

## PLAP 4140: Gender and American Political Behavior Summer 2020 (Session I)

M–F 10:30am–12:45pm

Class Zoom Meeting:

<https://virginia.zoom.us/j/92223685951?pwd=ZDJqUnlEVjRvcjhjWXg4QmZzTmJxdz09>  
(password “Gender”)

Professor Nicholas Winter

[nwinter@virginia.edu](mailto:nwinter@virginia.edu)

<http://faculty.virginia.edu/nwinter>

Office: ha ha ha ha

“Office” hours: after class & by appointment

Personal Zoom room: <https://virginia.zoom.us/my/nwinter>

Gender is a social system that defines categories of people, proscribes appropriate traits and behavior to those categories, and regulates and power relations. Children are socialized very early to recognize, understand, and enact gender, and adults understand and enact it as well. The gender system works in part by *naturalizing* the categories it creates—that is, by making them appear inevitable and immutable. We will begin by exploring the ways that gender categories—like any human social categories—are constructed in social and political life. Then we will explore gender’s role in modern electoral politics, with a focus on content analysis, a research technique that also requires careful attention to categorization. Then, after consideration of the complex nature of gender stereotypes, we will conclude with exploration of the connections among ideas about masculinity, femininity, and citizenship throughout American history.

To do this, we will develop theoretical tools, drawing first from psychology, sociology, anthropology, feminist theory, and beyond, and then from American history. In addition, this course will emphasize research. We will pay careful attention to the different methods and types of evidence that scholars from diverse fields use to learn about gender and the social and political world. We will explore the ways that science informs our understanding of gender, as well as the reciprocal influence of those ideas on how we understand what the data show. And we will conduct and present research ourselves: in class exercises as well as in the culminating group research project.

This course has a prerequisite: you must have taken at least one course **either** on gender **or** on political behavior.

### Syllabus changelog:

|          |                                    |          |                         |
|----------|------------------------------------|----------|-------------------------|
| V20s.0.0 | initial syllabus                   | V20s.6.0 | modify 5/27             |
| V20s.0.1 | fixed typos                        | V20s.7.0 | update 5/28             |
| V20s.2.0 | reading revisions, updates to 5/21 | V20s.8.0 | updated week 3 readings |
| V20s.3.0 | reading revision 5/22              | V20s.9.0 | updated 6/9 reading     |
| V20s.4.0 | updated content analysis days      |          |                         |
| V20s.5.0 | rearrange week 2                   |          |                         |

## Online Course Structure

This class will involve a mix of asynchronous and synchronous activities.

### Asynchronous

**Reading:** Most days. In advance of each synchronous class meeting, you are expected to read and be prepared to discuss the material on the syllabus for that date.

**Online discussion:** By 10:20 on the morning of each synchronous class discussion, several students will each post a “QQC” (Quotation, Question, or Comment) about that day’s reading on Collab Discussions. All other students will reply to each of the day’s QQCs during the first part of class (from 10:30-11:15), at which point we will begin our synchronous class.

**Movie discussion:** During the term we will watch two movies asynchronously, and conduct an asynchronous discussion.

**Midterm exam:** you will complete an open-book, open-note, essay-based midterm exam. You can work on the exam for up to eight hours total (broken into two or three sessions if you like). The exam will be posted on Friday, May 29, and is due by 1pm on Monday, June 1.

**Final research project:** You will work in a small group of about three students to design and conduct a content analysis of media or campaign material on a topic you develop related to gender and politics. There will be a number of interim assignments due over the course of the term to help guide you through the research process. At the end of the term you will complete a survey assessing your group’s work and evaluating each of your partners.

### Synchronous

**Class discussion:** We will hold class meetings through Zoom. Most synchronous classes will involve a combination of whole-class discussion, mini-lecture, small-group discussion, and other small-group work. On several days, as noted on the syllabus, the synchronous class period will be devoted to working with your group on your research project. On those days I will drop in to each group’s meeting to consult on your projects.

During synchronous class time the expectation is that we’re all here with cameras on, paying attention, and participating as we would during an in-person class.

**Final project presentations:** On the final class meeting, each group will present their research and answer questions from the class.

## A Note on Summer Session Course Loads

This is a 4000-level seminar. We meet every day, and you will be expected to complete a substantial amount of reading daily, participate in asynchronous and synchronous class participation, and work with a small group to develop and execute a research project. One course is considered a full load during summer term, and I very strongly advise against taking more than one course at a time. This is my standard advice; I offer it even more emphatically this year.

## Grading

Grading is back to the standard (letter grade) system. Course grades will be based on the following breakdown:

|                             |            |
|-----------------------------|------------|
| Asynchronous discussion     | 15 percent |
| Synchronous discussion      | 25 percent |
| Midterm exam                | 20 percent |
| Final project               | 40 percent |
| Research design             | 5 percent  |
| Content analysis instrument | 10 percent |
| Final paper                 | 15 percent |
| Final presentation          | 5 percent  |

I do not accept late assignments without prior arrangement. That said, if something comes up that prevents you from completing an assignment on time, I am happy to work with you if you get in touch in advance.

## Readings

The required books are freely available electronically through the UVa library; the links are included below. If you wish to purchase a physical copies, I've included Amazon links as well. All other materials are on Collab and/or linked from the syllabus.

Hoganson, Kristin L. 1998. *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars*. New Haven, CT: Yale University Press. ISBN 978-0-300-08554-9.

UVa Library electronic copy: <https://search.lib.virginia.edu/catalog/u8549539>

Amazon link: <https://amzn.com/0300085540>

Riffe, Daniel, Stephen Lacy, and Frederick Fico. 2019. *Analyzing Media Messages: Using Quantitative Content Analysis in Research*. Fourth ed. New York: Routledge. ISBN 978-1-138-61398-0.

UVa library electronic copy: <https://search.lib.virginia.edu/catalog/u8515845>

Amazon link: <https://amzn.com/1138613983>

**Quotation, Question, Comment**

We have 11 classes that include asynchronous, reading based discussion in advance of our class meeting. (We also have two movie-based asynchronous discussions; these are handled separately.) The reading-based asynchronous discussion will be structured as follows:

- Four students will be assigned to submit a Quotation, Question, or Comment (QQC) through the Collab “Discussion” tool by 10:20 on the morning of class. (I encourage you to complete these the night before.)

Your QQC should begin with a quotation from the reading, a question you would like to discuss, or a comment about the reading. Then you should, in 2-4 paragraphs, explain why you chose it: what did you find interesting, confusing, thought-provoking, etc.

- During the first 45 minutes of our class time (10:30-11:15), all *other* students will read the four QQCs and reply to each (or reply to the replies).
- We will take a break from 11:15 to 11:30; when we begin synchronous class we will have a set of four discussion threads.

*Please be sure to click “Mark as Read” for each QQC and reply that you read so you get participation credit!*

I will randomly assign students to the classes for which they will complete their QQCs.

**Other Policies**

I respect and uphold University policies and regulations pertaining to the observation of religious holidays; assistance available to students with physical, visual, hearing, and other disabilities or impairments; plagiarism; racial, ethnic, gender, sexual orientation, or religious discrimination; and all forms of harassment.

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you must contact the Student Disability Access Center (<https://www.studenthealth.virginia.edu/sdac>) as soon as possible, at least two to three weeks before any assignments are due. I take learning disabilities very seriously and I will make whatever accommodations you need to be successful in this class. However, they must be properly documented by the SDAC and I must have enough notice to make appropriate arrangements.

Plagiarism, or academic theft, is passing off someone else's words or ideas as your own without giving proper credit to the source. You are responsible for not plagiarizing and are expected to abide by the University of Virginia Honor Code (see <https://honor.virginia.edu/academic-fraud>).

**Note on Course Content**

At times this semester we will read and discuss work that touches on a number of sensitive, controversial, and difficult topics that may be disturbing to some students. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork.

If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

In addition, I have posted some information on nonacademic support for UVA students here: <http://faculty.virginia.edu/nwinter/syllabusAddendum.pdf>.

## Part One: Women, Men, And the Process of Categorization

| Monday May 18: Welcome  |   |
|---|---|
| <b>Synchronous:</b><br>10:30-12:45  |   |
| Tuesday May 19: The Gender Gap  |   |
| <b>QQC:</b><br>due 10:20am<br><br><b>QQC response:</b><br>10:30-11:15<br><br><b>Synchronous:</b><br>11:30-12:45 | Shapiro, Robert Y., and Harpreet Mahajan. 1986. "Gender Differences in Policy Preferences: A Summary of Trends From the 1960s to the 1980s." <i>Public Opinion Quarterly</i> 50(1):42-61.<br><br>Conover, Pamela J. 1988. "Feminists and the Gender Gap." <i>Journal of Politics</i> 50(4):985-1010.<br><br>Cook, Elizabeth A., and Clyde Wilcox. 1991. "Feminism and the Gender Gap—a Second Look." <i>Journal of Politics</i> 53(4):1111-22.<br><br>Barnes, Tiffany D., and Erin C. Cassese. 2016. "American Party Women: A Look at the Gender Gap within Parties." <i>Political Research Quarterly</i> .<br><a href="https://doi.org/10.1177/1065912916675738">https://doi.org/10.1177/1065912916675738</a>  |
| Wednesday May 20: Content Analysis I  |   |
| <b>Asynchronous</b><br>Do reading,<br>watch film &<br>participate in<br>online discussion                       | Riffe, Daniel, Stephen Lacy, and Frederick Fico. 2014. <i>Analyzing Media Messages: Using Quantitative Content Analysis in Research</i> : Routledge. Chapters 1, 2, & 8 (pp. 1-35 & 148-167).<br><br>Watch the film <i>Miss Representation</i> . Available to stream from the UVa Library:<br><a href="https://search.lib.virginia.edu/catalog/kan1128008">https://search.lib.virginia.edu/catalog/kan1128008</a>   |
| Thursday May 21: "Women" and "Men" as Political Groups  |   |
| <b>Synchronous:</b><br>10:30-12:45<br><br>small groups<br>10:30-11:30<br>full-group<br>11:40-12:45              | Crenshaw, Kimberlé. 2015. "Why Intersectionality Can't Wait." <i>The Washington Post</i> . September 24. <a href="https://wapo.st/1OVzQIT">https://wapo.st/1OVzQIT</a><br><br>Hubbard, Shanita. 2017. "Russell Simmons, R. Kelly, and Why Black Women Can't Say #MeToo" <i>The New York Times</i> . December 15.<br><a href="https://nyti.ms/2kwQbdl">https://nyti.ms/2kwQbdl</a><br><br>Young, Iris Marion. 1994. "Gender As Seriality: Thinking About Women As a Social Collective." <i>Signs</i> 19(3):713-38.<br><a href="http://www.jstor.org/stable/pdfplus/10.2307/3174775.pdf">http://www.jstor.org/stable/pdfplus/10.2307/3174775.pdf</a><br><br>Allen, Samantha. 2017. "What Makes a 'Real' Woman? Welcome to the New Liberal Transphobia." <i>The Daily Beast</i> , 3/15/2017. <a href="http://thebea.st/2mqEROA">http://thebea.st/2mqEROA</a><br><br>Adichie, Chimamanda Ngozi. 2017. "Clarifying." Facebook post, March 12.<br><a href="https://www.facebook.com/chimamandaadichie/posts/10154893542340944:0">https://www.facebook.com/chimamandaadichie/posts/10154893542340944:0</a> |

## Part Two: What Is Gender? How Do We Make It? How Do We Use It?

| Friday May 22: Gender, Sex, & Transgender  |  |
|--|--|
| <p>QQC:<br/>due 10:20am</p> <p>QQC response:<br/>10:30-11:15</p> <p>Synchronous:<br/>11:30-12:45</p> | <p>Fausto-Sterling, Anne. 1993. "The Five Sexes: Why Male and Female Are Not Enough." <i>The Sciences</i> 33(2):20-24.</p> <p>Longman, Jeré, and Juliet Macur. 2019. "Caster Semenya Loses Case to Compete as a Woman in All Races." <i>The New York Times</i>. 1 May. <a href="https://nyti.ms/2J3QIB8">https://nyti.ms/2J3QIB8</a></p> <p>Schilt, Kristen, and Laurel Westbrook. 2015. "Bathroom Battlegrounds and Penis Panics." <i>Contexts</i> 14(3): 26-31.<br/><a href="https://journals.sagepub.com/doi/10.1177/1536504215596943">https://journals.sagepub.com/doi/10.1177/1536504215596943</a></p> <p>Davis, Heath Fogg. 2018. "Why the 'Transgender' Bathroom Controversy Should Make Us Rethink Sex-Segregated Public Bathrooms." <i>Politics, Groups, and Identities</i> 6(2): 199-216.</p> <p><u><i>Optional</i></u></p> <p>Bostwick, J. Michael, and Michael J. Joyner. 2012. "The Limits of Acceptable Biological Variation in Elite Athletes: Should Sex Ambiguity Be Treated Differently from Other Advantageous Genetic Traits?" <i>Mayo Clinic Proceedings</i> 87 (6):508-13.<br/><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3538474/pdf/main.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3538474/pdf/main.pdf</a></p> |

| Monday May 25: No Class |                     |
|-------------------------|---------------------|
|                         | Happy Memorial Day! |

## Part Three: Gender in Campaigns

| Tuesday May 26: Content Analysis I: Candidate Self-Presentation |   |
|---|---|
| <p><b>Synchronous:</b><br/>10:30-12:45</p>                      | <p>Riffe, Daniel, Stephen Lacy, and Frederick Fico. 2014. <i>Analyzing Media Messages: Using Quantitative Content Analysis in Research</i>. Routledge. Chapter 4 (“Measurement”).</p> <p>Please select <b>two</b> articles or chapters from the list at the back of the syllabus. Read both, and prepare a brief written summary of each that includes the following:</p> <ul style="list-style-type: none"> <li>• Author, title and date</li> <li>• Research question (one sentence)</li> <li>• Case selection (what content are they coding)</li> <li>• Concepts: what concepts are they measuring</li> <li>• Measurement: how, specifically, do they measure the concepts? Do they include a detailed coding guide? If not, what can you tell about how they measured their concepts?</li> <li>• What are their results</li> </ul> <p>This should be under one page per article, and should be in bullet or list form (as opposed to a narrative).</p> |

| Wednesday May 27: Biology & the Challenges of Research on Sex/Gender   |  |
|--|--|
| <p><b>Finish small-group</b><br/>10:30-10:50am</p> <p><b>Synchronous:<br/>discuss group work</b><br/>10:50-11:15</p> <p><b>Synchronous:<br/>discuss readings</b><br/>11:25-12:45</p> | <p>Fausto-Sterling, Anne. 1992. “Of Genes and Gender.” In <i>Myths of Gender: Biological Theories About Women and Men</i>. 2nd ed. New York: Basic Books, chapter 3 (61-89).<br/><i>Skim to p. 72; read to p. 85; read carefully from there.</i></p> <p>Condry, John, and Sandra Condry. 1976. “Sex Differences: A Study of the Eye of the Beholder.” <i>Child Development</i> 47(3):812-19.<br/><i>Focus on the research design and on the findings about how subjects perceive the baby’s emotions.</i></p> <p>Chemaly, Soraya. 2016. “Does Your Daughter Know It’s OK to be Angry?” May 9. <i>Role Reboot: Culture + Politics</i>. <a href="https://goo.gl/oGjErn">https://goo.gl/oGjErn</a></p> <p>Hurlbert, Anya C., and Yazhu Ling. 2007. “Biological Components of Sex Differences in Color Preference.” <i>Current Biology</i> 17(16):R623-R625.</p> |

| Thursday May 28: Content Analysis II: Political Media Coverage |  |
|--|--|
| <p><b>QQC:</b><br/>due 10:20am</p>                             | <p>Riffe, Daniel, Stephen Lacy, and Frederick Fico. 2014. <i>Analyzing Media Messages: Using Quantitative Content Analysis in Research</i>. Routledge. Chapter 5 (“Sampling”).</p> |



|  |   |
|--|---|
| <p><b>QQC response:</b><br/>10:30-11:15</p> <p><b>Synchronous:</b><br/>11:30-12:45</p> | <p>Please select <b>two</b> articles or chapters from the list of media coverage content analyses at the back of the syllabus. Read both, and be prepared to discuss them, including their</p> <ul style="list-style-type: none"> <li>• Research question</li> <li>• Case selection (what content are they coding)</li> <li>• Concepts: what concepts are they measuring</li> <li>• Measurement: how, specifically, do they measure the concepts? Do they include a detailed coding guide? If not, what can you tell about how they measured their concepts?</li> <li>• What are their results</li> </ul> |
|--|---|

| Friday May 29: Research Day   |   |
|---|---|
| <p><b>Synchronous:</b><br/>10:30-12:45</p> <p>We will work in class on your final research projects</p> | <p>Robinson, Nick, and Marcus Schulzke. 2016. "Visualizing War? Towards a Visual Analysis of Videogames and Social Media." <i>Perspectives on Politics</i> 14 (4):995-1010. <a href="https://goo.gl/YkjdpB">https://goo.gl/YkjdpB</a><br/><i>Skim with a focus on how we might content-analyze visual imagery.</i></p> <p>Riffe, Daniel, Stephen Lacy, and Frederick Fico. 2014. <i>Analyzing Media Messages: Using Quantitative Content Analysis in Research</i>. Routledge. Chapter 6 &amp; 7 ("Reliability" and "Validity").</p> |

| Monday June 1: Midterm                                       |   |
|--|---|
| <p><b>Asynchronous</b><br/>Online midterm<br/>via Collab</p> | <p><b>You must complete the exam by 1pm on Monday, June 1</b></p> |

| Tuesday June 2: Voters' Reactions to Male and Female Candidates  |   |
|--|---|
| <p><b>QQC:</b><br/> Jordan, Lilly,<br/> Kailey, Morgan<br/> due 10:20am</p> <p><b>QQC response:</b><br/> 10:30-11:15</p> <p><b>Synchronous:</b><br/> 11:30-12:45</p> | <p>Brooks, Deborah Jordan. 2011. "Testing the Double Standard for Candidate Emotionality: Voter Reactions to the Tears and Anger of Male and Female Politicians." <i>Journal of Politics</i> 73 (2):597-615.</p> <p>Hayes, Danny, and Jennifer L. Lawless. 2016. "The Party, Not the Person." In <i>Women on the Run: Gender, Media, and Political Campaigns in a Polarized Era</i>. Chapter 5 (92-110).</p> <p>Bennett, Jessica. 2020. "Leaders Are Crying on the Job. Maybe That's a Good Thing." <i>The New York Times</i>.<br/> <a href="https://www.nytimes.com/2020/05/03/us/politics/crying-politicians-leadership.html">https://www.nytimes.com/2020/05/03/us/politics/crying-politicians-leadership.html</a> (May 12, 2020).</p> <p>Bauer, Nichole M. 2020. "A Feminine Advantage? Delineating the Effects of Feminine Trait and Feminine Issue Messages on Evaluations of Female Candidates." <i>Politics &amp; Gender</i>: 1-21.</p> |

| Wednesday June 3: Ambivalent Sexism & Politics   |  |
|--|--|
| <p><b>QQC:</b><br/> Davis, Sibel,<br/> Jimmy, Anna<br/> due 10:20am</p> <p><b>QQC response:</b><br/> 10:30-11:15</p> <p><b>Synchronous:</b><br/> 11:30-12:45</p> | <p>Glick, Peter, and Susan T. Fiske. 2001. "An Ambivalent Alliance: Hostile and Benevolent Sexism as Complementary Justifications for Gender Inequality." <i>American Psychologist</i> 56 (2):109-18.</p> <p>Scotto di Carlo, Giuseppina. 2020. "The Velvet Glove: Benevolent Sexism in President Trump's Tweets." <i>European Journal of Women's Studies</i> (forthcoming): 1-19.</p> <p>McMahon, Jean M., and Kimberly Barsamian Kahn. 2018. "When Sexism Leads to Racism: Threat, Protecting Women, and Racial Bias." <i>Sex Roles</i> 78(9): 591-605.</p> <p>Winter, Nicholas J. G. 2020. "The Two Faces of Sexism: Hostility, Benevolence, and American Elections." Working paper.<br/> <a href="https://faculty.virginia.edu/nwinter/papers/WinterTwoFaces.pdf">https://faculty.virginia.edu/nwinter/papers/WinterTwoFaces.pdf</a></p> |

| Thursday June 4: Women Running for Congress   |  |
|---|--|
| <p><b>Asynchronous:</b><br/> Do reading,<br/> watch film &amp;<br/> participate in<br/> online discussion</p> | <p>Watch the film <i>Knock Down the House</i>. Available on Netflix, and also YouTube: <a href="https://youtu.be/YCSo2hZRcXk">https://youtu.be/YCSo2hZRcXk</a></p> |

| Friday June 5: Research Day |   |
|-----------------------------|---|
| Synchronous:<br>10:30-12:45 | We will work in class on your final research projects |

## Part Four: Masculinity, Femininity, and Citizenship

| Monday June 8: Founding & Early Republic |  |
|--|--|
| Synchronous:<br>10:30-12:45              | <p>Kerber, Linda K. 1992. "The Paradox of Women's Citizenship in the Early Republic: The Case of Martin vs. Massachusetts, 1805." <i>The American Historical Review</i> 97 (2):349-78.</p> <p>Vogel, Ursula. 1994. "Marriage and the Boundaries of Citizenship." In <i>Condition of Citizenship</i>, ed. Bart van Seenbergen. London: Sage Publications, 76-89</p> <p>Kann, Mark E. 1999. <i>The Gendering of American Politics: Founding Mothers, Founding Fathers, and Political Patriarchy</i>. Westport, CT: Praeger. Chapters 3 &amp; 4 (49-90).</p> <p>Paquette, Danielle. 2016. "Donald Trump and the Disturbing History of Calling Women 'Nasty.'" <i>The Washington Post</i>. <a href="https://wapo.st/2dDpbqm">https://wapo.st/2dDpbqm</a></p> |

| Tuesday June 9: Teddy Roosevelt & The Spanish-American War |  |
|--|--|
| Synchronous:<br>10:30-12:45                                | <p>Bederman, Gail. 1995. <i>Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917</i>. Chicago: University of Chicago Press.</p> <p>Available online:<br/><a href="https://hdl-handle-net.proxy01.its.virginia.edu/2027/heb.02528">https://hdl-handle-net.proxy01.its.virginia.edu/2027/heb.02528</a></p> <p><i>Everyone read Chapter 1 (1-44) and Conclusion (217-239). We will randomly divide and conquer the other chapters:</i></p> <p><i>Chapter 2: John, Robin, Kailey</i><br/> <i>Chapter 3: Lilly, Davis, Jack</i><br/> <i>Chapter 4: Hallie, Gabe, Morgan</i><br/> <i>Chapter 5: Anna, Jordan, Zareen, Sibel</i></p> <p><i>Optional:</i> Harris, John F. 2020. "What Kind Of Man Gets Impeached?" <i>Politico</i>.<br/> <a href="https://www.politico.com/news/magazine/2020/01/30/trump-what-kind-of-man-gets-impeached-109417">https://www.politico.com/news/magazine/2020/01/30/trump-what-kind-of-man-gets-impeached-109417</a>.</p> |

| Wednesday June 10: Research Day    |   |
|------------------------------------|---|
| <b>Synchronous:</b><br>10:30-12:45 | We will work in class on your final research projects |

| Thursday June 11: Modern and Modern-ish                                       |  |
|---|--|
| <b>QQC:</b><br>Jordan, Hallie,<br>Gabe, Jack,<br>Zareen, Robin<br>due 10:20am | Deckman, Melissa, and Erin Cassese. 2020. "Gendered Nationalism and the 2016 US Presidential Election: How Party, Class, and Beliefs about Masculinity Shaped Voting Behavior." <i>Politics &amp; Gender</i> : 1–24.<br><br>Kelly, Annie. 2017. "The Alt-Right: Reactionary Rehabilitation for White Masculinity." <i>Soundings</i> 66: 68–78.   |
| <b>QQC response:</b><br>10:30-11:15   | Kusz, Kyle. 2019. "'Winning Bigly': Sporting Fantasies of White Male Omnipotence in the Rise of Trump and Alt Right White Supremacy." <i>Journal of Hate Studies</i> 14(1): 113–35.  |
| <b>Synchronous:</b><br>11:30-12:45  | Glick, Peter. 2020. "Masks and Emasculation: Why Some Men Refuse to Take Safety Precautions." <i>Scientific American Blog Network</i> .<br><a href="https://blogs.scientificamerican.com/observations/masks-and-emasculation-why-some-men-refuse-to-take-safety-precautions/">https://blogs.scientificamerican.com/observations/masks-and-emasculation-why-some-men-refuse-to-take-safety-precautions/</a> |

## Part Five: Your Research

| Friday June 12: In-class Research Symposium |   |
|---|---|
| <b>Synchronous:</b><br>10:30-12:45          | You will present your final research projects |

**Candidate Self-Presentation: Examples of content analyses***(All are available in the Collab Resources Section)*

- Banwart, Mary C. 2006. "Webstyles in 2004: The Gendering of Candidates on Campaign Web Sites?" In *The Internet Election : Perspectives on the Web in Campaign 2004*, ed. Andrew Paul Williams and John C. Tedesco. Lanham, MD: Rowman & Littlefield, 37-55.
- Bos, Angela L., Bas W. van Doorn, and Kjersten Nelson. 2018. "Who Is in the Picture? The Gender Composition of Images of Congress in Party Caucus Twitter Feeds and Online Media." *Politics, Groups, and Identities* 6(4): 788–801.
- Carpinella, Colleen, and Nichole M. Bauer. 2019. "A Visual Analysis of Gender Stereotypes in Campaign Advertising." *Politics, Groups, and Identities* (forthcoming): 1–18.  
<https://doi.org/10.1080/21565503.2019.1637353>
- Dolan, Kathleen, and Timothy Lynch. 2017. "Do Candidates Run as Women and Men or Democrats and Republicans? The Impact of Party and Sex on Issue Campaigns." *Journal of Women, Politics & Policy*:1-25.
- Dolan, Kathleen. 2005. "Do Women Candidates Play to Gender Stereotypes? Do Men Candidates Play to Women? Candidate Sex and Issues Priorities on Campaign Websites." *Political Research Quarterly* 58 (1):31-44.
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- Hayes, Danny, and Jennifer L. Lawless. 2016. "That's What She Said, and So Did She." In *Women on the Run: Gender, Media, and Political Campaigns in a Polarized Era*. Chapter 3 (33-58).
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