PUP4323 – Women and Public Policy
Professor Kenicia Wright
Spring 2019

Credit: 3 hours
Instructor: Professor Kenicia Wright
Class Location, Day and Time: NSCO110, MWF 10:30-11:20am
Office Location: HPH305B
Office Hours: Monday and Wednesday 3–5pm (first come, first served) or by appointment
Email: Kenicia.Wright@ucf.edu
TA: Email, Office Hours: TBD

Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): POS 2041 or ENC 1102 or C.I.

Course Description

This course examines the ways that women shape American politics and public policy. We will cover different topics, including the history of women in America, the different methodological approaches to studying women in public policy, the behavior of women in politics, the status of women in contemporary American politics and the bureaucracy, and the role women play in shaping public policy across issue areas. We examine intersectionality and give specific attention to the women at different intersectional social identities, such as gender and race/ethnicity, partisan affiliation, class, etc.

Course Objectives

Students who complete this course will be able to:

- Explain the role of women in public policy development and changes in women's access to politics over time orally and in writing
- Read and critically evaluate scholarly research published in academic journals
- Complete an annotated bibliography on a topic related to women and politics
- Create an original theory and hypotheses
- Develop a research design for examining their research question

Required Texts

1. Conway, M. M., Ahern, D. W., & Steuernagel, G. A. (2004). *Women & Public Policy: A Revolution in Progress*. CQ Press. (*WPP* in Course Schedule below)
2. Baglione, L. A. (2015). Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods. CQ Press. (Recommended; readings from this text)
3. Johnson, J. B., Reynolds, H. T., & Mycoff, J. D. (2015). *Political science research methods*. CQ Press. (Optional)
4. I will also assign additional scholarly articles.

Course Assignments

1. Required Academic Activity (0 points)
2. Introductory Quiz (must be completed by Monday of Week 2 at 11:59pm) (10 points)
3. Attendance and in-class participation (0 points)

   a. Students may only use laptops, tablets, or electronic to take notes during class. Class is a cell phone FREE zone. If you have a personal emergency, please step outside of class to handle the situation so as not to distract the instructor or other students in the course.
   b. I will not take attendance in this course, but students are strongly encouraged to attend class as much as possible. Students who miss class are responsible for getting any material covered in class. Remember: contact your "partner" first, the GTA for this course second, and the professor as a final step.
4. Pop-Quizzes (180 points – 9 quizzes, worth 20 points each)
   a. There will be NINE unannounced quizzes over assigned readings for this course. Quizzes may cover the research question, theory, main findings, and implications of the research we read in this course and many consist of multiple choice, true/false, and open-ended questions. *Some* quizzes may involve verbal responses.
5. Flipped Fridays (300 points, each "flip" is worth 150 points)
   a. TWO Fridays in the course – 3/1/2019 and 4/5/2019. Students will be responsible for leading class discussions during these Fridays. The instructor will receive guidelines and grading rubric as these dates approach.
   b. *Email* talking points and at least THREE examples of scholarly research related to the topic to professor the Friday BEFORE the flip at 11:59pm.
   c. *Relevant discussions:* Current events related to women and public policy, previous readings and class discussions, additional examples of research, etc.
6. 2 Short Response Papers (100 points, each response paper is worth 50 points)
   a. Critical response to the assigned readings (including scholarly articles)
      i. Must be over the assigned readings from ONE day of class
      ii. Explain the RQ, theory and hypotheses, major findings of readings
      iii. For the critique, answer: What are shortcomings? What specific suggestions to you have for improving the reading? What would you do differently? How can you build on the research?
   b. Double-spaced, 12 pt. Times New Roman - no longer than 750 words!
   c. Students can't write response papers in back-to-back weeks
7. Annotated Bibliography AND hypotheses
   - Email three RQ to professor for feedback (0 points; optional – due 1/18/2019)
   - RQ Selection, citations, and summary of three related sources (50 points; required – due 2/8/2019)
   - Full Paper Draft: 10 – 16 pages (worth 150 points; due 4/24/2019) - should incorporate suggestions and address concerns that the professor offers on earlier sections; include a title and section headings for the following required sections:
     I. Introduction
     II. Literature Review (6-9 pages / approximately 1,500 to 2,250 words; 75 points; required – due 2/22/2019)
     III. Theory and Two hypotheses (3-6 pages / approximately 750 to 1,500 words; 75 points; required – due 3/18/19)
     IV. Research Design (2-5 pages / approximately 500 to 750 words; 60 points;

required – due 4/12/2019)

V. Conclusion

Grades:

A: 930 - 1000 points	A-: 900 - 920 points	
B+: 870 - 890 points	B: 830-860 points	B-: 800-820 points
C+: 770-790 points	C: 730-760 points	C-: 700-720 points
D+: 670-690 points	D: 630-660 points	D-: 600-620 points
F: 590 points and below		

Contacting Me

There are several ways to contact me. Students can: 1) Email me at Kenicia.Wright@ucf.edu. We will cover the appropriate structure for emailing a professor during the first week of this course. Follow that structure when contacting me via email. I will respond to all emails in 24-48 hours; if I do not respond within two business days, feel free to send me a follow-up email. 2) Use the "Inbox" tool in Webcourses. Students should follow the same structure as email correspondence and should allow 24-48 hours for a response. 3) Stop by my office hours. Office hours are first come, first serve, and there is NO appointment required.

Check your UCF email and the "Announcements" in Webcourses DAILY, as I will primarily use these methods to contact the students enrolled in this course.

Students with Disabilities

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, Phone: (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work with you on your writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are not required, but are recommended. For more information, or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call (407)823-2197.

Academic Misconduct

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an \F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. Plagiarism includes not properly citing sources, passing off someone else's work as your own, submitting a paper written for another class, etc. See the UCF Golden Rule, the FTCL page on academic integrity, and the library website for further information. I will adhere to the highest standards of academic integrity, so do not ask or expect me to change your grade illegitimately. Expect penalties for failing for academic dishonesty, plagiarism, or cheating; penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating

academic dishonesty, where a "Z" comes before the final grade for this course. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts. To stay informed about emergencies, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." Students with special needs related to emergencies should speak with their instructors outside of class.

Course Schedule

Week 1 (1/7/2019 to 1/11/2019)

M: Course Introduction

Before class read: Course syllabus

Introductions, review of syllabus, assignment of "partners" (sharing of contact information), CAWP Factsheets – Status of Women in 2018 elections

Assignment: Complete Required Activity in Webcourses by Fr

W: Professionalization

Before class read: How to email a professor: https://www.wikihow.com/Email-a-Professor and http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html

In-class exercise: Emails should include course number, Exercise on finding scholarly research using UCF Library website, Web of Science, JSTOR, Google Scholar, Webcourses – Research Guides

F: Getting Started

Before class read: *WPP,* Ch. 1, "The Weekly Standard Makes a Fact Free Argument about Political Science. Here are Some Facts" (locate using Google search), Hill, Kim Q. "Myths About the Physical Sciences and Their Implications for Teaching Political Science." PS: Political Science & Politics 37, no. 3 (2004): 467-471

Assignment: Complete Required Academic Activity in Webcourses by 11:59pm

Week 2 (1/14/2019 to 1/18/2019)

M: Women and Education Policy

Before class read: *WPP,* Ch. 2, Jane Mansbridge 1999 "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." *Journal of Politics*

Assignment: Complete Introductory Quiz by Monday at 11:59pm

W: No class (SPSA conference) – work on your research questions

Read: Baglione, Ch. 1

F: No class (SPSA conference)

Assignment: Email three RQ ideas to Kenicia.Wright@ucf.edu by 11:59pm (optional)

Week 3 (1/21/2019 to 1/25/2019)
M No class (Martin Luther King Jr. Day)
W Women and Health Care Policy
Before class read: *WPP,* Ch. 3
F Women and Health Care Policy (cont'd)
Before class read: Baglione, Ch. 2
Students will receive their "Flipped Friday" assignments in class on 1/25

Week 4 (1/28 to 2/1/2019)
M Women and Reproductive Policy
Before class read: *WPP,* Ch. 4
W Women and Reproductive Policy (cont'd)
Before class read: Norrander and Wilcox 1999 "Public Opinion and Policymaking in the States: The Case of Post-Roe Abortion Policy."
F Selecting a Research Question
Before class read: Baglione, Ch. 2, Tolleson-Rinehart and Carroll 2006 ""Far from Ideal:" The Gender Politics of Political Science" *American Political Science Review*
In-class exercise: Come with internet access; we will complete the first exercise in Baglione, Ch. 2

Week 5 (2/4/2019 to 2/8/2019)
M Women and Employment Policy
Before class read: *WPP,* Ch. 5, Hegewisch and Hartmann 2014 "Occupational Segregation and the Gender Wage Gap: A Job Half Done" – Institute for Women's Policy Research Report.
W Women and Employment Policy (cont'd)
F Proper Formatted Citations
Before class read: Baglione, Ch. 3
Assignment: Email RQ Selection, citations, and summary of scholarly sources to Kenicia.Wright@ucf.edu by 11:59pm (required)

Week 6 (2/11/2019 to 2/15/2019)
M Understanding Existing Research
Before class read: Baglione, Ch. 4, Sapiro 1981 "Research Frontier Essay: When Are Interests Interesting? The Problem of Political Representation of Women"
W Women and Economic Equity
Before class read: *WPP, Ch. 6*
F Women and Economic Equity (cont'd)
Before class read: Gurin 1985 "Women's Gender Consciousness" *Public Opinion Quarterly*

Week 7 (2/18/2019 to 2/22/2019)
M Examples of Literature Reviews in Scholarly Research

Before class read: McMenamin 2006 "Process and Text: Teaching Students to Review the Literature", Krook 2008 "Quota laws for women in politics: Implications for feminist practice"

W Women and Family Law

Before class read: *WPP, Ch. 7*

F Women and Family Law (cont'd)

Before class read: Adam N. Glynn and Maya Sen 2015 "Identifying judicial empathy: Does having daughters cause judges to rule for women's issues?"

Assignment: Submit Literature Review drafts to Turnitin link in Webcourses by 11:59pm, *First Flipped Friday is next week*: email material you will cover to Kenicia.Wright@ucf.edu by 11:59pm

Week 8 (2/25/2019 to 3/1/2019)

M Women and Child Care

Before class read: *WPP, Ch. 8*

W Women and Child Care (cont'd)

F First Flipped Friday

Before class read: Completed assigned readings cited in Webcourses

Note: Students can NOT submit a short response paper today!

Week 9 (3/4/2019 to 3/8/2019)

M Developing an Argument

Before class read: Baglione, Ch. 5

Assignment: Complete the first Instruction on p105 of Baglione (optional)

W Exercise reviewing op-eds

Before class read: Baglione, Ch. 5

NOTE: Come to class with internet access; we will complete an in-class exercise

F Explaining your argument

In-class exercise: Small group discussions of argument ideas and ONE scholarly article

NOTE: Students must have submitted at least ONE response paper by 11:59pm!

Week 10 (3/11/2019 to 3/15/2019)

MWF No class; Spring Break

Week 11 (3/18/2019 to 3/22/2019)

M Women and the Criminal Justice System

Before class read: *WPP, Ch. 9*

Assignment*:* Submit Theory and Hypotheses to the Turnitin link in Webcourses by 11:59pm.

W Women and the Criminal Justice System

Before class read: *WPP, Ch. 9*

F Intersectionality

Before class read: Julia S. Jordan-Zachery 2007 "Am I a Black Woman or a Woman Who Is Black? A Few Thoughts on the Meaning of Intersectionality", Jane Junn 2009 "Making Room for Women of color: Race and Gender Categories in the 2008 US Presidential Election", Evelyn M. Simien 2007 "Doing Intersectionality Research: From Conceptual Issues to Practical Examples", Gloria Steinem 2008 "Women are never front runners." https://www.nytimes.com/2008/01/08/opinion/08steinem.html,

Week 12 (3/25/2019 to 3/29/2019)

M Research Design

Before class read: Baglione, Ch. 7

W Research Design (cont'd)

In-class exercise: Small group discussion of research design

F Research Design (cont'd)

Before class read: Completed assigned readings cited in Webcourses

Assignment: *Second Flipped Friday is next week*: email material you will cover to Kenicia.Wright@ucf.edu by 11:59pm.

Week 13 (4/1/2019 to 4/5/2019)

M Women in the Bureaucracy

Before class read: Guy 1993 "Three Steps Forward, Two Steps Backward: The Status of Women's Integration into Public Management", Keiser et al. 2002 "Lipstick and logarithms: Gender, institutional context, and representative bureaucracy" *American Political Science Review*, Maria LaMagna 2018 "Why Don't More Women Get Promoted?", Riccucci and Saidel 1997 "The Representativeness of State-Level Bureaucratic Leaders: A Missing Piece of the Representative Bureaucracy Puzzle", Meier and Nicholson-Crotty 2006 "Gender, Representative Bureaucracy, and Law Enforcement: The Case of Sexual Assault"

W Women in American Politics

Before class read: Carlin and Winfrey 2009 "Have You Come a Long Way, Baby? Hillary Clinton, Sarah Palin, and Sexism in 2008 Campaign Coverage", Herrnson et al. 2003 "Women Running "as Women": Candidate Gender, Campaign Issues, and Voter-Targeting Strategies", Lawless and Pearson 2008 "The Primary Reason for Women's Underrepresentation? Reevaluating the Conventional Wisdom"

F Second Flipped Friday

Before class read: Completed assigned readings cited in Webcourses

Note: Students can NOT submit a short response paper today!

Week 14 (4/8/2019 to 4/12/2019)

M Qualitative vs. Quantitative Analysis

Before class read: Baglione, Ch. 8

W Qualitative Research

Before class read: Kathleen Dolan 2005 "Do Women Candidates Play to Gender Stereotypes? Do Men Candidates Play to Women? Candidate Sex and Issues Priorities on Campaign Websites", Mary Hawkesworth 2003 "Congressional enactments of race–gender: Toward a theory of raced–gendered institutions",

Assignment: Come to class with TWO examples of qualitative research related to your RQ.

F Quantitative Research

Before class read: Andrea Silva and Carrie Skulley 2018 "Always Running: Candidate Emergence among Women of Color over Time", Bratton et al. 2006 "Agenda Setting and African American Women in State Legislatures"

Assignment: Come to class with TWO examples of quantitative research related to your RQ.

Assignment*:* Submit Research Design to the Turnitin link in Webcourses by 11:59pm.

Week 15 (4/15/2019 to 4/19/2019)

M Tying your paper together

Before class read: Baglione, Ch. 9

W Revolution in Progress

Before class read: *WPP, Ch. 10*

F Directions for future research

Before class read: Christina Bejarano and Wendy Smooth 2018 "Moving Women of color from Reliable Voters to Candidates for Public Office" – Policy Brief, Darcy and Hadley 1988 "Black Women in Politics: The Puzzle of Success"

Note: Students can NOT submit a short response paper today!

Week 16 (4/22/2019 to 4/26/2019)

M No class – Work on full paper draft

W and F No class – Study Day

Assignment: Final paper DUE by 11:59pm. Submit to Turnitin link in Webcourses.

NOTE: This syllabus is subject to change. I will discuss changes in class or will post them in Webcourses. Students are responsible for staying up to date on all announcements or handouts given by the instructor.