

PLAP 4140: Gender and American Political Behavior Fall 2020

Monday 2:00pm-4:30pm

Online

<https://virginia.zoom.us/j/94877565950?pwd=cE5hU2JBWVl0Qkrci9pc1hua2xCQT09>

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office hours: Wednesday 2-3:30 ☞ by appointment

Gender is a social system that constructs categories of people, and uses those categories to proscribe appropriate traits and behavior and to regulate power relations. Children are socialized very early to recognize, understand, enact, and identify with this gender system, which shapes their perceptions and behavior. 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 at select moments in 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:

- V20.0.0 initial syllabus
- V20.1.0 fixed class meeting time Nov. 9
- V20.2.0 updated final project ☞ reading schedule

Online Course Structure

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

Asynchronous

Reading: Every week. 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: Prior to most synchronous discussions, we will begin with an asynchronous discussion. Each week, several students will each post a “QQC” (Quotation, Question, or Comment) about that day’s reading on Collab Discussions. These are due by **9am on Sunday morning**. All students will then read and reply to each of the day’s QQC’s by **11:59pm Sunday night** before class, and read the other replies Sunday night or Monday morning. This will lay the groundwork for our in-class discussions.

Movie discussion: During the term we will one movie 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 Tuesday, October 13, and is due by 11:59pm on Sunday, October 18.

Final research project: You will work in a small group of about three students to design and conduct a content analysis of media, campaign, or other political material. The specific topic and focus can be anything related to gender and politics. There will be a number of interim group assignments due over the course of the term to help guide you through the research process. You will also write an individual final paper. 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 work with your group on your final research project.

On several days some of the synchronous class period will be devoted to working with your group on your research project. During that time 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—during our University-scheduled final exam time—each group will present their research and answer questions from the class.

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
Individual final paper	20 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.

Bederman, Gail. 1995. *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917*. Chicago: University of Chicago Press.

Available online: <https://hdl-handle-net.proxy01.its.virginia.edu/2027/heb.02528>

Amazon link: <https://amzn.com/0226041395>

UVa library record: <https://v4.lib.virginia.edu/sources/books/items/u5737174>

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.

Available online: <https://www-taylorfrancis-com.proxy01.its.virginia.edu/books/9780429464287>

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

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

Important note on online resources: Many linked resources on the syllabus are available because the UVa Library subscribes. If you are not on Grounds, they may not be automatically available when you go to the relevant website. This page has instructions for using EZProxy or either of two UVa VPNs to access these materials: <https://www.library.virginia.edu/services/off-grounds-access/>.

Quotation, Question, Comment

Most synchronous class meetings will include a prior asynchronous reading based discussion in advance of our class meeting. (We also have one movie-based asynchronous discussion that is 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 **9am Sunday morning the day before class**.
- 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.
- All students will read the four QQCs and reply to each (or reply to the replies) by 11:59pm Sunday night.
- All students will read the other replies before synchronous class begins at 2pm on Monday.
- *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 QQCs; we may adjust this somewhat as the semester progresses. 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 away 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 class 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

August 31: Welcome	
Synchronous: 10:30-12:45	
September 7: The Gender Gap	
QQC: due Sunday 9am QQC response: by Sunday midnight Synchronous: 2pm-4:30pm	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. Conover, Pamela J. 1988. "Feminists and the Gender Gap." <i>Journal of Politics</i> 50(4):985-1010. Cook, Elizabeth A., and Clyde Wilcox. 1991. "Feminism and the Gender Gap—a Second Look." <i>Journal of Politics</i> 53(4):1111-22. Mansbridge, Jane J. 1985. "Myth and Reality: The ERA and the Gender Gap in the 1980 Election." <i>The Public Opinion Quarterly</i> 49(2):164-78. Barnes, Tiffany D., and Erin C. Cassese. 2016. "American Party Women: A Look at the Gender Gap within Parties." <i>Political Research Quarterly</i> . https://doi.org/10.1177/1065912916675738
September 14: Categorization & Content Analysis Introduction	
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. Chapters 1, 2, & 8 (pp. 1-35 & 148-167). Dirks, Danielle, Caroline Heldman, and Emma Zack. 2015. "'She's White and She's Hot, So She Can't Be Guilty': Female Criminality, Penal Spectatorship, and White Protectionism." <i>Contemporary Justice Review</i> 18(2): 160-77. Watch the film <i>Miss Representation</i> . Available to stream from the UVa Library: https://search.lib.virginia.edu/catalog/kan1128008

September 21: "Women" and "Men" as Political Groups	
Synchronous: 2pm–4:30pm small groups 2:00–3:10 full-group 3:20–4:30	<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. http://www.jstor.org/stable/pdfplus/10.2307/3174775.pdf</p> <p>Allen, Samantha. 2017. "What Makes a 'Real' Woman? Welcome to the New Liberal Transphobia." <i>The Daily Beast</i>, 3/15/2017. http://thebea.st/2mqEROA</p> <p>Adichie, Chimamanda Ngozi. 2017. "Clarifying." Facebook post, March 12. https://www.facebook.com/chimamandaadichie/posts/10154893542340944:0</p>

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

September 28: Gender, Sex, & Transgender	
QQC: due Sunday 9am QQC response: by Sunday midnight Synchronous: 2pm–4:30pm	<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. https://nyti.ms/2J3QIB8</p> <p>Schilt, Kristen, and Laurel Westbrook. 2015. "Bathroom Battlegrounds and Penis Panics." <i>Contexts</i> 14(3): 26–31. https://journals.sagepub.com/doi/10.1177/1536504215596943</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><i>Optional</i></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. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3538474/pdf/main.pdf</p>

October 5: Biology & the Challenges of Research on Sex/Gender	
<p>QQC: due Sunday 9am</p> <p>QQC response: by Sunday midnight</p> <p>Synchronous: 2pm–4:30pm</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>Hurlbert, Anya C., and Yazhu Ling. 2007. "Biological Components of Sex Differences in Color Preference." <i>Current Biology</i> 17(16):R623-R625.</p> <p>Wade, Lisa. 2013. "The New Science of Sex Difference." <i>Sociology Compass</i> 7 (4):278-93. http://dx.doi.org/10.1111/soc4.12028</p>

Part Three: Gender in Campaigns

October 12: Content Analysis : Candidates, Media, Society	
<p>Synchronous: 2pm–4:30pm</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") & Chapter 5 ("Sampling").</p> <p>In addition, select three articles or chapters from the content analysis examples list on Collab. You should select one from each category:</p> <ul style="list-style-type: none"> • Candidate self-presentation • Media • Society & Gender <p>Read the articles and prepare a written summary based on the guidelines available on Collab ("Content analysis summary guidelines.pdf" linked here: https://collab.its.virginia.edu/x/VW9Tv8 and available in the "Miscellaneous materials" folder).</p>

October 13–18: Asynchronous Midterm	
<p>Asynchronous Online midterm via Collab</p>	<p>Exam will be posted on Tuesday, October 13, and is due by 11:59pm on Sunday, October 18. You may work on it for up to eight hours (in two or three sessions if you wish).</p>

October 19: Research Day	
Synchronous: 2pm–4:30pm	Riffe, Daniel, Stephen Lacy, and Frederick Fico. 2014. <i>Analyzing Media Messages: Using Quantitative Content Analysis in Research</i> . Routledge. Chapter 6 & 7 (“Reliability” and “Validity”). We will work in class on your final research projects.

October 26: Voters’ Reactions to Male and Female Candidates	
QQC: due Sunday 9am QQC response: by Sunday midnight Synchronous: 2pm–4:30pm	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. 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). Bauer, Nichole M. 2015. “Emotional, Sensitive, and Unfit for Office? Gender Stereotype Activation and Support Female Candidates.” <i>Political Psychology</i> 36(6): 691–708. 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 . 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 .

November 2: Research Day	
Synchronous: 2pm–4:30pm	We will work in class on your final research projects.

November 9: Ambivalent Sexism & Politics	
QQC: due Sunday 9am QQC response: by Sunday midnight Synchronous: 2pm–4:30pm	<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. https://doi.org/10.1177/1350506820913599</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. https://www.nicholasjgwinter.com/assets/papers/WinterTwoFaces.pdf</p>

Part Four: Masculinity, Femininity, and Citizenship

November 16: Founding & Early Republic	
QQC: due Sunday 9am QQC response: by Sunday midnight Synchronous: 2pm–4:30pm	<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 & 4 (49-90).</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>

November 23: Gender in Flux at the Turn of the Twentieth Century	
<p>QQC: due Sunday 9am</p> <p>QQC response: by Sunday midnight</p> <p>Synchronous: 2pm–4:30pm</p>	<p>Goodier, Susan. 2013. "Introduction." In <i>No Votes for Women: The New York State Anti-Suffrage Movement</i>. Urbana: University of Illinois Press. 1-14.</p> <p>Hoganson, Kristin L. 1998. "Cuba and the Restoration of American Chivalry." In <i>Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars</i>. New Haven, CT: Yale University Press. 43-67.</p> <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: https://www.fulcrum.org/concern/monographs/tm70mv34w</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>Harris, John F. 2020. "What Kind Of Man Gets Impeached?" <i>Politico</i>. https://www.politico.com/news/magazine/2020/01/30/trump-what-kind-of-man-gets-impeached-109417.</p>

Part Five: Your Research

Thursday, December 3, 2020 (2:00–5:00pm)	
<p>Synchronous: 2:00–5:00pm</p>	<p>You will present your final research projects</p>