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Gender and Political Representation
Introduction

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About me

Mirko Wegemann (he/him)

- Since October 2024: Research Associate in the Department of Comparative Politics (Prof. Daniel Bischof)

- Previously: PhD Candidate at the European University Institute in Florence

- Research interests
  - Political parties
  - Political communication
  - Political culture of gender roles

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Tell me a bit about yourself...

A small survey:
https://pingo.coactum.de/events/555416/

Learning Outcomes

- Understanding of crucial concepts when dealing with gender in politics (sex, gender, intersectionality, etc.) and representation

Learning Outcomes

- Understanding of crucial concepts when dealing with gender in politics (sex, gender, intersectionality, etc.) and representation
- Learning about how gender norms are transmitted inter-generationally

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- Understanding potential causes of gender inequality

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- Evaluate the efficiency of tools tackling inequalities

Learning Outcomes

- Understanding of crucial concepts when dealing with gender in politics (sex, gender, intersectionality, etc.) and representation
- Learning about how gender norms are transmitted inter-generationally
- Understanding potential causes of gender inequality
- Evaluate the efficiency of tools tackling inequalities
- Developing your own original research questions

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Timetable I

Week 1   Introduction
Week 2   Concepts
Week 3   Representation
Week 4   Transmission of Norms
Week 5   Causes: Cultural Legacies
Week 6   Causes: Institutions
Week 7   Causes: Demand Side

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Timetable II

Week 8   Causes: Supply Side
Week 9   Tools: Institutional Arrangements
Week 10   No Session
Week 11   Tools: Role Models
Week 12   No Session
Week 13   Tools: Language

Every week, at least two readings (except for session 4, 12 and 13)!

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Course Infrastructure

- Communication and literature via Learnweb (please check your mails, password: **gap_25**)
    - Literature research via ULB Münster, Google Scholar, or Web of Science
    - Access to most articles via the WiFi network of the University of Münster, from home via VPN
    - For an intro into the university library: Library Audiotour
- Slides on my website

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Requirements I
Workload

One ECTS point represents max. 30 actual hours of real workload by the student.[1]
Example calculation:

$$\rightarrow \ 30 \times 7 = 210 \ hours$$

Participation in the course:

$$1.5 \times 13 = 19.5 \ hours$$

Preparation and follow-up of the course $+$ term paper

$$210 - 19.5 = 190.5 \ hours$$

---

[1] Recht.NRW

Requirements II

- Regular attendance and participation
- Prior engagement with the session literature
- Submit three questions on the literature in two different sessions
- 'Connecting-Thoughts' essay
- Term paper on your own research project

Requirements III

- *Studienleistungen*: Questions about the literature **and** 'connecting-thoughts' essay
- *Prüfungsleistung*: Term paper

Partial requirements 1 I
Engagement with session literature and questions

For <u>all</u> sessions

- read and engage with the session literature in advance
- make notes
- raise questions whenever something remained unclear

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Partial requirements 1 II

Engagement with session literature and questions

For <u>two</u> sessions of your choice

- develop three questions on the session literature (on one or more readings)

- questions should go beyond clarification questions; rather questions about the consistency of an argument, the chosen design or possible implications of the research

- each of the questions should be briefly elaborated

- submit on **Monday, 23:59 before the session**

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Partial requirements 1 III

Engagement with session literature and questions

- in the session, we'll often do group work on the readings in which you serve as a moderator for your own question (so you need to show up!)

- submission not possible for sessions 1, 4, 12 and 13

Partial requirements 2 I

Connecting-Thoughts Essay

For one session of your choice, you are asked to read the main **and** one of the complementary readings and write a short essay.
The two-page essay should...

- ...briefly (max. 3/4 page) summarize the complementary reading
- ...relate it to the main reading
    - what are the similarities?
    - (how) does the complementary reading advance our understanding of the research theme introduced in the main reading

Partial requirements 2 II
Connecting-Thoughts Essay

During the seminar, you will serve as expert and moderator.
This means that you will...

- ...guide through a small-group discussion
- ...pose the questions submitted by your peers
- ...give the group (and the class) input on the complementary
  reading

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Partial requirements 3 I
Term paper

- if you need to submit a *Prüfungsleistung*, you are asked to submit a term paper by **30 September 2025** at the latest

- length: **5,000 words** $\pm$ 10 percent (excluding table of contents, bibliography, and cover page)

- Choose your own topic, develop research hypotheses and propose an empirical design strategy

- Standard format of an empirical paper: Introduction (incl. research question and motivation), literature review, theory section (incl. hypothesis development), case selection, data and method, conclusion $\rightarrow$ you are **not** required to implement your design

Partial requirements 3 II
Term paper

- Pay attention to the correct citation style (guidelines, for example, here); Training on Zotero can be requested at the University Library

- Submission as a .pdf-file

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Plagiarism I

"The act of plagiarism is fulfilled when in written study and examination performances "texts of third parties are taken in whole or in part, literally or nearly literally, and presented as one's own scholarly work." This practice "not only contradicts good scientific practice, but it is also a form of intellectual theft and thus a violation of copyright."

IfPol: Resolution by the German Association of University Professors and Lecturers

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Plagiarism II

There are different **types of plagiarism**

- Plagiarism of whole work

- Citation without proper referencing

- Translation plagiarism

- Self plagiarism

- Ghostwriting

In case there is any suspicion of plagiarism, we will check the submission with the plagiarism detection *Turnitin*.

On the use of AI I

AI tools have facilitated various aspects of our lives. Can we use them in this seminar? **Yes**.

- be transparent about the use of AI
- *Be the human in the loop*: AI output depends on its input; bad input = bad output
- if AI is hallucinating, you'll be responsible for it
- I cannot accept output which is entirely written by AI
- useful tools:
    - **Chat**: Uni-GPT, Mistral AI, Duck AI
    - **Research**: Elicit, Consensus, Connected Papers, Research Rabbit

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On the use of AI II

And, in general, in and outside the seminar:

- Take an AI vacation day. Before prompting anything to AI, how would you approach the research topic? Read the literature, write down notes, sketch a potential research question and your expectations about it.

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Inclusion

We want to establish an open and inclusive culture in this seminar.

- Less relevant in English, but gender-sensitive language is used whenever possible in seminar communication
    - Studies on why it is useful to break the generic masculine: Tavits and Pérez (2019) and Vervecken et al. (2013)
- You are welcome to share your pronouns.
- There is no place for racism, sexism, homo- or transphobia here.
- We learn together: all types questions are legitimate and welcomed, and knowledge gaps are no reason to feel ashamed.

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Contact me

- After the seminar or during office hours (by prior email registration)
- Email: m.wegemann@uni-muenster.de
- Address
  Institute of Political Science
  Department: Comparative Politics
  Room: 223, Scharnhorststr. 100
  48151 Münster
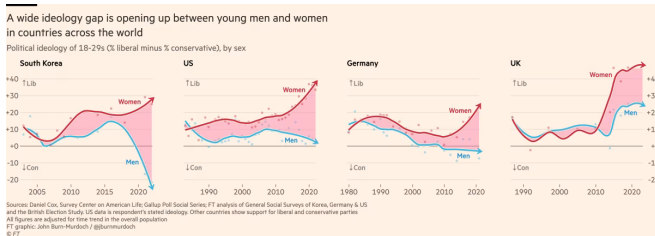- Feedback via Google Forms or by email

Any further questions?

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A new divide on gender?

Figure: A new gender divide? Graph by Financial Times

Why gender and representation may matter...

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What do you think?

What are the most pressing gender inequalities in current politics?
What may have caused them? And are there any solutions to it?
Discuss in small groups of 3 people. [3 mins]

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The social environment...
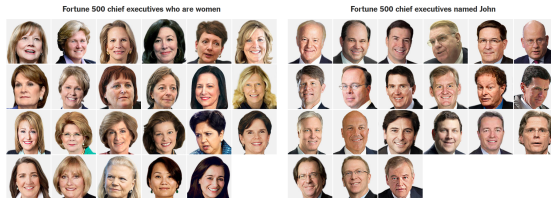
Figure: John vs. Women NYT 2018

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...that translates into the under-representation of women in politics
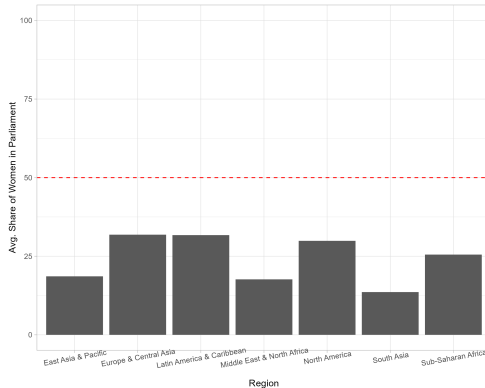
Figure: Average Share of Women in National Parliaments; Data by IPU, own visualization

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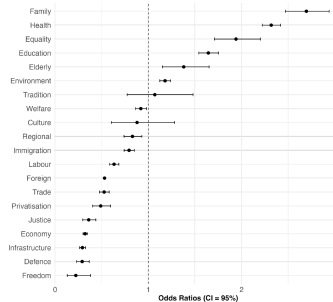## ...and an inequality in political demands

Figure: Issue priorities of women in Norway (Dybesland 2025)

How would you describe this pattern? What might be the implication for representation?

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Our guiding (normative) questions

We will discuss a lot of empirics. But all of them have normative implications.

While reading, consider these overarching questions formulated by Pamela Paxton (2008)

- Can men represent women?

- Are there such things like women's issues?

- How do female paths to power differ from male political careers?

- What would help women to get into political office? Should we aim to facilitate their inclusion?

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Forensics I

Figure: Graph from Dall-E-3, Prompt: "Subject: A classroom in a German school. There's a teacher next to a board instructing their pupils."

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Forensics II

Nature or Nurture? In this seminar, we focus on how the social
environment creates gender inequalities:

- Emphasis on social learning, how do individuals develop
  gender norms?

- In session 4, we'll shed light on norm transmission.

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Cultural Legacies I

Figure: Graph from Dall-E-3; Prompt: "Subject: An image of a men with a plough pulled by an oxen."

What does this have to do with gender inequality?

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The rules of the game (written by males)

Figure: Painting 'Declaration of Independence' (1819), Source: Wikimedia

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And nowadays?

In which spheres of the political process do you expect gender discrimination to occur?

- On the voter-level: gender-biased evaluation of female candidates
- On the party-level: gendered selection processes
- On the candidate-level: gendered careers to power

How to solve these issues?

We'll look at three instruments that may help to facilitate women's access to political power

- quotas and other institutional arrangements
- role models
- language

Do any other instruments come into your mind?

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To prepare for next week... I

- Reading of the syllabus
    - Is there anything missing?
    - Do you have additional literature suggestions? Or would you prefer to switch some of the main/complementary readings?
    - Do you have any further questions about the seminar requirements?

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To prepare for next week… II

- Readings:
  - Paxton, P., Kunovich, S., & Hughes, M. M. (2007). Gender in Politics. *Annual Review of Sociology*, *33*(Volume 33, 2007), 263–284.
    https://doi.org/10.1146/annurev.soc.33.040406.131651
  - Celis, K., Kantola, J., Waylen, G., & Weldon, S. L. (2013). Introduction: Gender and Politics: A Gendered World, a Gendered Discipline. In G. Waylen, K. Celis, J. Kantola, & S. L. Weldon (Eds.), *The Oxford Handbook of Gender and Politics* (p. 0). Oxford University Press.
    https://doi.org/10.1093/oxfordhb/9780199751457.013.0034

To prepare for next week... III

- Hawkesworth, M. (2013). Sex, Gender, and Sexuality: From Naturalized Presumption to Analytical Categories. G. Waylen, K. Celis, J. Kantola, & S. L. Weldon (Eds.), *The Oxford Handbook of Gender and Politics* (p. 0). Oxford University Press.
https://doi.org/10.1093/oxfordhb/9780199751457.013.0001

Thank you for your attention!
Any further questions?

Literature I

Celis, K., Kantola, J., Waylen, G., & Weldon, S. L. (2013).
Introduction: Gender and Politics: A Gendered World, a
Gendered Discipline. In G. Waylen, K. Celis, J. Kantola, &
S. L. Weldon (Eds.), *The Oxford Handbook of Gender and
Politics* (p. 0). Oxford University Press. https:
//doi.org/10.1093/oxfordhb/9780199751457.013.0034
Dybesland, S. (2025). *Miss Represented or Misrepresented? Gender
Biased Priority Responsiveness in the Norwaegian
Parliament.*

Literature II

Hawkesworth, M. (2013). Sex, Gender, and Sexuality: From
        Naturalized Presumption to Analytical Categories. In
        G. Waylen, K. Celis, J. Kantola, & S. L. Weldon (Eds.),
        The Oxford Handbook of Gender and Politics (p. 0).
        Oxford University Press. https:
        //doi.org/10.1093/oxfordhb/9780199751457.013.0001

Paxton, P. (2008). Women and Politics: A Global Perspective.
        https://ecpr.eu/Filestore/StandingGroups/
        GenderAndPolitics/18Paxton.pdf

Paxton, P., Kunovich, S., & Hughes, M. M. (2007). Gender in
        Politics. *Annual Review of Sociology*, *33*(Volume 33,
        2007), 263–284.
        https://doi.org/10.1146/annurev.soc.33.040406.131651

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Literature III

Tavits, M., & Pérez, E. O. (2019). Language influences mass opinion toward gender and LGBT equality. *Proceedings of the National Academy of Sciences*, *116*(34), 16781–16786. https://doi.org/10.1073/pnas.1908156116

Vervecken, D., Hannover, B., & Wolter, I. (2013). Changing (S)expectations: How gender fair job descriptions impact children's perceptions and interest regarding traditionally male occupations. *Journal of Vocational Behavior*, *82*(3), 208–220. https://doi.org/10.1016/j.jvb.2013.01.008