Gender is a social system that defines relevant categories of people, proscribes appropriate attributes and behaviors to those categories, and regularizes power relations among individuals and between society and individuals. Children are socialized very early to recognize, understand, and enact gender, and adults understand and enact it as well.

Gender matters lots of ways. We'll focus on two related ways in particular: first, on citizen identities and relationship with the state, and second, on candidates’ and leaders’ identities and the perceptions of them by citizens. Less directly, we will touch on the ways the substance of politics—political issues—take on gender connotations, sometimes explicit, sometimes more subtle.

To do this, we will develop theoretical tools, drawing first from psychology, sociology, anthropology, feminist theory, and beyond, and then from American history. We will consider the theoretical place of gender in American politics. Has politics been constructed as a symbolically masculine realm? What effects does that have on citizens' attitudes and behavior? Is that changing? We will also take up a number of topics, including the unavoidable gender gap, the role of masculinity and femininity in conditioning our perceptions of issues and political candidates, the ways gender, politics, and society have interacted historically, and the ways race and gender (and class) interact in conditioning political behavior.

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.

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, as well as preparing a series of reaction essays and reading your colleagues’ reaction essays daily before class. One course is considered a full load during summer term, and I very strongly advise against taking more than one course at a time.
Course Requirements

Requirements for this course include: reading and thinking about the assigned material before each class meeting, attending and participating in class, submitting reading reaction essays (discussed below), reading other students’ reaction essays before each class, completing a take-home midterm, and completing a final research project. In addition, there will be additional brief in-class written work.

Because this course is a seminar, what we all get out of it will depend greatly on what you put into it. Therefore, I expect that you will attend all classes, do the assigned reading before each class, and participate in the discussion. I will feel free to call on you in class to discuss the assigned material. Your participation grade will reflect the quality (not simply quantity!) of your class participation.

If an emergency prevents you from attending class you should let me know in advance. I do not distinguished excused and unexcused absences: it is my expectation that you will take this class seriously, which means, among other things, that you will be here unless something extraordinary happens in your life to prevent it. That said, if you are very ill, please do not attend.

Grades will be based on the following breakdown:

<table>
<thead>
<tr>
<th>Item</th>
<th>Proportion</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
<td>20 percent</td>
</tr>
<tr>
<td>Reading reaction essays (4 total)</td>
<td>20 percent</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20 percent</td>
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<tr>
<td>Final project and presentation</td>
<td>40 percent</td>
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I do not accept late assignments without prior arrangement. If something comes up that prevents you from completing an assignment on time, you must get in touch with me as far in advance as possible.

Readings

The required books will be available at the UVa Bookstore and from the usual online retailers. All other materials are on Collab and/or linked from the syllabus.


Reading Reaction Essays

You must turn in four (4) reading reaction essays over the course of the term, and you must read your colleagues' reactions before every class. We have 9 classes with readings (i.e., not research or movie days), so that means you must do an average of just under one every other class. You must turn in at least two reactions before the midterm exam. The classes that are eligible for a reaction are marked with "@" in the schedule, below.

REACTION CONTENT

Reaction should be no more than one page (i.e., no more than about 225 words)

Your essay should engage with the material. This could consist of raising a theoretically-informed question and suggesting avenues for answering it; applying the insights from the reading to a novel example drawn from modern or historical politics; comparing and contrasting parts of two or more readings; or something else. Good essays generally will be relatively specific in some way, in order to reach beyond vague generalities; often they will include a brief quotation or quotations. In formulating your essay, you should go with issues, concerns, comparisons, questions, or confusions that struck you when reading the material. If none struck you while reading, go back and read more carefully!

Because your space is limited, you should get right to the point without wasting space on description or summary of the readings. Your essays need not be overly formal, though they should of course be clear, grammatical, and proof-read.

I will use these as feedback about what you are taking from the reading and to help shape class discussions. They also will also help you to read and think carefully about the material before getting to class.

REACTION LOGISTICS

Reaction essays will be posted in the Forum area of Collab; each week has its own topic. You should post your reaction as the body (not an attachment) of a new thread in the appropriate forum, with your name as the message title.

Reactions must be posted to the Forum no later than midnight on the evening before class. Because other students must read your reactions, any reaction posted after the deadline will not count except in exceptional circumstances. If you skip too many early days you will not have an opportunity to make up missed reactions.

In addition, you are also responsible for reading other students’ reactions before each class, so you will need to check the forum each evening (or first thing in the morning). You may post a reply to a reaction essay if you wish to flag an issue for class discussion.

I will grade reactions on a three point scale: 3 for an excellent, insightful essay that goes beyond expectations; 2 for a solid essay; 1 for an essay that falls short in some real way; 0 for essays that are not turned in or that do not give evidence of any real effort. Most essays will be 2’s.
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 (http://www.virginia.edu/studenthealth/sdac/sdac.html) 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 LNEC 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 http://www.virginia.edu/honor/what-is-academic-fraud-2/).

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

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

In addition, I have posted some information on nonacademic support for UVA students here: https://goo.gl/T1vXzH.
I. CITIZENS

M May 15: Welcome

@ T May 16: The Gender Gap

@ W May 17: “Women” and “Men” as Political Groups

II. WHAT IS GENDER? HOW DO WE MAKE IT? HOW DO WE USE IT?

@ R May 18: Gender & Sex: Not So Simple

F May 19: Movie Day
We will watch and then discuss Miss Representation.
@ M May 22: Biological and Cultural Takes on Gender Difference


III. GENDER IN CAMPAIGNS

T May 23: Candidate Self-Presentation


We will each sign up to come to class having read different examples of content analyses of candidate self-presentation—see the end of the syllabus.

W May 24: Political Media Coverage


We will each sign up to come to class having read different examples of content analyses of media coverage—see the end of the syllabus.

R May 25: Research Day I
We will work in class on your final research projects.


F May 26: Midterm Exam in class
M May 29: No Class – Happy Memorial Day

@ T May 30: Voters’ Reactions to Male and Female Candidates

*We will divide and conquer.*

@ W May 31: Male and Female Candidates II


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**IV. GENDER & HISTORY**

R Jun 1: Research Day II

*We will work in class on your final research projects.*

@ F Jun 2: The Founding & Early Republic


@ M Jun 5: Teddy Roosevelt & The Spanish-American War


   Optional, for a brief historical overview of the Spanish-American war:

   Or, this slightly crass YouTube video:
   https://www.youtube.com/watch?v=5LjonMjuBn4

T Jun 6: Research Day III
   We will work in class on your final research projects.

@ W Jun 7: Ambivalent Nature of Women and Citizenship through American History
   We will divide and conquer.

V. YOUR RESEARCH

R Jun 8: In-class Research Symposium
   You will present your final research project
Candidate Self-Presentation: Examples of content analyses


Media Coverage: Examples of content analyses


