

PLAP 4140: Gender and American Political Behavior Summer 2024 (Session I)

M–F 10:30am–12:45pm
Gibson Hall 241

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

Gender is an important component of people's identities and their perceptions of others. At the same time, gender is central to a set of social, cultural, and political systems that define categories of people, proscribe appropriate traits and behavior for those categories, and regulate power between and among gendered individuals groups.

The gender system works in part by *naturalizing* the categories it creates—that is, by making them appear simple, inevitable, and immutable. We will begin by exploring the ways that gender categories—like all human social categories—are constructed in social and political life. Then we will explore gender's role in modern American 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 by exploring ways that gender shapes ideas about American citizenship and public policy.

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.

Syllabus changelog:

- 24s.0.1—19MAY initial syllabus
- 24s.2.0—20MAY corrected timing of QQCs;
updated a few readings
- 24s.3.0—22MAY added QQC leaders

Online 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.

Online discussion: For seven of our meetings we will hold a mixed online-and-then in-person discussion. By 10:15am prior to designated class meetings (indicated below), you will each post a “QQC” (Quotation, Question, or Comment) about that day’s reading on Collab Discussions. Then, during the first part of class (from 10:30–11:15), you will reply to each of your colleagues’ posts (and reply to the replies!). Finally, we will meet in person from 11:30–12:45 to continue the discussions in person.

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

Midterm exam: you will complete an open-book, open-note, essay-based midterm exam.

Final research project: You will work in a small group of two or three students to design and conduct a *content analysis* 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 as a group, and will turn in an individual final paper based on the project. At the end of the term you will also complete a survey assessing your group’s work and evaluating each of your partners.

Synchronous

Class discussion: 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, 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 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

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 (or major emergency). 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 Canvas 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/sources/uva_library/items/u8515845

Amazon link: <https://www.amazon.com/dp/1138613983>

Quotation, Question, Comment (QQC)

Seven of our 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 three or four students (the “QQC Leaders”) will submit a Quotation, Question, or Comment through the Collab “Discussion” tool by 10:15 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 (10:30am-11:15am) everyone will read the posts and *respond at least once to each (except your own if you are a Leader)*.
- We will take a break and begin our in-person meeting at 11:30. When we begin in-person class we will have a set of discussion threads.

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

		QQC Leaders			
20-May	Welcome				
21-May	Views on Abortion	(everyone)			
22-May	"Women" and "Men" as political groups				
23-May	The Psychology of Categorization	Cassie	Camden	Emmie	Lima
24-May	<i>Miss Representation (asynchronous)</i>				
27-May	No class (Memorial Day)				
28-May	Sex → Gender → Gender Categorization?	Jude	Reese	Mikaelyn	
29-May	Biology & the Challenges of Research on Sex/Gende	Camden	Emmie	Lima	
30-May	Content Analysis I: Candidate Self-Presentation				
31-May	<i>Research Day I</i>				
3-Jun	<i>Midterm (asynchronous)</i>				
4-Jun	Content Analysis II: Political Media Coverage				
5-Jun	Voters' Reactions to Male and Female Candidates	Reese	Cassie	Mikaelyn	Jude
6-Jun	Gendered Politics (ASI)	Lima	Camden	Emmie	
7-Jun	<i>Research Day II</i>				
10-Jun	<i>Reversing Roe (asynchronous)</i>				
11-Jun	Founding & Early Republic				
12-Jun	Gender and Contemporary Conservatism	Cassie	Mikaelyn	Reese	Jude
13-Jun	<i>Research Day III</i>				
14-Jun	Research presentations				

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, the Process of Categorization, and Politics

Monday May 20: Welcome	

Tuesday May 21: Views on Abortion	
QQC submission: due 10:15am Read & respond: 10:30-11:15 Synchronous class: 11:30-12:45	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/ Luker, Kristin. 1984. "Introduction" and "World Views of the Activists." In <i>Abortion and the Politics of Motherhood</i> , Los Angeles: University of California Press, 1-10 & 158-91. Melendez, Tanya. 2021. "How TV Lied about Abortion." <i>Vox</i> . https://www.vox.com/culture/22715333/tv-abortion-plot-storyline-lies

Wednesday May 22: "Women" and "Men" as Political Groups	
Synchronous class: 10:30-12:45	Crenshaw, Kimberlé. 2015. "Why Intersectionality Can't Wait." <i>The Washington Post</i> . September 24. https://wapo.st/1OVzQIT 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 Young, Iris Marion. 1994. "Gender As Seriality: Thinking About Women As a Social Collective." <i>Signs</i> 19(3):713-38. <i>Focus on sections I through III (pp. 713-728)</i>

Thursday May 23: The Psychology of Categorization	
QQC submission: due 10:15am Read & respond: 10:30-11:15 Synchronous class: 11:30-12:45	<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). <i>Focus on chapter 1 and these sections of chapter 2: Wittgenstein (12-17), Brown & Berlin (31-38) and Rosch (39-54)</i></p> <p>Gantt-Shafer, Jessica, Cara Wallis, and Caitlin Miles. 2019. “Intersectionality, (Dis)Unity, and Processes of Becoming at the 2017 Women’s March.” <i>Women’s Studies in Communication</i> 42(2): 221–40.</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 24: Gender in Entertainment and Political Media	
Asynchronous Do reading, watch film, and participate in online discussion	<p>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).</p> <p>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</p>

Monday May 27: No Class	
	Happy Memorial Day!

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

Tuesday May 28: Sex → Gender → Gender Categorization?	
QQC submission: due 10:15am Read & respond: 10:30-11:15 Synchronous class: 11:30-12:45	<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>Fausto-Sterling, Anne. 2012. <i>Sex/Gender: Biology in a Social World</i>. New York: Routledge. Chapters 1 ("A Genderless Future?") and 2 (Of Spirals and Layers); pp. 1-11.</p> <p>Schudson, Zach, and Sari van Anders. 2019. "'You Have to Coin New Things': Sexual and Gender Identity Discourses in Asexual, Queer, and/or Trans Young People's Networked Counterpublics." <i>Psychology & Sexuality</i> 10(4): 354-68.</p> <p>Schilt, Kristen, and Laurel Westbrook. 2015. "Bathroom Battlegrounds and Penis Panics." <i>Contexts</i> 14(3): 26-31.</p>

Wednesday May 29: Biology & the Challenges of Research on Sex/Gender	
QQC submission: due 10:15am Read & respond: 10:30-11:15 Synchronous class: 11:30-12:45	<p>Fausto-Sterling, Anne. 2012. <i>Sex/Gender: Biology in a Social World</i>. New York: Routledge. Chapter 4 (Of Hormones and Brains) and 8 ("Pink and Blue Forever"; pp. 27-42 and 109-111.</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>

Part Three: Gender in Campaigns

Thursday May 30: Content Analysis I: Candidate Self-Presentation	
Synchronous: 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 2 ("Defining Content Analysis as a Social Science Tool").</p> <p>Please select two articles or chapters from the list on Canvas. Read both, and prepare a written summary for each based on the guidelines available on Canvas ("Content analysis summary guidelines.pdf" in the "Miscellaneous materials" folder.)</p> <p>Please turn in those summaries by 10:00am before class.</p>

Friday May 31: Research Day	
We will work in class on your final research projects	<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> <p>Knaak, Stephanie. “On the Reconceptualizing of Gender: Implications for Research Design.” <i>Sociological Inquiry</i> 74, no. 3 (2004): 302–17.</p>

Monday June 3: Midterm	
Asynchronous	Online midterm on Canvas. You may complete the exam any time from Friday afternoon through 1pm on Monday.

Tuesday June 4: Content Analysis II: Media Coverage & Society	
Synchronous: 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 Canvas (“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 5: Voters’ Reactions to Male and Female Candidates	
QQC submission: due 10:15am Read & respond: 10:30–11:15 Synchronous class: 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>Fulton, Sarah A., and Kostanca Dhima. 2021. “The Gendered Politics of Congressional Elections.” <i>Political Behavior</i> 43(4): 1611–37.</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>

Thursday June 6: Gendered Politics: the Case of Ambivalent Sexism	
QQC submission: due 10:15am Read & respond: 10:30-11:15 Synchronous class: 11:30-12:45	<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>Roberts, Damon C., and Stephen Utych. 2022. "A Delicate Hand or Two-Fisted Aggression? How Gendered Language Influences Candidate Perceptions." <i>American Politics Research</i> 50(3): 353-65.</p> <p>Erichsen, Kristen, Douglas Schrock, Benjamin Dowd-Arrow, and Pierce Dignam. "Bitchifying Hillary: Trump Supporters' Vilification of Clinton during the 2016 Presidential Election." <i>Social Currents</i> 7, no. 6 (December 1, 2020): 526-42.</p>

Friday June 7: 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").

Part Four: Politicized Gender; Gendered Politics

Monday June 10: Back to the Future	
Asynchronous: Do reading, watch film & participate in online discussion	Watch the film <i>Reversing Roe</i> . Available on Netflix (and TBA from the library)

Tuesday June 11: Founding & Early Republic	
Synchronous: 10:30-12:45	<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 12: Gender and Contemporary Conservatism	
QQC submission: due 10:15am Read & respond: 10:30-11:15 Synchronous class: 11:30-12:45	<p>de Saint Felix, Skye, and Lisa M. Corrigan. 2022. "The Rhetorical Style of Predatory White Masculinity in Judge Brett Kavanaugh's 2018 Testimony Before the Senate Judiciary Committee." <i>Women's Studies in Communication</i> 45(3): 293-315.</p> <p>Anduiza, Eva, and Guillem Rico. 2022. "Sexism and the Far-Right Vote: The Individual Dynamics of Gender Backlash." <i>American Journal of Political Science</i> (online first).</p> <p>Off, Gefjon. 2023. "Complexities and Nuances in Radical Right Voters' (Anti)Feminism." <i>Social Politics: International Studies in Gender, State & Society</i>.</p>

Thursday June 13: Research Day	
Synchronous: 10:30-12:45	We will work in class on your final research projects

Part Five: Your Research

Friday June 14: In-class Research Symposium	
Synchronous: 10:30-12:45	You will present your final research projects.