This course is an overview to the sociological study of sex and gender. We explore how sociologists answer the questions, “What is gender?” “How is gender related to race, class and sexual orientation?” “How does gender influence social institutions, social interactions, and individual experiences?” “How do these institutions and interactions influence the construction of gender?” Specific topics include: sexualities, schools, families and relationships, work and organizations, migration and social movements and politics. Throughout the course, we will take an intersectional approach, looking at intersections of gender with race, class and sexuality. We will focus on how traditional sociological theory and feminist theory can be useful in understanding gender construction and gender inequality, highlighting the implicit as well as explicit debates in the sociology of gender. We will also consider questions about sociological methods and evidence.

COURSE REQUIREMENTS*

This course is organized as a seminar. Regular attendance and participation of each student is key to developing a rich learning environment for everyone. You are expected to attend class every week, come prepared to discuss the readings, and constructively participate in class discussion.

A) Attendance
To maintain continuity and build upon class discussion, attendance every week is important. Please inform me ahead of time if you will be missing class. Unexcused absences or chronic tardiness will lower your grade.

B) Class Participation and Discussion
You are expected to actively and constructively participate in class discussions. This requires that you arrive prepared to discuss the assigned readings. Of course, class discussion should be both informed and respectful; moreover, it should be a forum wherein all can raise questions, explore ideas, and express misgivings.

C) Weekly Memos
You will prepare a 3-page memo for each week's readings (typed and double-spaced). You should approach these memos as an opportunity to explore ideas rather than as finished products. At a minimum, the memos should demonstrate that you read the material and present some critical engagement with what you read. Use them to digest each week's readings and to respond with questions, criticisms, and new ideas. Please bring your memo to class and submit it at the end of the class period. Late memos will not be accepted. Memos on the day you facilitate the seminar should be 5 pages.

D) Seminar Facilitator
Each student will be responsible for leading discussion during one of the weeks of class. You should distribute discussion questions to the class via email one week before your assigned day to facilitate.

E) Final Paper or Exam
You are required to write a final paper for the class. The paper can assume one of three formats.
Students must inform me by Thursday, March 29 which type of final paper they will complete.

1) An empirical research paper. Your paper should include data, with the goal of revising it for publication. You can revise a paper that you have already written for this requirement, as long as the revisions are substantial. You will need permission from the instructor if you want to revise an existing paper.

2) A research proposal. If you do not have data to analyze, you might want to write a research proposal. The proposal should describe a study that you could feasibly conduct and submit for funding.

3) A final “exam.” The exam will require that you answer 2-3 “prelim-like” questions.

**Grading:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Weekly memos</td>
<td>20%</td>
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<tr>
<td>Seminar facilitator</td>
<td>20%</td>
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<tr>
<td>Final paper</td>
<td>40%</td>
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</tbody>
</table>

**Required readings:**


Articles on EUCLID electronic reserve.
COURSE SCHEDULE


INTRODUCTION

Jan 19 INTRODUCTIONS

WHAT IS GENDER?

Jan 26 Collins, Patricia Hill. Black Feminist Thought, 2nd edition. [Intersectionality; matrix of domination]


[social construction of gender, gender/sexuality/power]

Feb 16 Ridgeway, Cecilia. 2011. Framed by Gender. [Social Psychological Theory of gender inequality; linking micro, macro, meso]

HOW DO INSTITUTIONS SHAPE GENDER? HOW DOES GENDER INFLUENCE INSTITUTIONS, IDENTITY AND EXPERIENCE?
Sexuality/Schools

Schools, cont.


**Families and Relationships**

**Work and Organizations**
Mar 15  ** Spring Break **
Mar 22  (no class: individual meetings with instructor M-W)
Mar 29  Lan, Pei Chia. 2006. *Global Cinderellas*
  DUE: Final paper format and topic.

**Culture and Mass Media**

**Politics and Social Movements**
Apr 19  Klawiter, Maren, *The Biopolitics of Breast Cancer: Changing Cultures of Disease and Activism*  (University of Minnesota Press)
Apr 26  LAST DAY OF CLASS