

## The Substantive Representation of Women: A Template for Analysis

### 1. Anticipated Effects of Increased Proportions of Women

- \* Women will form strategic coalitions with other women.
- \* Women will influence men's behavior in a feminist or women-friendly policy direction.
- \* Women will provoke a backlash among male legislators.
- \* Women will be less effective than at smaller proportions of female legislators.
- \* Women will become increasingly more diverse as a group, leading some to lobby on behalf of women and others to pursue other policy interests.

Examples:

### 2. Constraining and Enabling Characteristics of Legislative Contexts

- \* Institutional norms, especially in legislative practices
- \* Positional power, especially in legislative committees
- \* Political parties, especially in terms of party ideology
- \* Political climate, especially in terms of its relation to women's empowerment
- \* Legislative arenas, esp. in terms varying distributions of women and men in distinct legislative spaces

Examples:

### 3. Identities and Interests of Female Legislators

- \* Similarities and differences among women, especially race, age, party affiliation, and feminist identity
- \* Similarities and differences between women and men, especially alternative conceptions of 'similarity' and 'difference' as the measure of women's impact

Examples:

### 4. Feminist and Non-Feminist Definitions of Women's Issues

- \* Feminist definitions focused on role change for women, often through increases in autonomy and scope for personal choice
- \* Non-feminist definitions focused on women's traditional roles in family and society
- \* Context- and time-bound features of these definitions

Examples:

### 5. Stable and Contingent Features of Policy-Making Processes

- \* Stages in the policy-making process
- \* Legislative policy cycles and demonstration effects (effects from observation of others, e.g. of women's greater participation)
- \* Impact within and outside the policy-making process

Examples: