Boyd, Christina L., Paul M. Collins, and Lori A. Ringhand. 2018. “The Role of Nominee Gender & Race at the U.S. Supreme Court.” *Law & Society Review*. 52(4): 871-901. (B)

## Wednesday April 12– Gender in the Workplace &amp; the Law

- Ivy, Diana K. 2022. *GenderSpeak: Communicating in a Gendered World*. Dubuque, IA: Kendall Hunt Publishing. Chapter 9. (B)
- **Guest Speakers:**
- Ms. Lisa Greenberg, Greenberg Law Firm, Corpus Christi, TX
- Mr. Anthony Garza, Anthony's Salon, Corpus Christi, TX

## Wednesday April 19– The Legal Profession

- *Guest Speaker: EmiLee Smart, PhD Candidate in Political Science, University of Kentucky*
- Szmer, John, Erin Kaheny, and Tammy A. Sarver. 2021. "I Haven't Come a Long Way, and I'm Not a Baby': Task Assignment and Diversity of the Supreme Court Bar." *Social Science Quarterly*. 102(6): 2907-2929. (B)
- Gleason, Shane A. and EmiLee Smart. 2022. "You Think, Therefore I Am: Gender Schemas & Context in Oral Arguments at the Supreme Court, 1979-2016." *Political Research Quarterly*. XX: 1-15. (B)

## Wednesday April 26– Lived Experiences &amp; the Contagion Effect

- *Guest Speaker: Aidan González, PhD Student in Political Science, University of Georgia*
- González, Aidan, Bailey R. Fairbanks, and Shane A. Gleason. 2021. "At the Intersection of Law and Identity: Immutable Characteristics, Voter Preferences, and Strategic Voting on State Supreme Courts." In *Open Judicial Politics*, eds, Solberg, Rorie Spill, Jennifer Segal Diascro, and Eric Waltenburg. Corvallis, OR: Oregon State University, <https://open.oregonstate.education/open-judicial-politics/> Corvallis, OR: Oregon State University Press.
- Haire, Susan B. and Laura P. Moyer. 2015. *Diversity Matters: Judicial Policy Making in the U.S. Courts of Appeals*. Charlottesville, VA: University of Virginia Press. (*excerpts*). (B)
- Glynn, Adam N. and Maya Sen. 2015. "Identifying Judicial Empathy: Does Having Daughters Cause Judges to Rule for Women's Issues?" *American Journal of Political Science*. 59(1):37-54. (B)

## Wednesday May 3– Gender in Political Science &amp; Communication Moving Forward &amp; Unfinished Business

- TBA

**Final Exam: Due via Blackboard by 9:45pm on Wednesday May 10**

## 8 Due Dates & Assignments

- **Week One**
  - F January 20: *Statement of Interest*
- **Week Two**
  - W January 25: *Quiz 1*
  - R January 26: *Sanchez Speaker Notes*
- **Week Three**
  - W February 1: *Quiz 2*
- **Week Four**
  - W February 8: *Quiz 3*
  - R February 9: *Hassert Speaker Notes*
- **Week Five**
  - W February 15: *Quiz 4*
  - F February 17: *Paper Outline*
- **Week Six**
  - W February 22: *Quiz 5*
  - R February 23: *Dr. Holman Speaker Notes*
- **Week Seven**
  - F March 3: *First Exam*
- **Week Eight**
  - W March 8: *Quiz 6*
- **Week Nine**
  - *Spring Break!*
- **Week Ten**
  - F March 24: *Paper Rough Draft*
- **Week Eleven**
  - W March 29: *Quiz 7*
- **Week Twelve**
  - W April 5: *Quiz 8*

- **Week Thirteen**

- W April 12: *Quiz 9*
- F April 13: *Greenberg & Garza Notes*

- **Week Fourteen**

- W April 19: *Quiz 10*
- R April 20: *Smart Notes*

- **Week Fifteen**

- W April 26: *Quiz 11*
- R April 27: *González Notes*
- F April 28: *Paper Final Draft*

- **Week Sixteen**

- *Nothing!*

- **Final Exam Period**

- W May 8: *Final Exam*