

PLAP 4140: Gender and American Political Behavior Summer 2022 (Session I)

M–F 10:30am–12:45pm
Gibson Hall 241

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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:

- 22s.0.0—23MAY initial syllabus
- 22s.1.0—23MAY slight rearrangement of readings;
fixed typos, clarifications

Course Structure

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

Asynchronous

Reading: In advance of each class meeting, you should read and be prepared to discuss the material on the syllabus for that date.

QQC/Online discussion: By 10:20 on the morning of most designated class discussions (indicated below), you 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 (and reply to the replies!) during the first part of class (from 10:30-11:15), at which point we will begin our class meeting.

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

Midterm exam: you will complete an open-book, open-note, essay-based midterm exam. You can work on the exam for up to six hours total (broken into two or three sessions if you like). The exam will be posted on **Friday, June 3**, and is due by **1pm on Monday, June 6**.

Final research project: You will design and conduct a content analysis of media, campaign advertising, or other content 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. You will present your results on the final day of class, and will turn in an individual final paper based on the project.

Synchronous

Class meetings: We will hold class meetings in person. Most class meetings 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 class period will be devoted to working on your research project. On those days I will circulate to consult on your projects.

Final project presentations: On the final class meeting, you will present your 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 class, 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.

Grading

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

Asynchronous discussion	10 percent
Synchronous discussion	30 percent
Midterm exam	20 percent
Final project	40 percent
Research design	5 percent
Content analysis instrument	10 percent
Final paper	17.5 percent
Final presentation	7.5 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 book is freely available electronically through the UVa library; the link is included below. If you wish to purchase a physical copy, I've included an Amazon link as well. All other materials are on Collab and/or linked from the syllabus.

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://www.amazon.com/dp/1138613983>

Quotation, Question, Comment

We have 7 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:

- Each QQC day you will 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 students will read the QQC's and reply to each (and/or reply to the replies).
- We will take a break and begin our in-person meeting at 11:30.

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



The syllabus reading schedule indicates which days will have QQC; we may adjust this somewhat as the semester progresses.

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.

Part One: Women, Men, and the Process of Categorization

Monday May 23: Welcome	
Tuesday May 24: Views on Abortion	
<p>QQC: due 10:20am</p> <p>QQC response: 10:30-11:15</p> <p>In-person: 11:30-12:45</p>	<p>Conroy, Meredith, and Amelia Thomson-DeVeaux. 2022. "The Real Dividing Line On Abortion." <i>FiveThirtyEight</i>. https://fivethirtyeight.com/features/the-real-dividing-line-on-abortion/</p> <p>Luker, Kristin. 1984. "World Views of the Activists." In <i>Abortion and the Politics of Motherhood</i>, Los Angeles: University of California Press, 158–91.</p> <p>Melendez, Tanya. 2021. "How TV Lied about Abortion." <i>Vox</i>. https://www.vox.com/culture/22715333/tv-abortion-plot-storyline-lies.</p>
Wednesday May 25: "Women" and "Men" as Political Groups	
<p>In-person: 10:30-12:45</p>	<p>Crenshaw, Kimberlé. 2015. "Why Intersectionality Can't Wait." <i>The Washington Post</i>. September 24. https://wapo.st/1OVzQIT</p> <p>Hubbard, Shanita. 2017. "Russell Simmons, R. Kelly, and Why Black Women Can't Say #MeToo" <i>The New York Times</i>. December 15. https://nyti.ms/2kwQbdl</p> <p>Young, Iris Marion. 1994. "Gender As Seriality: Thinking About Women As a Social Collective." <i>Signs</i> 19(3):713–38. Focus on sections I through III.</p>
Thursday May 26: The Psychology of Categorization	
<p>QQC: due 10:20am</p> <p>QQC response: 10:30-11:15</p> <p>In-person: 11:30-12:45</p>	<p>Lakoff, George. 1987. <i>Women, Fire, and Dangerous Things: What Categories Reveal about the Mind</i>. Chicago: University of Chicago Press. Chapters 1 & 2 (pp. 5–57).</p> <p>Cohen, Cathy J. 2000. "Contested Membership: Black Gay Identities and the Politics of AIDS." In <i>Creating Change: Sexuality, Public Policy, and Civil Rights</i>, eds. John D'Emilio, William B. Turner, and Urvashi Vaid. New York: St. Martin's Press, 382–406.</p>

Friday May 27: Gender in Entertainment and Political Media	
Asynchronous Do reading, watch film & participate in online discussion	Riffe, Daniel, Stephen Lacy, and Frederick Fico. 2014. <i>Analyzing Media Messages: Using Quantitative Content Analysis in Research</i> . Routledge. Chapter 1 (pp. 1–19). Watch the film <i>Miss Representation</i> . Available to stream from the UVa Library: https://search.lib.virginia.edu/sources/uva_library/items/avalon_2v23vt40n

Monday May 30: No Class	
	Happy Memorial Day!

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

Tuesday May 31: Sex → Gender → Gender Categorization?	
QQC: due 10:20am QQC response: 10:30–11:15 In-person: 11:30–12:45	Fausto-Sterling, Anne. 1993. “The Five Sexes: Why Male and Female Are Not Enough.” <i>The Sciences</i> 33(2):20–24. Schilt, Kristen, and Laurel Westbrook. 2015. “Bathroom Battlegrounds and Penis Panics.” <i>Contexts</i> 14(3): 26–31. 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. <u>Optional</u> 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. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3538474/pdf/main.pdf

Wednesday June 1: Biology & the Challenges of Research on Sex/Gender	
<p>QQC: due 10:20am</p> <p>QQC response: 10:30-11:15</p> <p>In-person: 11:30-12:45</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). <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. <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>. https://goo.gl/oGjErn</p> <p>Gross, Rachel E. 2022. "Ovaries Are Prone to 'Exhaustion' and 'Fatigue.' Or Are They?" <i>The New York Times</i>. https://www.nytimes.com/2022/03/29/opinion/ovaries-stem-cells-fertility.html</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>

Part Three: Gender in Campaigns

Thursday June 2: Content Analysis I: Candidate Self-Presentation	
<p>In-person: 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 2 ("Defining Content Analysis as a Social Science Tool").</p> <p>Please select two articles or chapters from the list on Collab. Read both, and prepare a written summary for each based on the guidelines available on Collab ("Content analysis summary guidelines.pdf" in the "Miscellaneous materials" folder.)</p> <p>Please turn in those summaries by 10:00am before class.</p>

Friday June 3: Research Day	
<p>We will work in class on your final research projects</p>	<p>Riffe, Daniel, Stephen Lacy, and Frederick Fico. 2014. <i>Analyzing Media Messages: Using Quantitative Content Analysis in Research</i>: Routledge. Chapter 8 ("Designing a Content Analysis").</p>

Monday June 6: Midterm	
Asynchronous	Online midterm on Collab. You may complete the exam any time from Friday afternoon through 1pm on Monday, June 6

Tuesday June 7: Content Analysis II: Media Coverage & Society	
In-person: 10:30-12:45	<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 two articles or chapters—one from each of these two lists:</p> <ul style="list-style-type: none"> • Media coverage • Society & gender <p>Read the two and prepare a written summary for each based on the guidelines available on Collab (“Content analysis summary guidelines.pdf” in the “Miscellaneous materials” folder.)</p> <p>Please turn in those summaries by 10:00am before class.</p>

Wednesday June 8: Women Running for Congress	
Asynchronous: Do reading, watch film & participate in online discussion	<p>Watch the film <i>Knock Down the House</i>. Available on Netflix, and also YouTube: https://youtu.be/YCSo2hZRcXk</p>

Thursday June 9: Voters' Reactions to Male and Female Candidates	
QQC: due 10:20am QQC response: 10:30-11:15 In-person: 11:30-12:45	<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>Bennett, Jessica. 2020. “Leaders Are Crying on the Job. Maybe That’s a Good Thing.” <i>The New York Times</i>. https://www.nytimes.com/2020/05/03/us/politics/crying-politicians-leadership.html</p> <p>Rosin, Christina Cauterucci, Celeste Katz, Latifa Lyles, Hanna. 2018. “Female Candidates Finally Feel OK About Being Female Candidates.” <i>Slate Magazine</i>. https://slate.com/human-interest/2018/10/2018-midterms-women-candidates-campaign-trail.html</p>

Friday June 10: Research Day	
We will work in class on your final research projects	Riffe, Daniel, Stephen Lacy, and Frederick Fico. 2014. <i>Analyzing Media Messages: Using Quantitative Content Analysis in Research</i> . Routledge. Chapter 6 (“Reliability”).

Monday June 13: Ambivalent Sexism & Politics	
<p>QQC: due 10:20am</p> <p>QQC response: 10:30-11:15</p> <p>In-person: 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>

Part Four: Masculinity, Femininity, and Citizenship

Tuesday June 14: Founding & Early Republic	
<p>In-person: 10:30-12:45</p>	<p>Gundersen, Joan R. 1987. “Independence, Citizenship, and the American Revolution.” <i>Signs</i> 13(1): 59-77.</p> <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>Paquette, Danielle. 2016. “Donald Trump and the Disturbing History of Calling Women ‘Nasty.’” <i>The Washington Post</i>. https://wapo.st/2dDpbqm</p>

Wednesday June 15: Modern and Modern-ish	
QQC: due 10:20am	Carian, Emily K., and Tagart Cain Sobotka. 2018. "Playing the Trump Card: Masculinity Threat and the U.S. 2016 Presidential Election." <i>Socius</i> 4(1): 1–6.
QQC response: 10:30–11:15	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 & Gender</i> : 1–24.
In-person: 11:30–12:45	Cassino, Dan. 2018. "Emasculation, Conservatism, and the 2016 Election." <i>Contexts</i> 17(1): 48–53.

Thursday June 16: Research Day	
In-person: 10:30–12:45	We will work in class on your final research projects

Part Five: Your Research

Friday June 17: In-class Research Symposium	
In-person: 10:30–12:45	You will present your final research projects.