

# **PSCI 3120: Women, Gender, and American Politics**

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Fall 2023  
TR  
Curry 103  
11:00-12:20 PM

## **COURSE DESCRIPTION**

This course examines the role of gender in women's political representation in the United States. It proceeds in three parts. The first part of the course focuses on public opinion and electoral politics, highlighting the roles that gender stereotypes, gendered media coverage, gendered campaign strategies, and gendered candidate recruitment play in women's chronic underrepresentation in American politics. The second section of the course focuses specifically on the legislature. By focusing on the most representative branch of government, students will examine whether, how, and why members of Congress and state legislatures substantively represent American women as the sponsor legislation, make speeches, vote on bills, and advocate for their legislative districts. Finally, in the third part of the course, students will examine whether, how, and why unelected officials and social movement actors also represent women in American politics.

## **COURSE GOALS AND OBJECTIVES**

This course is designed to encourage you to think critically about how assumptions about women and gender have consequences for whether and how women are represented in American politics.

Specifically, at the end of this course, you will be able to:

- Explain the theoretical basis of women's political interests and consider how women's multiple identities shape their perspectives on women's interests;
- Analyze why women have been persistently underrepresented in American government and develop theoretical arguments for increasing women's representation;
- Describe whether and how bureaucrats, judges, and women's movements in represent women; and
- Complete a written, critical analyses of how one woman in Congress effectively represented women and campaigned for re-election.

## **COURSE FORMAT**

Each class session will be a mixture of mini-lectures and class activities and discussions about the readings. This class is designed to teach you how to think critically and conduct your own research and analyses of how gender shapes voters' behavior, candidates' political campaigns, elected officials' actions in office, and social movement strategies.

## **REQUIRED BOOK AND READINGS**

Dolan, Julie, Melissa Deckman, and Michele Swers. 2022. *Women and Politics: Paths to Power and Political Influence*, Fourth Edition. New York: Pearson. ISBN# 9781538154328.

*All* of the readings in the syllabus are required. Because many of our class activities and discussions depend on them, it is extremely important that *you* complete *all* readings.

## COMMUNICATIONS AND EMAIL

Throughout the semester, I will primarily communicate with the class using our Canvas site and email. I will keep the class updated on upcoming activities and provide other timely notifications using the “Announcements” feature on Canvas.

If you have substantive questions about the course or the material, American politics more broadly, or any concerns about the class or other situations that are bothering you, I strongly encourage you to come see me during office my office hours (listed above) or make an appointment if you have a conflict with my office hours. I am happy to help!

Email is also an excellent way to reach me, but please note that it is often more effective to discuss substantive questions and concerns in-person during office hours. **If you contact me by email between Monday and Friday, I will do my best to respond within 24 hours.** When you send emails, please include the course number (PSCI 3120) in the subject line of your email along with a brief description of the class-related subject you would like to discuss. **I receive a large number of emails from students, so including this information will help me respond to you!**

CLEAR has also developed a website (<https://clear.unt.edu/online-communication-tips>) with online communication tips that you may find helpful.

**I will not discuss grades over email, so you will need to meet with me to discuss any issues with your grade.** If you wish to dispute a grade, please be aware that a significant amount of time and effort are dedicated to grading student assignments. That being said, if you would like to dispute a grade, you must set up a meeting with me and provide, in writing, a clear explanation as to why a different grade is in order and what grade you believe is appropriate prior to our meeting. All grade dispute requests **must be submitted within one week** of the date that grades are made available to the class and grade disputes will not be considered past the one-week dispute period. Please be advised that I will not change grades simply because students believe they “want” or “need” a higher grade. Also, when I review work for grade disputes, I reserve the right to leave the grade unchanged, raise the grade, or lower the grade.

## CANVAS

This course has a Canvas site, which is available at <https://learn.unt.edu>. I encourage you to check the Canvas site regularly to make sure you have up-to-date information on this course.

## COURSE REQUIREMENTS

### Grades and Assignments

Final course grades will be based on participation in class activities, 3 reading journal assignments, completion of 6 research worksheets, and a final paper that is broken down into smaller assignments to be turned in throughout the semester. Each of these components will factor into your final grade as follows:

<b>Participation in In-Class Activities and Library Research Sessions</b>	<b>10% of final course grade</b> (Lowest 2 grades dropped)
<b>Reading Journals (3)</b> 1 from Part 1 of the course 1 from Part 2 of the course 1 from Part 3 of the course	<b>30% of final course grade</b>
<b>Research Worksheets (3)</b>	<b>20% of final course grade</b>
<b>Final Research Paper</b> Paper Topic Rough Draft and Feedback Cover Sheet Final Paper and Revision Memo Paper Presentation	<b>40% of final course grade</b> 5% of final course grade 10% of final course grade 25% of final course grade 5% of final course grade
<b>TOTAL</b>	<b>100%</b>

### Important Due Dates

- September 19: Paper Topics Due
- September 21: Research Worksheet 1
- October 3: Reading Journal 1
- October 5: Research Worksheet 2
- October 31: Reading Journal 2
- November 2: Research Worksheet 3
- November 7: Rough Drafts and Feedback Memos
- November 28: Reading Journal 3
- November 28, November 30, December 5: Paper Presentations
- December 7: Final Papers and Revision Memos

### Assignment Submissions, AI, and Academic Integrity

Students will submit all of their work on Canvas this semester. Turnitin or other plagiarism detecting software will be used for assignment submissions. **This course assumes that all work submitted for a grade by students – reading journals, research worksheets, paper rough drafts, and final research papers – will be generated by the students themselves, working individually.**

**Therefore, class policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).**

Students should note that according to the UNT policy, “cheating” includes, but is not limited to: “1) the use of any unauthorized assistance to take exams, tests, quizzes, or other assessments; 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; 3) the acquisition, without permission of tests, notes, or other academic materials belonging to a faculty or staff member of the University; 4) dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor; 5) any other act designed to give a student an unfair advantage on an academic assignment.”

UNT policy also defines plagiarism as the “use of another’s thoughts or words without proper attribution in any academic exercise *regardless of the student’s intent*” (emphasis mine). It includes, but is not limited to: “1) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation; 2) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.”

## ASSIGNMENT DESCRIPTIONS

### Participation in In-Class Activities and Library Research Sessions (10% of Final Grade)

You will earn credit for participating in brief, in-class group activities and library research sessions throughout the semester. These activities are designed to help you engage more fully with the class readings and research materials and re-engage in academic life following two years of pandemic disruptions.

If you miss an in-class activity or research session due to a covid illness (documentation required) or a university-excused absence (see below for what counts as a university-excused absence), you may make up the activity you missed. Activities missed due to excused absences must be made up within 7 days of the original activity. To make up an activity or quiz you missed for an excused absence, you need to provide Dr. English with documentation of your excused absence (e.g. a doctor’s note, a note from your coach, etc. explaining why you missed class) and arrange for a make-up either during office hours or by appointment.

If you miss an in-class activity for a non-documented, non-excused absence (e.g., you skipped class, overslept, got stuck in traffic, etc.), you will not be able to make up the assignment. Please make sure you attend class and do your best to arrive on time! ***Your lowest 2 activity scores will be dropped.***

### Reading Journals (3 assignments, 30% of total grade)

Reading journal assignments are designed to help make sure you complete, understand, and apply the course readings to your analysis of a Congresswoman’s campaign strategy and legislative behavior in your final paper.

Each reading journal assignment will ask you to pick one day of class and discuss that day’s readings. **Your reading journal assignments must meet a 750-word minimum requirement. It must contain substantive comments, and your own original, critical analyses of the readings. Reading journals should NOT only summarize the material that was presented during our class sections.**

There are many ways you can make your reading journal posts substantive. For example, you might:

- Describe what you think the most important idea of the reading is and explaining why you think this idea is significant or thought-provoking.
- Consider how the major arguments or ideas of the reading compare, contrast, or connect to the ideas or arguments raised by other class readings, and explaining your reasoning.
- Ask for clarification about a particular concept, idea, passage, or section of the reading and explaining what you find confusing about it.
- Describe any ideas, arguments, or findings that you find conflicting or unconvincing and explaining why you think the idea or argument is not sufficient or logical.

- Describe any ideas, arguments, or findings that you found particularly convincing and explaining why you found it convincing.
- Describe any ideas, arguments, or findings that helped you think differently about a particular topic and explain how and why the reading helped change your perspective.
- Reflect on what you think the major implications of the argument or findings in the reading are. What larger conclusions or insights can be drawn from the reading and how do they help you understand or think about other media texts or class readings?
- Use direct quotations from the readings to provide further support for your thoughts and arguments (however, you should refrain from using long, block quotes to fill up space).

**You are required to complete one reading journal assignment for each part of the course.** You may complete your journal assignment any time during each part of the course (e.g., you could complete the assignment for Part 1 anytime between August 22 and October 3), but journal assignments **MUST** be turned in by the last day of each part of the class. Thus, Part 1 assignments are due by October 3. See the schedule for more information on due dates.

Reading Journals will be graded on an A to F scale using the rubric below.

Grade	Contribution
A	The reading journal assignment provided a deeply engaged and critical analysis of the assigned readings. It contains original thoughts and analyses and does not just summarize the readings. It refers to specific pieces of text (e.g. important definitions of key concepts, important key findings of studies, discussions of how the author conducted their research) and discusses and analyses those key points. It does not simply provide long, block quotations that fill up space without much discussion or context provided about those quotations. It may consider how different reading assignments from throughout the semester relate to each other. <b>The journal entry discusses all of the assigned readings for a particular class session and meets the minimum word requirements.</b>
B	The reading journal assignment demonstrated that the student did the reading assignment in full. It starts to provide some original critical thoughts and analyses, but those thoughts and analyses are not fully fleshed out. The text is discussed in broad, rather than specific terms. <b>The journal entry discusses all of the assigned readings for a particular class session and meets the minimum word requirements.</b>
C	The reading journal assignment primarily provided simple summaries of the readings. It did not provide original thoughts or analyses about the readings. <b>The journal entry does not discuss all of the assigned readings for a particular class session and does not meet the minimum word requirements.</b>
D	The reading journal assignment primarily provided simple summaries of the readings, and it was clear those summaries were drawn simply from the abstract of an article or only a few pages of the reading. It did not provide original thoughts or analyses about the readings. <b>The journal entry does not discuss all of the assigned readings for a particular class session and does not meet the minimum word requirements.</b>
F	The student did not complete the assignment.

### **Research Worksheets (3 worksheets, 20% of final grade)**

To help you complete the research for your final papers, students will also be required to complete research worksheets throughout the semester. Those worksheets will be completed in class on 3 scheduled research

days. On those 3 days, class will meet in the library so that students can use class time to complete these assignments and receive research assistance as needed.

Research worksheets will be available on Canvas. ***Please note that failing to complete these worksheets will adversely impact your final strategy paper grades.*** Completing these assignments on-time, in full is necessary if you want to earn a good grade and meet all of the requirements for your final strategy paper assignment.

## **Women in Congress Paper Project (40% of final grade)**

In recent years, a record number of women ran for and won elected office, leading to many argue that women, both as voters and candidates could play a transformative role in American politics in the years to come. Together, those arguments imply that women who hold elective office will bring a new a distinctive voice to American politics, and that they will represent American women more effectively than many of the men who are currently in office. For this assignment, you will examine those assumptions by conducting an in-depth analysis of how one woman in Congress represented her female constituents and effectively navigated a number of gender-based concerns during her re-election campaign.

For this assignment, each student will **select one woman who is currently serving in the 118<sup>th</sup> Congress** (held from 2023-2024) and write a **final 10-page paper** that answers the following questions:

- What gendered challenges did Congresswoman encounter on the campaign trail in 2022? How did she work to overcome gendered challenges in voters' minds and the media coverage she received? Was she successful?
- How did your Congresswoman substantively represent American women during her 2023-2024 term in office? What actions has she taken on behalf of women? Were those actions successful? Why or why not?

In order to answer those two questions, students will be asked to use primary sources, such as government documents and media accounts, to describe the actions that their congresswoman took on behalf of women and the strategies they used to reach out to candidates during the 2022 midterm elections. To effectively answer the two questions listed above, students will also be asked to use citations and references to 10 of the articles or book chapters that we read throughout the semester to analyze the degree to which their congresswomen effectively represented women and campaigned for re-election.

**Final papers should be double-spaced, use 12-point Times New Roman font, and 1-inch margins.**

To make this project more manageable and to provide you with the opportunity to receive feedback throughout the writing process, I have divided it up into the following smaller assignments with deadlines spread throughout the semester:

- Paper Topic – due September 19 at 11:00 AM
- Rough Draft and Feedback Cover Sheet – due November 7 at 11:59 PM on Turnitin
- Brief Paper Presentation – due November 28, November 30, December 5 in class
- Final Paper and Revision Memo – due December 7 at 11:59 PM on Turnitin

## Paper Topic (5% of final grade)

The first portion of the research paper due is your proposed paper topic. For this assignment, each student will need to turn in a one paragraph description of their final paper topic. That one paragraph description should:

- Identify the female member of the 118<sup>th</sup> Congress that they will write about
- Explain why they picked that member of Congress
- Explain what they expect to find their candidate did to represent women and to run for re-election.

Students may pick any female member of Congress who served in the 118<sup>th</sup> Congress who they find interesting. I am asking students to focus on that Congress because it is the Congress that just ended, so it should be relatively easy to collect data on each Congresswoman's activities in office and on campaign trail. Students may choose candidates that served in either the House of Representatives or the Senate during this time period.

Please be aware that all work on this paper must be entirely your own, so students who are writing about the same Congresswomen (e.g. if 2 students are writing about Nancy Pelosi or Elise Stefanik), will **NOT** be allowed to work with each other to conduct research on their female members of Congress.

## Rough Draft and Feedback Cover Sheet (15% of final grade)

Next, students will be asked to submit a first draft of their final policy paper in early November. Students will be required to submit a cover sheet with their first draft that identifies one aspect of their paper that they would most like to receive assistance with and one aspect of their paper that they believe is its key strength.

The assignment is designed to provide students with useful feedback on their writing before their final papers are due. Thus, students will be graded on completion of this assignment.

**In order for this assignment to be considered complete, students must submit a first draft that is at least 5 pages long, double-spaced, in 12-point Times New Roman font, and that contains fully written sentences and paragraphs.** First drafts that fall far short of the required page limit or that consist of little more than an outline or a bullet-pointed list will not be considered complete because they will not allow me to provide you with effective feedback on your final paper. I am happy to meet with students to discuss shorter versions of their paper or outlines before the final draft is due.

## Brief Paper Presentation (5% of final grade)

Students will be asked to provide the class with a **5-minute presentation** of their final paper during the last two weeks of class (presentation times will be determined by lottery). These presentations should provide a brief overview of your selected Congresswoman, why and how she represented women in 2023, and how effectively she campaigned for re-election in 2022. PowerPoint is not expected. Presentations will be graded based on completion.

## Final Paper and Revision Memo (25% of final grade)

Students are required to submit a final, **10-page paper** for this class. Along with the final paper, students are required to submit a one-page memo indicating how they choose to respond to the feedback they received on their first draft. This memo will indicate which changes they made and it may explain what recommendations they did not incorporate and why.

The final paper will be graded on the quality of the analysis, the degree to which you responded to feedback on your first draft, the inclusion and proper citation of **10 scholarly sources**, and effective use of spelling and grammar. The rubric detailing how your final paper will be graded will be handed out in class and posted on Canvas.

Students who do well on their final papers tend to integrate and synthesize the findings in the literature discussed in class with their research on their Congresswomen. They also tend to submit final papers that have seriously considered and responded to the feedback they received on their first drafts. While students are not required to make all recommended changes, students who do well will show that they have at least seriously considered all recommendations. Students who do well on the final papers also submit papers that are free from spelling and grammar mistakes.

## COURSE POLICIES

### Attendance Policy and UNT Excused Absences

Attendance for this class is expected and you will be graded on participation in unannounced in-class activities. One of the best ways to take responsibility for your success in this class is to attend class regularly. In accordance with UNT's attendance policy, absences will be excused for religious holy days, active military service, participation in official university functions, illness or other extenuating circumstances, pregnancy and parenting under Title IX, and when the University is officially closed by the President. As the policy states, students are required to request and document their excused absences with me. If you have an excused absence, please provide me with notice and documentation for that absence as soon as possible. More information on UNT's attendance policy is available at: [http://policy.unt.edu/sites/default/files/untpolicy/15.2.5\\_StudentAttendance\\_May2016.pdf](http://policy.unt.edu/sites/default/files/untpolicy/15.2.5_StudentAttendance_May2016.pdf).

### Grading Scale

Grades will follow the standard scale listed below and will be posted on Canvas. As you can see from the chart below, grades will be rounded to the nearest tenth.

A	100-90.0%
B	89.9-80.0%
C	79.9-70.0%
D	69.9-60.0%
F	Below 60%



## Online Assignment Submissions

All course assignments will be submitted using Canvas, and your rough drafts and final papers will be submitted using the Turnitin tool on Canvas. Due dates are all listed on the syllabus and on Canvas. I strongly recommend that you plan to begin uploading all assignments 30 minutes before the final deadline (to give yourself a buffer in case you encounter any technical issues).

That being said, the University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should **immediately** report any problems to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. If you are having technical issues, I also strongly encourage you to take timestamped screen shots or photos with your phone (if possible) to help document any problems you encounter and/or to help the tech team resolve your issues.

## Incomplete and Late Work Policy

Please make note of **all of the due dates** for the paper and reading journal assignments and the and **plan accordingly**. All assignment (except for the paper presentations, which must occur as scheduled in class) will be accepted for 48 hours after the due date for half credit. After that grace period, no late work will be accepted unless the student has documented, extenuating circumstances and provides documentation within 48 hours of the missed deadline.

## Extra Credit

I do not provide individual opportunities for extra credit because I have never found a way to provide them that is fair to other members of the class. To be successful in this class, students should focus on completing the required assignments to the best of their ability.

If you do not do well on your assignments, I encourage you to see me for assistance as soon as possible. We will be happy to work with you to improve your grades, but it is your responsibility to seek out help if you need it.

## UNT POLICIES

### Americans with Disabilities Act Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu).

## **Emergency Notification and Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

## **Prohibition of Discrimination, Harassment, and Retaliation**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

## **Sexual Discrimination, Harassment, and Assault**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [ceo@unt.edu](mailto:ceo@unt.edu) or at (940) 565-2759.

## **Mandatory Reporter**

As a UNT faculty member, I am required to share information regarding sexual assault and retaliation and sexual harassment with the university. Therefore, I want to be transparent that while I will seek to keep information that you share with me about your life in classroom discussions, your written work, one-on-one meetings, and/or emails private, I am required to disclose information about sexual misconduct to UNT's Office of Equal Opportunity. For more information on reporting sexual misconduct at UNT, please see: <https://deanofstudents.unt.edu/sexual-misconduct/reporting-sexual-misconduct>.

## **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic

environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

## **Access to Information - Eagle Connect**

Students' access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect \(https://it.unt.edu/eagleconnect\)](https://it.unt.edu/eagleconnect).

## **Student Evaluation Administration Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website \(http://spot.unt.edu/\)](http://spot.unt.edu/) or email [spot@unt.edu](mailto:spot@unt.edu).

## **ETHICS AND CONDUCT**

### **Academic Misconduct: Cheating and Plagiarism**

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. <http://facultysuccess.unt.edu/academic-integrity>.

The Political Science Department adheres to and enforces UNT's policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). Students in this class should review the policy, which is located at: [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Academic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf).

Violations of academic integrity in this course will be addressed in compliance with the penalties and procedures laid out in this policy. Students may appeal any decision under this policy by following the procedures laid down in the UNT Policy Manual Section 18.1.16 "Student Standards of Academic Integrity."

Students should note that according to the UNT policy, "cheating" includes, but is not limited to: "1) the use of any unauthorized assistance to take exams, tests, quizzes, or other assessments; 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; 3) the acquisition, without permission of tests, notes, or other academic materials belonging to a faculty or staff member of the University; 4) dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor; 5) any other act designed to give a student an unfair advantage on an academic assignment.” According to UNT policy, plagiarism is defined as the “use of another’s thoughts or words without proper attribution in any academic exercise *regardless of the student’s intent*” (emphasis mine). It includes, but is not limited to: “1) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation; 2) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.”

## **Academic Misconduct: Use of Artificial Intelligence for Assignments**

According to the UNT Academic Integrity Policy ([UNT Policy 6.003](#)) described above, the use of "unauthorized assistance" to complete coursework constitutes cheating. The use of any artificial intelligence is not authorized for assignments in this course and using them is considered cheating.

## **Rules of Engagement and Classroom Conduct**

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) for more information.

## **Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional form at UNT. Students engaging in unacceptable and disruptive behavior will be directed to leave the classroom and the instructor

may refer to the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums including university and electronic classrooms, labs, and discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

As an instructor, I believe that students learn best when they are able to engage with each other (and the professor!) in a respectful and open-minded manner. So, please practice the Golden Rule and treat others as you would like to be treated. Specifically, I ask that you avoid disruptive behaviors by:

- Silencing all disruptive electronic devices;
- Refraining from texting, tweeting, checking email, surfing the internet, or reading irrelevant materials during class;
- Having side conversations with others during class;
- Falling asleep.

Since the topics in this course will encourage lively and energetic discussions and debates, it is also important for you to show respect for others' opinions and points of view, even when you disagree.

## **ACADEMIC SUPPORT & STUDENT SERVICES**

### **Student Support Services and Mental Health**

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

### **Chosen Names**

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

*\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

## **Pronouns**

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

## **Additional Student Support Services**

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

## **Academic Support Services**

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

## COURSE SCHEDULE

### Tuesday, August 22: Course Introduction

- Read the entire syllabus.

### Thursday, August 24: Foundational Concepts: Political Interests and Representation

- Dolan, Deckman, and Swers. Chapter 1.
- *On Canvas*: Women's March. 2023. "Our Vision." <https://www.womensmarch.com/about-us>.
- *On Canvas*: Women's Congressional Policy Institute. 2023. "About Us." <https://www.wcpinst.org/who-we-are/about-us/>

## PART 1: GENDERED CAMPAIGN CHALLENGES

### Tuesday, August 29: The Gender Gap

- Dolan, Deckman, and Swers. Chapter 3.
- *On Canvas*: Schneider, Monica and Angela Bos. 2016. "The Interplay of Party and Gender in Evaluations of Political Candidates." *Journal of Women, Politics, & Policy* 37(3): 274-294.

### Thursday, August 31: No Class

- Dr. English attending the American Political Science Association Annual Conference

### Tuesday, September 5: Voters and Gender Stereotypes

- Dolan, Deckman, and Swers, Chapter 5, pgs. 123-134.
- *On Canvas*: Huddy, Leonie and Nayda Terkildsen. 1993. "Gender Stereotypes and the Perception of Male and Female Candidates." *American Journal of Political Science* 37: 119-47.

### Thursday, September 7: Gender and the Media

- Dolan, Deckman, and Swers, Chapter 5, pgs. 135-157.
- *On Canvas*: Kahn, Kim Fridkin. 1994. "The Distorted Mirror: Press Coverage of Women Candidates for Statewide Office." *The Journal of Politics* 56(1): 67-82.

### Tuesday, September 12: Competence and Qualifications

- *On Canvas*: Vitali, Ali. 2022. *Electable: Why America Hasn't Put a Woman in the White House...Yet.* New York: Dey St., Chapter 6.
- *On Canvas*: Bauer, Nichole. 2020. *The Qualifications Gap: Why Women Must Be Better than Men to Win Political Office.* New York, NY: Cambridge. Chapter 5.

### Thursday, September 14: Appearance

- *On Canvas*: Ditonto, Tessa and Kyle Mattes. 2018. "Differences in Appearance-Based Trait Inferences for Male and Female Political Candidates." *Journal of Women, Politics, & Policy* 39(4): 430-450.
- *On Canvas*: Brown, Nadia and Danielle Casarez Lemi. 2021. *Sister Style: The Politics of Appearance for Black Women Political Elites.* New York: Oxford University Press, Chapter 4.



## **Tuesday, September 19: Gender Stereotypes Research Day**

- **Paper Topics Due Today!** Please use the directories listed below to select a Congresswoman you would like to write about and research this semester. Topics should be submitted on Canvas by 11:00 AM.
  - <https://www.house.gov/representatives>
  - <https://www.senate.gov/senators/index.htm>
- Class will meet in **WILLIS 130** (attendance will be checked and graded)
- Complete Research Worksheet on Gender Stereotypes and the Media

## **Thursday, September 21: Candidates' Gendered Self-Presentations**

- **Research Worksheet #1 Due at 11:59 PM**
- *On Canvas*: Dittmar, Kelly. 2015. *Navigating Gendered Terrain*. Philadelphia, PA: Temple University Press, Chapter 5.
- *On Canvas*: Schneider, Monica. 2014. "Gender-Based Strategies on Candidate Websites." *Journal of Political Marketing* 13(4): 264-290.

## **Tuesday, September 26: Deciding to Run for Office**

- Dolan, Deckman, and Swers. Chapter 4, pgs. 97-105.
- *On Canvas*: Lawless, Jennifer and Richard Fox. 2010. *It Still Takes a Candidate*. Cambridge University Press, Chapter 6.
- *On Canvas*: Holman, Mirya and Monica Schneider. 2018. "Gender, Race, and Political Ambition." *Politics, Groups, and Identities* 6(2):264-280.

## **Thursday, September 28: Gatekeepers and Electability**

- Dolan, Deckman, and Swers, Chapter 4, pgs. 104-114.
- *On Canvas*: Vitali, Ali. 2022. *Electable: Why America Hasn't Put a Woman in the White House...Yet.* New York: Dey St., Chapter 7.
- *On Canvas*: Sanbonmatsu, Kira. 2006. *Where Women Run*. Ann Arbor, MI: University of Michigan Press, Chapter 5.

## **Tuesday, October 3: Candidate Background and Gendered Presentation Research Day**

- **Reading Journal #1 Due at 11:59 PM**
- Class will meet in **WILLIS 130** (attendance will be checked and graded)
- Complete Research Worksheet on Candidate Background and Gendered Presentation

## **PART 2: GENDERED REPRESENTATION IN THE LEGISLATIVE BRANCH**

## **Thursday, October 5: History of Gender and Congress**

- **Research Worksheet 2 Due at 11:59 PM**
- Dolan, Deckman, and Swers, Chapter 7.
- *On Canvas*: Center for American Women and Politics. 2023. "Women in the US Congress, 2023." <https://cawp.rutgers.edu/facts/levels-office/congress/women-us-congress-2023>
- *On Canvas*: Center for American Women and Politics. 2023. "Women Office Holders by Race and Ethnicity." <https://cawp.rutgers.edu/facts/women-officeholders-race-and-ethnicity>



### **Tuesday, October 10: What is Representation?**

- *On Canvas*: Escobar-Lemmon, Maria and Michelle Taylor-Robinson. 2014. "Dilemmas in the Meaning and Measurement of Representation. In *Representation: The Case of Women*. New York: Oxford University Press.
- *On Canvas*: Dittmar, Kelly, Kira Sanbonmatsu, and Susan Carroll. 2018. *A Seat at the Table*. New York, NY: Oxford. Chapter 2.

### **Thursday, October 12: Substantive Representation I**

- *On Canvas*: Swers, Michele. 2002. *The Difference Women Make*. Chicago: University of Chicago Press, Chapter 3.
- *On Canvas*: Swers, Michele. 2013. *Women in the Club*. Chicago: University of Chicago Press, Chapter 3.

### **Tuesday, October 17: Substantive Representation II**

- *On Canvas*: Brown, Nadia. 2014. *Sisters in the Statehouse*. New York, Oxford University Press, Chapter 3.
- *On Canvas*: López, Patricia. 2016. "Latina Differential Consciousness and Race-Gendering in Texas' Legislative Process." In *Latinas in American Politics*, ed. Sharon Navarro. Lexington Books, Chapter 10.

### **Thursday, October 19: Substantive Representation III**

- *On Canvas*: Steinhauer, Jennifer. 2020. *The Firsts*. Chapel Hill: Algonquin Books, Chapters 1 and 3.
- *On Canvas*: Reingold, Beth, Kerry Haynie, and Kirsten Widner. 2020. *Race, Gender, and Political Representation*. Oxford: Oxford University Press, Chapter 4.

### **Tuesday, October 24: Gendered Representation and Partisanship**

- *On Canvas*: Dittmar, Kelly, Kira Sanbonmatsu, and Susan Carroll. 2018. *A Seat at the Table*. New York, NY: Oxford. Chapter 4.
- *On Canvas*: Steinhauer, Jennifer. 2020. *The Firsts*. Chapel Hill: Algonquin Books, Chapter 4.
- *On Canvas*: Wineinger, Catherine. 2022. *Gendering the GOP*. Oxford: Oxford University Press, Chapter 2.

### **Thursday, October 26: Gendered Representation in the District**

- *On Canvas*: Palmer, Barbara and Dennis Simon. 2012. *Women & Congressional Elections*. Boulder, CO: Lynne Rienner. Chapter 7.
- *On Canvas*: Lazarus, Jeffrey and Amy Steigerwalt. 2018. *Gendered Vulnerability*. Ann Arbor: University of Michigan Press, Chapter 3.

## **PART 3: GENDER AND REPRESENTATION OUTSIDE OF CONGRESS**

### **Tuesday, October 31: Substantive Representation Research Day**

- *Reading Journal #2 Due at 11:59 PM*
- Class will meet in **WILLIS 130** (attendance will be checked and graded)
- Complete Research Worksheet on Congresswomen's Substantive Representation of Women

**Thursday, November 2: Gender and Policymaking in the Bureaucracy**

- Research Worksheet #3 Due at 11:59 PM
- Dolan, Deckman, and Swers, Chapter 8.
- English, Ashley. 2019. "She Who Shall Not Be Named: The Women That Women's Organizations Do (and Do Not) Represent in the Rulemaking Process." *Politics & Gender* 15(3): 572-598.

**Tuesday, November 7: No Class: Rough Drafts Due Today**

- \*\*\*Rough Drafts Today at 11:59 PM on Turnitin on Canvas\*\*\*
- Use class time to finish your draft!

**Thursday, November 9: Gender and Policymaking in the Judicial Branch**

- Dolan, Deckman, and Swers, Chapter 9.
- Haire, Susan and Laura Moyer. 2015. *Diversity Matters: Judicial Policymaking in the U.S. Courts of Appeals*. Charlottesville, VA: University of Virginia Press, Chapter 2.

**Tuesday, November 14: Women's Organizations**

- Dolan, Deckman, and Swers, Chapter 2 pages 37-54.
- *On Canvas*: Goss, Kristin. 2013. *The Paradox of Gender Equality*. Ann Arbor, MI: University of Michigan Press, Chapter 7.

**Thursday, November 16: Contemporary Challenges in Organizing Women**

- *On Canvas*: Strolovitch, Dara. 2007. *Affirmative Advocacy*. Chicago: University of Chicago Press, Chapter 4.

**Tuesday, November 21: No Class – Thanksgiving Week**

**Thursday, November 23: No Class – Thanksgiving Week**

**Tuesday, November 28: Paper Presentations,**

- Reading Journal 3 Due at 11:59 PM

**Thursday, November 30: Paper Presentations**

**Tuesday, December 5: Paper Presentations**

**Thursday, December 7: Final Papers & Revision Memos Due**

- \*\*\*Final Paper and Revision Memo Due Today at 11:59 on Turnitin on Canvas\*\*\*
- No class meeting today
- Work on completing your final papers