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 an in-class midterm examination, submitting a one-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 unavoidable emergency prevents you from attending class you should notify me 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>15 percent</td>
<td>(ongoing)</td>
</tr>
<tr>
<td>Discussion questions</td>
<td>10 percent</td>
<td>(weekly)</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>30 percent</td>
<td>October 11, in class</td>
</tr>
<tr>
<td>Final paper</td>
<td>45 percent</td>
<td>Monday, December 10 at 10am</td>
</tr>
</tbody>
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Papers turned in late without prior arrangement will not be considered for a grade.

Readings
There are five required books for this course, which are 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.


Metaphors We Live By, by Lakoff and Johnson—is also listed at the bookstore as required. We will only be reading a small selection from this book, which is available on the Toolkit, so you do not need to buy this book.

All other readings for the course are available through the Toolkit page for the course.
Discussion Questions

Each week, for the Thursday class meeting, you will prepare a set of two (2) discussion questions 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 questions will be based on the reading for that Thursday. (If the Thursday class is a continuation of a topic that we discussed on Tuesday, your questions may also reference the earlier readings as long as they focus on the Thursday readings.)

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 424 Discussion Questions--[date]--[your name].”

There will be eleven sets of discussion questions (one for Thursday between 9/6 and 11/29, except for the midterm). They will be graded (check-plus / check/ check-minus), and the lowest grade will be dropped. This means you may skip one week but after that your grade will suffer.

In formulating your questions, 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!

Good Discussion Questions

Good discussion questions are not answered by “yes” or “no” or some simple statement of fact. Instead they lead to higher order thinking (comparison, evaluation, analysis, synthesis) about the work and the issues it raises.

Good discussion questions are open-ended, leading to a variety of responses. Good questions recognize that readers will have different perspectives and interpretations and such questions attempt to engage readers in dialogue with each other.

That said, if you are confused by something, you can and should incorporate craft a discussion question that focuses on that confusion. You should seek to develop questions that go beyond simply asking “What does author X mean on page 10 when she says Y?”

Good discussion questions depend on a careful reading of the text. They often cite particular scenes or passages and ask people to look at them closely and draw connections between these passages and the rest of the work.

Good discussion questions make (and challenge) connections between the text at issue and other works, and the themes and issues of the course.
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, 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.
0. WELCOME AND INTRODUCTION

8/28 Welcome to the class

8/30 No class—American Political Science Association annual meeting

I. THE GENDER GAP

9/4 & 9/6 The gender gap in voting and partisanship


9/11 & 9/13 The gender gap in attitudes


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

9/18 & 9/20 What is gender?


9/25 Biological arguments about gender difference


(...continued...)


9/27 A different voice for men and women?


10/2 Metaphors of gender


III. GENDER, HISTORY, AND AMERICAN POLITICS

10/4 The founding era & early republic


10/9 No class—UVa reading day

10/11 Midterm examination in class
10/16, 10/18 & 10/23 The Spanish-American War, The Philippines, Teddy Roosevelt

For a brief historical overview of the Spanish-American and Philippines wars:


10/25, 10/30 & 11/1 Ronald Reagan and resurgent American masculinity

For a brief historical overview of the Reagan era and its antecedents:


IV. GENDER IN MODERN AMERICAN POLITICS

11/6 Modern gender ideology(ies?)


11/8 & 11/13 Male and female political candidates


11/15 & 11/20 The First Lady, The female President?


(...continued...)


11/22 No Class—Thanksgiving Break

11/27 Metaphorical associations between gender and opinion


11/29 & 12/4 Policy creating gender


12/6 Catch up, overflow, etc.

12/10, 10am—Final Research Papers DUE
Turn in under my door, 100 Cabell Hall