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.
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 writing a final research paper. 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:

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<tr>
<th>Item</th>
<th>Proportion</th>
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<tr>
<td>Attendance and participation</td>
<td>20 percent</td>
</tr>
<tr>
<td>Reading reaction essays</td>
<td>20 percent</td>
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<tr>
<td>Take-home midterm exam</td>
<td>20 percent</td>
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<tr>
<td>Final research project</td>
<td>30 percent</td>
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<tr>
<td>Research presentation</td>
<td>10 percent</td>
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Assignments turned in late without prior arrangement will not be considered for a grade. 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 are 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 five (5) reading reaction essays over the course of the term, and you must read your colleagues’ reactions before every class. We have 11 classes with readings (i.e., not research days), so that means you must do an average of just under one every other week. You must turn in at least three (3) reactions before the midterm exam.

REACTION CONTENT
Reaction should be no more than one page (200–253 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 10pm on the evening before class. Because other students must read your reactions, any reaction posted after the deadline will not count. 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 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/).

If you or someone you know is struggling with gender, sexual, or domestic violence, there are many community and University of Virginia resources available. The Office of the Dean of Students: 434-924-7133 (or after hours and weekends 434-924-7166 for the University Police Department; ask them to refer the issue to the Dean on Call), Sexual Assault Resources Agency (SARA) hotline: 434-977-7273 (24/7), Shelter for Help in Emergency (SHE) hotline: 434-293-8509 (24/7), and UVA Women’s Center: 435-982-2361. If you prefer to speak anonymously and confidentially over the phone to UVa student volunteers, call Madison House’s HELP Line (24/7): 434-295-8255.

As your teacher and as a person, I care about your well-being and stand ready to provide support and resources as I can. As a faculty member I am a “Responsible Employee,” which means that I am required by University policy and federal law to report anything you tell me about sexual violence to the University’s Title IX Coordinator. The Title IX Coordinator’s job is to ensure that you receive the resources and support you need, while also reviewing the information presented to determine whether further action is necessary to ensure the safety of you and the University community. If you would rather keep information confidential, there are “Confidential Employees” you can talk to on Grounds (http://www.virginia.edu/justreportit/confidential_resources.pdf). The worst possible situation would be for you or your friends to remain silent when there are so many here willing and able to help.
I. CITIZENS

Jan 12  Welcome

Jan 19  No Class (MLK Day)

Jan 26  The Gender Gap and “Women” & “Men” as Political Groups


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

Feb 2  What is Gender & How Does it Work?


Feb 9  Biological Takes on Gender Difference  
*Skim to p. 72; read to p. 85; read carefully from there.*  

*Focus on the research design and on the findings about how subjects perceive the baby’s emotions.*


*This is a commentary on Hurlbert & Ling*


### III. Leaders’ and Candidates’ Identities

Feb 16  Male and Female Candidates I  


Feb 23  Male and Female Candidates II  

Mar 2  Gender Stereotypes
Schneider, Monica C., and Angela L. Bos. 2014. “Measuring Stereotypes of Female Politicians.” Political Psychology 35(2): 245-266.

Friday, March 6 at 1pm: Take-home Midterm Due on Collab

Mar 9  No Class – Spring Break

Mar 16  Group Research Projects
In-class work day
Readings TBA

IV. GENDER & HISTORY

Mar 23  The Founding & Early Republic

Mar 30  The Ambivalent Relationship Between Women and Citizenship
Group Research Projects

In-class work day
Readings TBA

Masculine Political Bodies from the 1980s through the War on Terror


Gender in 2008 and beyond


V. YOUR RESEARCH

In-class Research Symposium
Each group will present the preliminary results of their research