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Representation of Women in US History Texts and the Perception of Female Politicians

Ainsley Gill

There is a distinct lack of research identifying the relationship between the way Americans learn about women and the way they perceive them, despite the fact that the root cause for the discrimination women experience in both of these fields is traditional gender roles. As such, this study sought to determine the correlation between the lack of female figures included in American history curricula and the students' level of gender bias towards modern female politicians. To do so, I used a mixed methods approach that combined content analysis with a survey to study individuals' perceptions of female politicians and the U.S. history text they learned from. The textbook studied significantly underrepresented women, while discussing men to a much greater extent. Additionally, gender bias was clearly present in the population surveyed. A moderate negative correlation exists between women's representation in textbooks and students' level of gender bias against female politicians.

Keywords: textbooks, gender bias, female politicians, U.S. history

Introduction

History textbooks paint an often incomplete picture of American history. They almost always ignore female contributions to history and in doing so create the false illusion that women played little role in it. (Dietrichson, 2019). To further explore this previously established truth and its modern implications, this study identified the correlation between women's representation in *America*, Humble Independent School District's junior-level Advanced Placement US history textbook, and students' level of gender bias towards female politicians through content analysis and a survey with statement and video evaluation portions. This textbook examined by this study, published in 2015 and designed to cover America's social, political, economic, and cultural development, was found to be moderately negatively correlated with students' gender bias against female politicians.

Literature Review

From ages six to eighteen, children in the U.S. spend 8 hours a day, 10 months a year in school. K-12 education thus plays an influential role in their growth and development. This influence is particularly prominent in adolescence, a stage of life identified by child psychologists as a "key transition [point]" due to the fast pace of development characterized not only by puberty, but also by a fundamental alteration in "how young people think [about] and engage [with] the world" (Blum et al., 2014). During this period, what adolescents learn about and are exposed to has great potential to shape their future worldviews. Cognizant of this fact, researchers with the Johns Hopkins School of Public Health have identified adolescence as "a unique opportunity to address gender attitudes before they become more solidified...puberty reshapes male and female self-perceptions, as well as social ex-

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pectations from others (e.g. family members, peers)” (Kågesten et al., 2016).

Before continuing this discussion, it's important to make a few key clarifications. This paper focuses predominantly on the topic of 'gender attitudes' as they relate to traditional gender roles. Gender roles are defined as “the roles men and women are expected to occupy based on their sex,” often encapsulating traditional characterizations of masculinity and femininity and including differing expectations for men and women at home, in the workplace, and as leaders (Blackstone, 2003). Traditional gender roles that characterize men as breadwinners and women as homemakers have their roots in the early development of gender-specific work across pre-industrial agricultural societies worldwide. The division of labor in agricultural societies significantly shaped the modern understanding of gender roles. The tools used in plough-based agricultural work give men a biological advantage over women, and since preparing the soil for planting “accounts for about one-third” of all agricultural tasks, societies based on plough agriculture “developed a specialization of production along gender lines” with men working “outside the home in the fields, while women specialized...[within] the home” (Alesina et al., 2013). Due to the fact that plough-based agriculture was foundational for many early societies worldwide, the gender roles set in the fields persisted as early economies developed, “affecting the participation of women in activities performed outside the home, such as market employment, entrepreneurship, [and] participation in politics” (Alesina et al., 2013). This division of labor established within early societies remains relevant today.

These aforementioned traditional ideas about gender roles present a significant barrier to the inclusion of women in history education. Oftentimes, women are represented in history curricula “only if they can be measured ‘according to the male norm of greatness’” and not through a holistic view of human experience (Scheiner-Fisher, 2013). As a result, state educational standards nationwide provide a biased and inadequate foundation for a comprehensive understanding of the role of women in American history. On the whole, state standards “do not collectively address the breadth and depth of women’s history” while addressing only “a minority of topics and groups,” thus implying “that women’s history is not important” ac-

ording to analysis by the National Women’s History Museum (n.d.). State standards play a crucial role in determining what students learn. Textbook content, teachers’ lesson plans, and end-of-course exams are all centered around the content dictated in the standards. Thus, it stands to reason that educational standards that do not adequately represent women’s contributions would result in the adoption of textbooks and curricula that also inadequately represent women.

Beyond the confines of textbooks and classrooms, women are also a minority within political representation. Despite the fact that women make up 51% of the U.S. population, they hold only 23.6% of federal elected offices, according to the Center for American Women and Politics (n.d.). Extensive research regarding the perception of women in leadership roles, both political and corporate, has been performed. Few differences in leadership styles between men and women have been identified. Rather, “the largest gender differences are found in how leaders are evaluated. Women tend to be evaluated more negatively in leadership positions, as compared with men” (Bakina, 2013). To illustrate, a report analyzing perceptions of gender and leadership in the 2020 Democratic primary found that male candidates are generally seen as more presidential and electable with “less than 15% [of these voters rating] the women candidates higher on these traits” (Lean In, 2020). The same report found that these two traits are two of the most important predictors of who voters support, and women seem to have a natural disadvantage. In order to discover why this is, numerous studies have also delved into the factors underlying their comparatively negative assessment. Overall, their findings can be summarized into two main influences: “the perception of women as possessing less leadership ability than men” and “the less favorable evaluation of behavior that fulfills the prescriptions of leader role (and thereby violates the female gender role) when this behavior is enacted by a woman compared with a man” (Eagly & Karau, 2002). Both of these influences stem from a stereotypical and historical understanding of gender roles, a factor appearing prominently across similar research. A meta-analysis of several studies concluded that female leaders are punished for deviating from the feminine gender role, a trend that seems to disproportionately shape the American perception of leadership (Eagly et al., 1992).

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In the discussion of these two fields, a major factor underlying both emerges. The dominance of traditional gender roles and stereotypical ideas about gender significantly contributes to both the male-centered portrayal of history dominating K-12 education and the widespread disadvantage in public perception that female leaders face. Within history classes, the content taught often upholds traditional gender roles, emphasizing the so-called great men of history - presidents, generals, statesmen, and founding fathers - while “[overemphasizing] women in their domestic roles” (National Women’s History Museum, n.d.). When schools continue to teach and emphasize traditional gender roles to younger generations through history education and the figures focused on in student learning, it is likely that these norms, which authorities on gender research have described as “harmful” and “outdated,” will continue to persist many years into the future (Polman, 2017). For women in politics, their violations of traditional gender roles and society’s strict ideals about femininity and masculinity are at the heart of the discrimination and much of the negative perception they face when compared to their male counterparts (Eagly & Karau, 2002). One potential factor contributing to this perception is the way in which American history is taught and the way women are represented within a US history course text. However, despite the two topics’ shared connection to traditional gender roles and the extensive literature examining the perception of female leaders, there is a distinct gap in the research identifying the relationship between the way Americans learn about women and the way they perceive them, in particular female politicians. This paper seeks to address this by determining the correlation between the general lack of female figures included in American history curricula and the students’ level of gender bias towards modern female politicians. Based on prior literature in this field, it was hypothesized that there is a negative correlation between women’s representation in a US History text and the level of gender bias held by students against modern female politicians.

Methodology

To address my research question, I used a mixed-methods approach combining content analysis with a

survey through statistical synthesis to study both individuals’ perceptions of female politicians in the U.S. and the primary U.S. history text they learned from. I chose to analyze U.S. history because it is a course taught to nearly all American high school students, and because it is the history course most relevant and applicable to the way Americans view female politicians, due to the fact that U.S. history sets a standard for who and/or what is valued in America. It was important to note that in order for any correlation to be meaningful, the correlation needed to be between my subjects and the specific text from which they learned U.S. history, rather than just any U.S. history text. To analyze this text, I utilized content analysis, specifically conceptual content analysis, to code for indicators of women’s representation in the text. I chose this method because it provided quantitative data points in the form of ratios and percentages that enable more objective and concrete analysis, as opposed to a qualitative analysis dependent on my own judgment which would be less credible. To assess subjects’ perceptions of female politicians, I relied on the descriptive research method in the form of a survey. This form was optimal for my study because a survey allowed me to better understand individuals’ opinions and “gather quantifiable information that can be used to statistically analyze a target audience” (USC Annenberg, n.d.). Additionally, a survey allowed me to collect data from a larger sample size and categorize my findings more quantitatively and objectively. This was crucial to my research because I needed to have mainly quantitative data in order to calculate the correlation between the survey and the content analysis. To synthesize the data, I used Pearson’s correlation coefficient, a statistical measure that determines the linear correlation between two sets of data. This uniquely provided a method of determining the statistical relationship between my two main areas of research, which would otherwise be hard to compare.

In order to comprehensively answer my research question, I chose to limit the scope of my study to Humble Independent School District (ISD) juniors enrolled in Advanced Placement U.S. History (APUSH) learning primarily from the text chosen by the district - *America* authored by David Shi and George Tindall. This way, I could analyze the details of the exact content that students are being taught.

I analyzed each chapter of the textbook according

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to a modified version of the criteria used by Clark et al. in their 2005 study of women's representation in high school level world history textbooks. Although I was studying U.S. history instead of world history, the criteria are equally applicable since the indicators are not specific to any discipline of history.

The first criterion I analyzed was the ratio of female to male names, this being the most basic measure of comparing gender representation within the text. I tallied each unique male or female figure mentioned in the chapter, with a name being counted only once per chapter. I tracked these names on a spreadsheet and any names present across multiple chapters were eliminated in the compilation of data for the entire course. If the gender of the figure mentioned was unclear, I referred to the pronouns used, nearby images, and other context clues.

The second criterion I evaluated was the percentage of pages per chapter that "mentioned women or women's issues" (Clark et al., 2005). I coded for this by hand within the text. I counted pages if they mentioned a female figure in any context and/or if an issue specifically relating to women was mentioned, including but not limited to suffrage and reproductive rights. It is important to note that the bar for this marker was relatively low, with the appearance of the word "woman" at any point being sufficient justification to count the page. This indicator allowed me to determine an overall idea of the extent to which women and women's issues were present within the text as a whole.

The third criterion I coded for was the amount of women receiving a paragraph's worth of text in the chapter. I deviated slightly from the Clark study's model here as their criterion was specifically for "women who received a paragraph or more of text" because I wanted to account not only for the times when a woman received a cohesive paragraph explaining her contributions but also for when a woman received multiple sentences spread throughout a chapter about her contributions. A paragraph's worth of text was defined as three to four sentences located anywhere in the chapter, including informational captions, that focused on the lives, accomplishments, and/or contributions of the same woman. This indicator allowed me to understand whether the text went beyond simply mentioning female historical figures and to better garner the quality and depth of information in the text.

The fourth and fifth criteria analyzed the pictures within the text. The fourth criterion evaluated the ratio of named women to named men within the captions of images. The fifth criterion was a ratio of images containing women to all pictures of humans within the text. These measures provided analysis of a different aspect of women's representation and added depth to my study. Overall, I analyzed all 5 criteria within each chapter, with the compiled data from all of the chapters making up the data for the entire course.

Additionally, with my intent to evaluate students' attitudes towards modern female politicians in mind, I developed an additional metric of my own design to assess the extent to which the women included in the text subvert or uphold traditional gender roles. I believed this could be an influential factor in students' perceptions of female politicians, since these women have historically faced bias rooted in a traditional understanding of gender roles. This metric is a point based system where each woman mentioned could earn up to three points. Each named woman in the text was awarded the first point simply for being included in the text. The second point was earned if the woman was independently mentioned on her own merits, rather than being introduced as 'the wife of' a man mentioned in the text. The final point was awarded if the woman was mentioned in a context that subverts traditional gender roles, i.e. work outside of the home and domestic field, leadership, or contributions in politics or STEM. Even if a woman was mentioned in relation to her husband, and thus did not earn the second point, she could still have earned the third point if the author went on to detail her individual contributions and/or the context in which she subverts traditional gender roles. For example, historical figure and first lady Abigail Adams was mentioned as the wife of John Adams, but her work as an early advocate for women's rights would earn her two points under my metric (one for being mentioned and one for subverting traditional gender roles). Each named woman in the text was noted on a spreadsheet and the points she earned within the metric were tracked, along with quotes from the text as justification. The template used to collect data for the content analysis in each chapter is included in Appendix B. I was the only one coding the text and so while the measurements I coded for were objective, eliminating any researcher bias, human error is possible.

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Any error, though, is unlikely to be significant enough to skew the results of my study in any meaningful way. It is also important to note that my study is limited in that it does not account for what the teacher decides to include, emphasize, or ignore in regards to women's history during class lectures, though these lectures do unmistakably contribute to students' understanding of history.

To determine students' perceptions of modern female politicians, I utilized a survey, which can be viewed in its entirety in Appendix A. I chose to sample only Humble ISD APUSH students since they had learned U.S. history from the textbook I analyzed. It was necessary to confine the sample size to this group because I sought to identify the relationship between the portrayal of women in the text and the perception of female politicians and this data could become skewed if students who did not learn primarily from this text were sampled and thus distort the correlation between the two. Due to these logistical limitations, my sample size was confined to 50 individuals. While this may seem numerically small, roughly 160-240 students were enrolled in AP US history between the two schools. Thus, my sample size represented over 10% of the population, meaning that my findings are still reliable and credible, despite the numerically small sample size. The first part of the survey was modeled after a measure of gender bias used by Pew Research Center. The questions were prefaced with a brief introductory statement about the number of women serving as governors and senators that noted that there are fewer women in high political offices than men. I included this exact statement in my survey, making only a minor modification to ensure the exact number of women in those offices was current at the time of survey distribution. Immediately following this introduction, respondents were asked to evaluate 7 statements on women and political leadership designed to mask the survey's intent of assessing gender bias in order to avoid the effects of social desirability bias. Those surveyed chose whether this was a major, minor, or not a reason for women's underrepresentation in politics. This serves to reduce social desirability bias because the questions are phrased so that those surveyed are not choosing the extent to which they agree with the statement explicitly. However, if those surveyed considered the provided statement to be a major or minor reason for women's underrepresentation

in politics, "they were demonstrating that they accepted the biased statement as being accurate" (Setzler, 2019). In this way, I was able to gauge students' perceptions of modern female politicians while minimizing the effects of bias. However, it is important to recognize that the potential for my survey results to be affected by social desirability bias cannot be completely eliminated, as with many studies assessing gender bias and sexism. The impacts of social desirability bias were minimized as much as possible through anonymous survey responses and the use of statements specifically designed by Pew Research Center for that purpose.

In the second half of the survey, respondents were shown brief videos of 4 candidates and then were asked to evaluate a series of statements describing the candidates' electability and leadership qualities. The four candidates selected were all relatively well-known US politicians and were evenly split between both male and female and Democrat and Republican to minimize any partisan bias and allow for the most accurate evaluation of respondents' perceptions. Students were asked to rank politicians from 1 to 5 on 5 different traits: authenticity, competence, integrity, benevolence, and leadership. These traits were identified as important "qualities that citizens might expect politicians to display" (Valgarossen et al, 2020). Definitions of each of these terms were provided before each question in order to ensure clarity and enable all participants to respond to the best of their ability. Finally, respondents were asked to indicate how likely they would be to vote for that candidate if the candidate shared their political views to provide a more cohesive evaluation of the person's merits as a politician. The question was specifically phrased in order to eliminate partisan bias.

Results, Conclusions, & Future Directions

Content Analysis Results

After completing my content analysis of the Humble ISD AP US History course textbook, I found that only a small portion of the content was devoted to women. There were just 140 women named throughout the textbook's 30 chapters compared to the 978 men included, meaning that there were roughly 7 men for every woman.

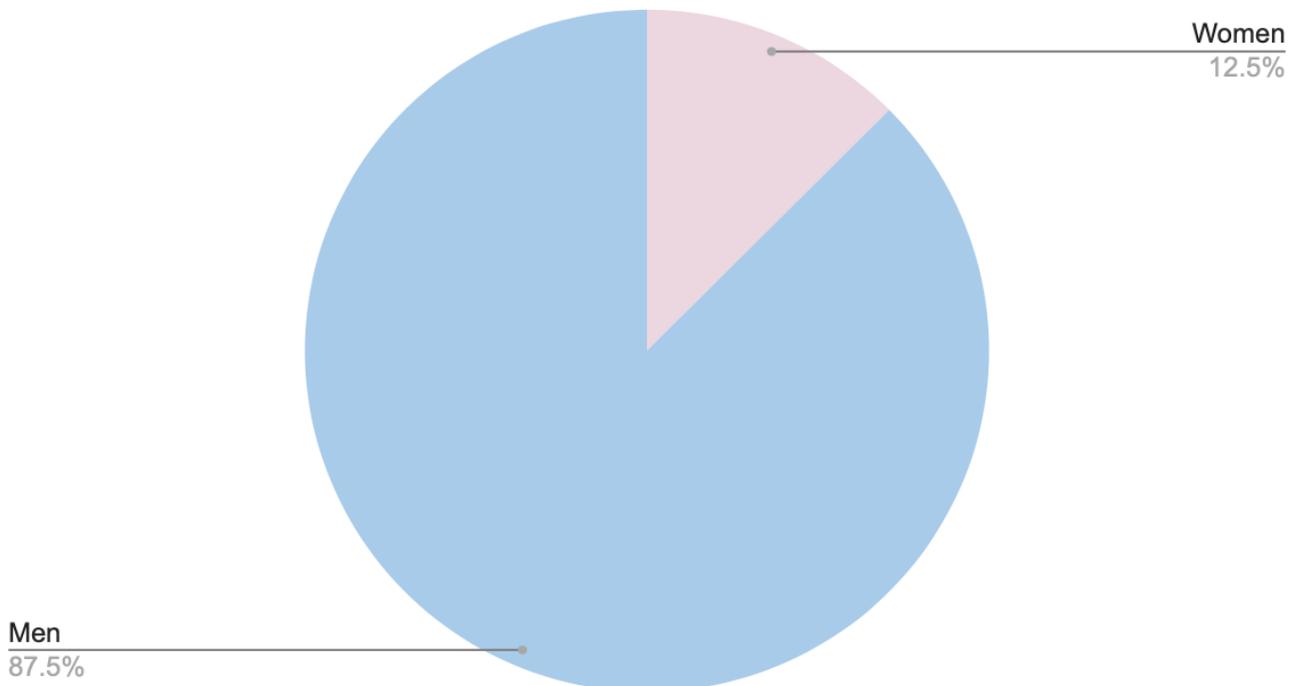
Though women made up roughly 12% of the historical figures included, they were not represented proportionally throughout the chapters. This is significant because chapters are used to break the text into time periods; thus, women were not proportionally included throughout all periods of history. The vast majority of chapters introduced no more than 5 named women, while certain chapters, including those covering the reform movements of the 19th century and the cultural and social change of the 1920s, marked significant spikes in representation that brought up the average. In contrast, each chapter introduced an

average of over 30 unique men. The women included were often highlighted as wives, daughters, and mistresses, as in the case of Rachel Jackson (mistress and later wife of President Jackson) and Virginia Dare (daughter of English settler John White). Nonetheless, women were often spotlighted for their literary endeavors, including Harriet Beecher Stowe for *Uncle Tom's Cabin* and Charlotte Perkins Gilman for "The Yellow Wallpaper." Female activists were also prominent throughout multiple time periods, including Jane Addams, Frances Willard, and Betty Friedan.

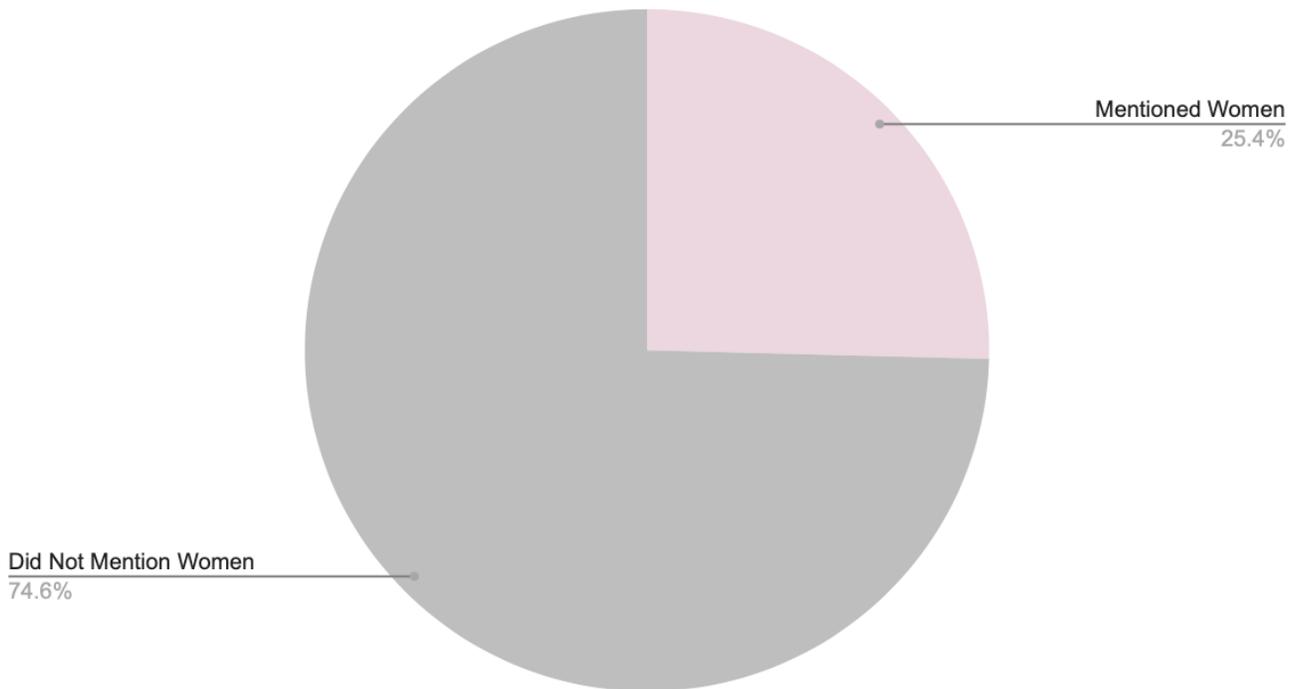
Of the 140 women mentioned in the textbook, 75, or just over half, earned all 3 points on my self-developed metric to assess the quality of women's representation, indicating the highest possible score, meaning that they were mentioned on their own merits in a context that subverted traditional gender roles. The average score on the quality metric was 2.279, indicating that women gained 2 out of the 3 possible points on average.

Out of the 1,114 pages, 283 of them, or about 25%, mentioned women or women's issues, though it must be noted that this was a fairly low bar. If the word "woman" appeared in any context on a page, it was counted.

Historical Figures Included in Textbook



Percentage of Pages Mentioning Women



Women were represented at similarly low rates in textbook images and captions, with 97 out of the 362 images of people, or about 27%, containing women. In the captions, women were named 32 times, in comparison to the 227 men named, resulting in about 7 men for every woman named, similar to the main text. Clearly, women were significantly underrepresented in all areas of the textbook, while men and their contributions to history were discussed to a much greater extent.

Survey Results

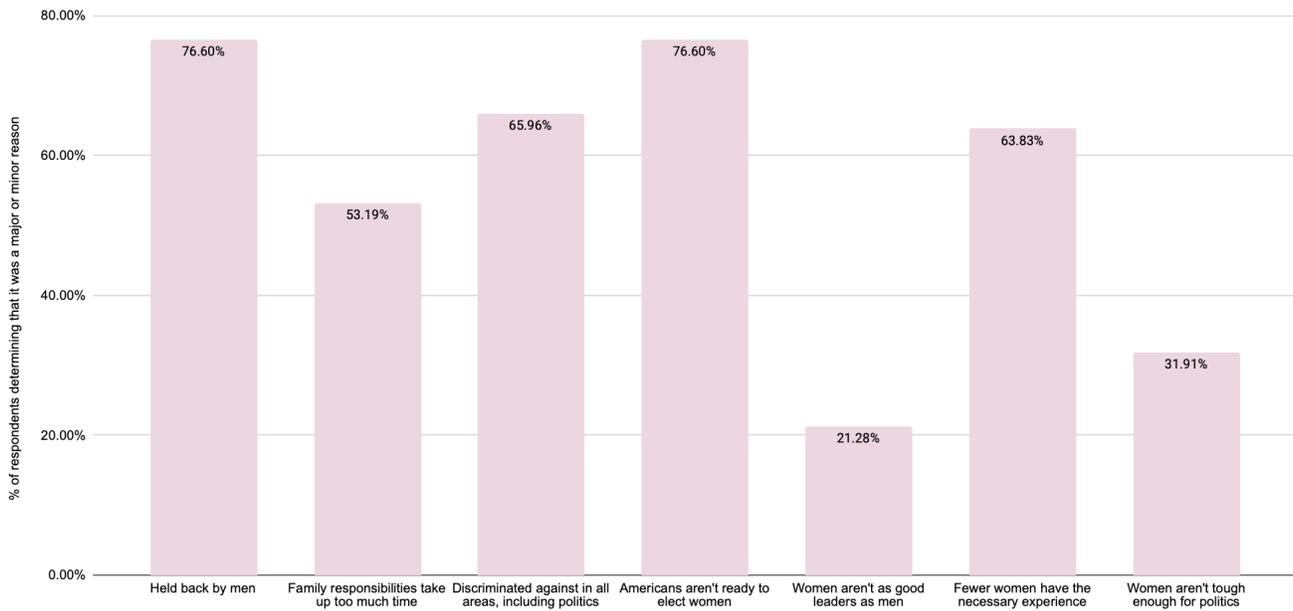
The first section of my survey was a statement evaluation portion designed to evaluate gender bias in a non-explicit way by asking students to choose whether each statement was a major reason, minor reason, or not a reason why there are fewer women in politics. Overall, respondents determined, on average, that each statement was a minor reason why there are fewer women in politics, with the majority of students choosing that each statement was either a major or minor reason. As explained by prior research using this set of statement evaluations, "If a respondent said this statement accounts for underrepresentation,

they were demonstrating that they accepted the biased statement as being accurate" (Setzler, 2019). Thus, a majority of students believed the biased statements to be true. However, the statements with the most explicit gender bias - "Generally speaking, women don't make as good leaders as men" and "Generally speaking, women aren't tough enough for politics" - marked a sharp departure from this trend, with the majority of respondents determining that this was not a reason why there are fewer women in politics. Students were significantly less likely to agree with the most explicitly sexist statements, but gender bias was still clearly present in the population surveyed due to the fact that the majority of respondents considered the other 5 less explicit measures of bias to be true.

In the second section of my survey, respondents watched brief video clips of 4 different politicians giving official speeches to the public or in Congress and rated their authenticity, competence, integrity, benevolence, and leadership on a scale of 1 to 5, with 1 being low, 5 being high, and 3 being neutral. The politicians' average scores for each trait are broken down in Appendix C. Overall, respondents rated the 4 politicians very similarly across each trait on average, with a spread of less than one point for each category. Sena-

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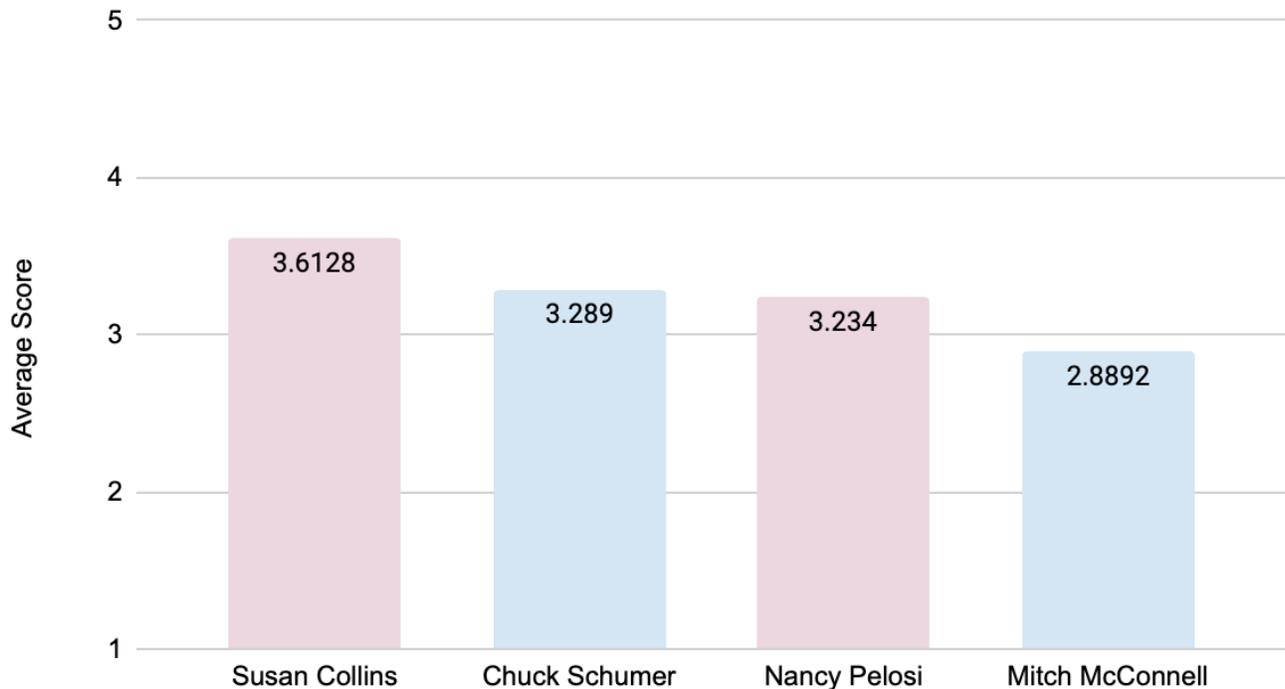
Potential Reasons Why There are Fewer Women in Politics



tor Susan Collins had a small lead over the other politicians in each category. On average, subjects ranked her 0.25 points higher than Senate Majority Leader Chuck Schumer, 0.38 points higher than Speaker

Nancy Pelosi, and 0.72 points higher than Senate Minority Leader Mitch McConnell. When subjects were asked how likely they would be to vote for each politician, average scores were very similar with Schumer,

Average Trait Scores



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Pelosi, and McConnell receiving an average response of “neutral” and Collins receiving an average response of “somewhat likely,” again just slightly higher than the other politicians. Overall, there was little distinction in ranking between the 4 politicians and no clear trends based on gender or party alignment emerged.

Statistical Synthesis

After gathering this data from the content analysis and the surveys, I determined the correlation between the two areas of study using Pearson’s correlation coefficient. To calculate this, I used the indicators of women’s representation in the textbook, the average score of women in the textbook on the 3-point quality metric, and the percentage of women who earned all three points on the quality metric compared with the percentage of survey respondents who deemed that it was either a “major” or “minor” reason why there were fewer women in politics, broken down into each of the 7 statements, as shown in Appendix D. My calculations yielded a correlation coefficient of -0.4978 , or roughly -0.5 , which indicates a moderate negative correlation between women’s representation in textbooks and students’ level of gender bias against female politicians. This indicates a moderately strong relationship between the two and that as women’s representation in the textbook decreases, the gender bias towards female politicians increases. The video evaluations of politicians were omitted from the data due to the negligible differences in their average rating. It is likely that any slight variations in their average ratings were due to personal political bias rather than an honest evaluation of their traits, since trait ratings were often polarizing, often including a roughly equal number of the highest and lowest possible ratings for each trait, especially for the most politically divisive figures - Democratic Speaker Nancy Pelosi and Senate Minority Leader Mitch McConnell. Probably because of partisan bias, no clear trends emerged in the ratings between men and women or between members of the same political party. Thus, these values were not used to calculate the correlation coefficient.

New Understanding

Based on the interpretation of the value calculated in the correlation coefficient, there is a moderately

strong negative correlation between women’s representation in the text and the perception of female politicians. This means that the fewer women there are represented in the text, the higher gender bias towards female politicians is likely to be.

The relationship may even be stronger than indicated. A correlation of 0.5 is generally considered to be moderately strong; however, when the data is “difficult to measure,” correlations above 0.6 are “rarely [seen],” resulting in correlations above 0.4 to be considered “relatively strong” (McLeod 2020). This means that for studies analyzing more subjective data, like the gender bias in this study, a correlation coefficient of 0.5 is likely indicative of a relatively strong correlation, while for other studies centered on objective data, like those dealing with socioeconomic and demographic data, it would only indicate a moderate correlation. Thus, at the very least, the correlation found in this study indicates a moderate relationship between women’s representation in US History textbooks and bias towards female politicians that is likely even stronger, due to the subjectivity of the data analyzed.

Implications

While this study did not establish direct causation, it is likely that an increase in women’s representation in textbooks would correlate with a decrease in gender bias against female politicians as students learn more about the contributions of women and female leaders in history. National and state education standards should be amended to more comprehensively include women’s contributions throughout all periods of history due to the important role these standards play in shaping what is taught in textbooks and in the classroom. Schools and school districts should consider the representation of women when selecting textbooks, and textbook writers should make a conscious effort to recognize and include the contributions of women across all periods of history. Organizations fighting for gender parity should also focus efforts on improving female representation in history education, as an increase in this representation is likely to correlate with a decrease in gender bias, which would likely be in line with and advance the goals of any gender equity organization.

Limitations

One limitation of my findings was that while I did ensure that the textbook was regularly used in classroom learning, there was no way to ensure that students from both schools had equal exposure to textbook content, opening up the potential for one school's students to skew the data. Additionally, this study did not evaluate the exact content taught by each teacher in their lectures, though that undoubtedly contributes to student learning. It should also be noted that outside factors may also play a role in students' bias, including pre-existing prejudice and a lack of direct exposure to women in leadership roles. Finally, due to the nature of correlational research, no firm conclusions can be made about whether students' perceptions of female politicians were directly caused by the representation of women within the textbook.

Future Research

In order to further strengthen and expand upon these conclusions, future research could replicate this study using other AP U.S. History course texts adopted by other school districts across the US to confirm this trend on a broader level. Additionally, in order to approach the question of whether women's representation in history classes directly affects perceptions of female politicians, an additional interview portion could be conducted as a part of this study in order to gain greater insight into students' explanation of their views and the most prominent contributing factors.

Conclusion

The identification of this newly-confirmed relationship has brought forth important implications for schools, teachers, education systems, and organizations working towards gender equality. In order to combat gender bias, it is crucial to consider not only what but also who the future of America learns about.

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Appendix A

Survey Questionnaire

By typing my name below I give permission for the answers provided to be used or reproduced anonymously. I understand that my responses will be used in the formulation of an academic paper and presentation and may be published as part of a larger data set. I understand that my identity will be protected and I will remain anonymous throughout the entire process.

As you may know, our country has 9 women governors out of 50 and 26 women senators out of 100. There may be many reasons that there are fewer women than men in high political offices. The questions that follow list some of them. For each, please indicate whether you think it is a major reason, a minor reason, or not a reason why there are fewer women in politics.

--- I have read and acknowledge the introductory statement above.

For each of the following statements, please indicate whether it is a major reason, minor reason, or not a reason why there are fewer women in politics.

Women who are active in party politics get held back by men.

- Major Reason
- Minor Reason
- Not A Reason

Women's responsibilities to family don't leave enough time for politics.

- Major Reason
- Minor Reason
- Not A Reason

Women are discriminated against in all areas of life, and politics is no exception.

- Major Reason
- Minor Reason
- Not A Reason

Many Americans aren't ready to elect a woman to higher office.

- Major Reason
- Minor Reason
- Not A Reason

Generally speaking, women don't make as good leaders as men.

- Major Reason

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Minor Reason
Not A Reason
Fewer women have the experience required for higher office.

Major Reason
Minor Reason
Not A Reason
Generally speaking, women aren't tough enough for politics.

Major Reason
Minor Reason
Not A Reason

Susan Collins' Senate Acceptance Speech (November 4, 2020)

https://www.youtube.com/watch?v=wOtAn2DEKKQ&feature=emb_logo

Definitions

The following definitions are provided for clarity and context.

Authenticity: the capacity to be perceived to understand the concerns of others and share an understanding of their everyday lives

Competence: associated with skill, effectiveness, getting things done

Integrity: associated with honesty, being true to principles, keeping promises

Benevolence: the extent to which a person cares about others' welfare and is motivated to act in the public interest

Leadership: the ability to motivate a group of people to act toward achieving a common goal

Please evaluate the politician above for the following traits on a scale of 1-5, with 5 being the highest and 1 being the lowest.

Authenticity	1 - Low	2	3 - Neutral	4	5 - High
Competence	1 - Low	2	3 - Neutral	4	5 - High
Integrity	1 - Low	2	3 - Neutral	4	5 - High
Benevolence	1 - Low	2	3 - Neutral	4	5 - High
Leadership	1 - Low	2	3 - Neutral	4	5 - High

If this person shared your political beliefs, how likely would you be to vote for them?

Extremely Likely
Likely
Somewhat Likely
Neutral

Somewhat Unlikely
Unlikely
Extremely Unlikely

Chuck Schumer's Speech at the Presidential Inauguration (January 20, 2017)

https://www.youtube.com/watch?v=WS2XBU8b98Q&feature=emb_logo

Definitions

The following definitions are provided for clarity and context.

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Integrity	1 - Low	2	3 - Neutral	4	5 - High
Benevolence	1 - Low	2	3 - Neutral	4	5 - High
Leadership	1 - Low	2	3 - Neutral	4	5 - High

If this person shared your political beliefs, how likely would you be to vote for them?

Extremely Likely
Likely
Somewhat Likely
Neutral
Somewhat Unlikely
Unlikely
Extremely Unlikely

Nancy Pelosi's Speech on COVID Relief (March 13, 2020)

https://www.youtube.com/watch?v=v-ehybf9QE&feature=emb_logo

Definitions

The following definitions are provided for clarity and context.

Authenticity: the capacity to be perceived to under-

REPRESENTATION OF WOMEN AND THE PERCEPTION OF FEMALE POLITICIANS

stand the concerns of others and share an understanding of their everyday lives

Competence: associated with skill, effectiveness, getting things done

Integrity: associated with honesty, being true to principles, keeping promises

Benevolence: the extent to which a person cares about others' welfare and is motivated to act in the public interest

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Integrity	1 - Low	2	3 - Neutral	4	5 - High
Benevolence	1 - Low	2	3 - Neutral	4	5 - High
Leadership	1 - Low	2	3 - Neutral	4	5 - High

If this person shared your political beliefs, how likely would you be to vote for them?

- Extremely Likely
- Likely
- Somewhat Likely
- Neutral
- Somewhat Unlikely
- Unlikely
- Extremely Unlikely

Mitch McConnell's Speech on COVID Relief (March 20, 2020)

https://www.youtube.com/watch?v=vFtX89atK7w&feature=emb_logo

Definitions

The following definitions are provided for clarity and context.

Authenticity: the capacity to be perceived to understand the concerns of others and share an understanding of their everyday lives

Competence: associated with skill, effectiveness, getting things done

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Integrity	1 - Low	2	3 - Neutral	4	5 - High
Benevolence	1 - Low	2	3 - Neutral	4	5 - High
Leadership	1 - Low	2	3 - Neutral	4	5 - High

If this person shared your political beliefs, how likely would you be to vote for them?

- Extremely Likely
- Likely
- Somewhat Likely
- Neutral
- Somewhat Unlikely
- Unlikely
- Extremely Unlikely

Appendix B

Chapter Content Analysis Template

# of Unique Male Names					Female		Male
# of Unique Female Names							
Ratio of male to female names							
# of pages mentioning women or women's issues							
total number of chapter pages							
% of Pages Mentioning Women or Women's issues							
# of Women receiving a paragraph's worth of text							
# of unique named women in captions							
# of unique named men in captions							
ratio of named women to named men in captions							
# of pictures containing women							
total number of pictures containing humans							
ratio of pictures of women to all pictures							
Metric	Mentioned?	On her own merits?	Subverts gender roles?	Total:			
Quotes:							

Appendix C

Candidates' Average Scores for Trait Evaluation

	Susan Collins	Chuck Schumer	Nancy Pelosi	Mitch McConnell
Authenticity	3.553	3.212	3.128	2.957
Competance	3.596	3.319	3.404	2.979
Integrity	3.596	3.319	3.085	2.872
Benevolence	3.596	3.234	3.149	2.723
Leadership	3.723	3.361	3.404	2.915
Vote for Them?	5.34	4.808	4.617	4.638
Vote Translation	Somewhat Likely	Neutral	Neutral	Neutral
Average	3.6128	3.289	3.234	2.8892

Appendix D

Data Used to Calculate the Correlation Coefficient

Gender Bias Evaluation Statements	% determining it to be a major or minor reason why there are fewer women in politics
Held back by men	76.60%
Family responsibilities take up too much time	53.19%
Discriminated against in all areas, including politics	65.96%
Americans aren't ready to elect women	76.60%
Women aren't as good leaders as men	21.28%
fewer women have the necessary experience	63.83%
Women aren't tough enough for politics	31.91%
Content Analysis and Quality Metric Indicators	
% of all names that are women	12.44%
% of Pages Mentioning Women or Women's issues	25.40%
women getting a paragraph's worth of text out of all women	8.13%
% of women out of all people named in captions	14.10%
% of pictures including women	26.80%
% of women earning highest possible score on quality metric	59%
average score on quality metric as a % of all possible points	76%
Correlation Coefficient:	-0.4976810931

