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.

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 seven 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 seven brief reading reaction essays (discussed below), reading other students’ reaction essays before each class, and taking in-class midterm and final exams. 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. 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.

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</td>
<td>20 percent</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>30 percent</td>
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<tr>
<td>Final exam</td>
<td>30 percent</td>
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Readings
There are four required books, available at the UVa Bookstore and from the usual online retailers. These books are also included an Amazon list here:

http://www.amazon.com/lm/R3HGT6MCLOA4R2/

All other materials are on Collab and/or linked from the syllabus.


**Reading Reaction Essays**
You must turn in seven (7) reading reaction essays over the course of the term, and you must read your colleagues’ reactions before every class. We have fourteen classes with substantial readings, so that means you must do an average of one every other day. You must turn in at least three (3) reactions before the midterm exam.

**Reaction content**
Reaction should be about one page (300 words or so)

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 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 midnight will not count toward your seven. 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 after midnight 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 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/lnec.html) as soon as possible, and certainly by the end of the first week of class. 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/fraud.html).
I. INITIAL CONSIDERATIONS

M May 13  Welcome to the Class

T May 14  The Gender Gap

W May 15  “Women” as a Political Group

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

R May 16  What is Gender?
**F May 17**  
**Biological and Cultural Takes on Gender Difference**  


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**III. GENDER, HISTORY, AND AMERICAN POLITICS**

**M May 20**  
**The Founding, Early Republic, and 19th Century**  


**T May 21**  
**Teddy Roosevelt & The Spanish-American War**  


W May 22  Ronald Reagan & Resurgent American Masculinity


*Optional, for a brief historical overview of the Reagan era and its antecedents:*

R May 23  Movie Day I
We will watch and then discuss *First Blood.*

F May 24  Midterm Exam

M May 27  No Class – Happy Memorial Day

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### IV. GENDER IN MODERN AMERICAN POLITICS

T May 28  Male and Female Political Candidates
Kahn, Kim F. 1996. *The Political Consequences of Being a Woman: How Stereotypes Influence the Conduct and Consequences of Political Campaigns.* New York: Columbia University Press. *Everyone read the introduction and chapters 1, 2, and 10; we will divide and conquer the other chapters.*

W May 29  Male and Female Political Candidates, continued


R May 30  Candidate Sex, Gender, and Partisanship

F May 31  Movie Day II
In class we will watch and then discuss *Miss Representation*.

M June 3  Gender in 2008, 1

T June 4  Gender in 2008, 2
Kornblut, Chapters 4–8.

W June 5  Gender in 2008, 3

R June 6  Movie Day III
In class we will watch and then discuss a modern action film with a female lead.


F June 7  Take home final exam due on Collab at 1pm