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.

Yet an amazing proportion of the work on gender and mass political behavior has focused on the gender gap—the average difference between women and men in political attitudes, voting, and other political action. These differences are important, both theoretically and politically, but the gender gap only scratches the surface of the ways that gender can matter for mass politics. This course, therefore, explores the ways gender structures the political system and our understanding of it, and therefore affects political behavior in ways that go well beyond the gender gap.

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.

To explore these topics we will draw on literature from a variety of disciplines, including political science, history, feminist theory, psychology and policy studies.

This course has a prerequisite: you must have taken at least one course either on gender or on political behavior.
Course Requirements
Requirements for this course include reading the assigned material before each class meeting, attending and participating in class, submitting weekly discussion questions, taking a take home midterm examination, submitting a two-page research proposal, and a writing a final research paper. In addition, there may 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. You 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.

For the final paper you will connect material from the second half of the course with research you conduct on a political topic. I will hand out additional information on the research paper as the term progresses.

Grades will be based on the following breakdown:

<table>
<thead>
<tr>
<th>Item</th>
<th>Proportion</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>20 percent</td>
<td>(ongoing)</td>
</tr>
<tr>
<td>Discussion essays</td>
<td>10 percent</td>
<td>(weekly)</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>30 percent</td>
<td>distributed Thursday, 10/22 in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>due Friday, 10/30 at 3pm</td>
</tr>
<tr>
<td>Final paper</td>
<td>40 percent</td>
<td>Wednesday, December 10 at 10am</td>
</tr>
</tbody>
</table>

Papers and exams turned in late without prior arrangement will not be considered for a grade.

Readings
There are six required books, available at the UVa Bookstore. They are also all available from the usual online retailers; I have indicated below the date on which we will first use each book in class, so you can plan to have it in time if you order online. All other materials are on Collab.


Discussion Essays
Each week, for the Thursday class meeting, you will prepare brief discussion essay of no more than one page (double spaced, normal font and margins) that you will email to me before class. I will use these as feedback to me about what you are taking from the reading and to help structure class discussions. They also will also help you to read and think carefully about the material before getting to class.

Your essays should engage with the reading for that Thursday, though you can and should draw on earlier material as appropriate.

Each week’s questions are due by 5am on the day of class, and must be submitted by email to me at nwinter@virginia.edu. You should include your name, the date, and your questions in the body of the email, not as an attachment. For each question, indicate which reading or readings the question is based on.

The subject line of your email should read “PLAP 4140 Discussion Essay-[date]-[your name].”

There will be twelve essays (one for each Thursday, except for the Thanksgiving and the week of the midterm). You may skip one without penalty; after that your grade will suffer. I will not assign a formal grade to your essays, but will give you feedback if yours need improvement or are particularly insightful. Feel free to get in touch if you want more feedback.

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. 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.

Other Policies
I respect and uphold University policies and regulations pertaining to the observation of religious holidays; assistance available to the physically handicapped, visually, and/or hearing impaired students; 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 Learning Needs and Evaluation Center (http://www.virginia.edu/studenthealth/l nec.html) as soon as possible, at least two to three weeks before any assignments are due. I take learning disabilities very seriously and will make whatever accommodations you need to be successful in this class but they must be properly documented by the LNEC.

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/proc/fraud.html).

Participation in this class implies permission from students to submit their written work to services that check for plagiarism; you may be required to submit both hard and digital copies of your papers.
I. THE GENDER GAP

THE GENDER GAP IN VOTING, PARTISANSHIP, AND ATTITUDES

August 27


September 1


September 3

No Class (APSA Annual Meeting)

“WOMEN” AS A POLITICAL GROUP

September 8


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

WHAT IS GENDER?

September 10


September 15

BIOLOGICAL AND CULTURAL TAKES ON GENDER DIFFERENCE

September 17


September 22
III. GENDER, HISTORY, AND AMERICAN POLITICS

THE FOUNDING & EARLY REPUBLIC

September 24


September 29


TEDDY ROOSEVELT, THE SPANISH-AMERICAN WAR, AND THE PHILIPPINES

October 1
Optional, for a brief historical overview of the Spanish-American and Philippines wars:


October 6
No Class (Reading Day)

October 8

October 13
Hoganson, Fighting for American Manhood, chapters 6-8 & conclusion (133-208).

JOHN F. KENNEDY AND THE COLD WAR
October 15
Optional, for a brief historical overview of the Cold War era and its antecedents:


October 20
Cuordileone, Manhood and American Political Culture in the Cold War, chapters 3-4 & afterword (97-246).

RONALD REAGAN AND RESURGENT AMERICAN MASCULINITY
October 22
Optional, for a brief historical overview of the Reagan era and its antecedents:


TAKE-HOME MIDTERM EXAMINATION HANDED OUT IN CLASS, DUE FRIDAY, 10/30 AT 3PM

October 27
In-class movie: First Blood
(We will finish most of the movie in class; you will need to finish it on your own time before class on the 29th.)

October 29

October 30 (Friday)
Midterm due at 3pm

BILL CLINTON AND (ANOTHER) CRISIS OF MASCULINITY
November 3

November 5
Malin, American Masculinity Under Clinton, chapters 4-5 & conclusion (97-193).
IV. GENDER IN MODERN AMERICAN POLITICS

MALE AND FEMALE POLITICAL CANDIDATES

November 10

November 12
Kahn, The Political Consequences of Being a Woman, chapters 6-10 (75-140).

WHY NOT MORE WOMEN?

November 17

November 19
McDonagh, The Motherless State, chapters 4-5 (89-174).

November 24
McDonagh, The Motherless State, chapters 6-7 (175-222).

November 26
No Class (Thanksgiving)

METAPHORICAL ASSOCIATIONS BETWEEN GENDER AND POLITICS

December 1

December 3
Winter, Dangerous Frames, chapters 5-7 (83-173).
Final Thoughts

December 8


December 9 (Wednesday)

- Final Research Papers due, 3pm
- Turn in under my door (100 Cabell Hall) or by e-mail.