In this course, we will explore the contemporary sociological thinking on gender and gender inequality. This is a reading intensive course.

**COURSE REQUIREMENTS**

- **Weekly questions on the course readings**: 25%
- **Class Leadership**: 10%
- **Participation**: 30%
- **Final paper**: 35% (including midterm memo & final presentation)

**Weekly questions on the course readings (25%)**:  
This is a reading intensive class that requires students to thoughtfully engage with the assigned material. In order to facilitate this, students are required to submit discussion questions each week. Questions are due to the “discussion” section on D2L Tuesday before class (by 5pm). Questions should cover each of the readings for the week.

**Class leadership (10%)**:  
Students will take turns leading class discussion for the week.

**Participation (30%)**:  
Students are expected to participate in the class discussion thoughtfully.

**Final paper including topic memo and presentation (35%)**:  
**Due week 5: Paper Topic Memos.** By week 5 (before class), students should submit a 2-page memo to D2L drop box, telling me what their final paper will be including what question it will answer and how it will deploy data to answer the question. The topic can be anything related to gender, broadly construed. Your memo should also tell me which of the two paper type options you are choosing:

**Option 1**) “Front end” of a research paper, which could be thought of as a proposal—i.e. theory, literature review, and data/methods section of a paper you plan to do but no empirical analysis required. Option 1 requires writing the introductory framing and telescoped literature review of a research paper.

**Option 2**) “Back end” of a research paper, i.e. data/methods and results section. Option 2 will involve data analysis, interpretation, and write up of empirical results. Option 2 only makes sense if you already have the data and can do all the analysis this quarter, and want to get help...
from me on the analysis prior to deciding the “framing” for the front end of the paper. If choosing this option, tell me what the dataset is.

**Due Week 10: Presentation.** Students will present their papers in a 10-15 minute power point presentation.

**TOPICS AND READINGS**

*Subject to slight modifications and additions*  
See “Schedule” at the end of this document

I. INTRODUCTION TO SOCIOLOGY OF GENDER

**Week 1 Questions:** What is gender? What is feminism? Why gender, why not sex roles? What is the feminist critique of knowledge/science? How can we conduct scientifically oriented feminist research?

**Articles/chapters:**

II. PERSPECTIVES ON WHAT GENDER IS

**Week 2 Questions:** How do these authors define gender? What is consistent and not in their definitions? How are their positions clearly distinguishable from either a gender difference or sex differences approach? What do we mean by the “gender system”? What is a multilevel approach to gender?

**Articles/chapters:**

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1I thank Shelley Correll as the orienting questions and many of the readings are taken from her course “Gender Meanings and Processes.”
III. INTERSECTIONS WITH CLASS AND RACE

A. Gender meets class?

Week 3 Questions: Thinking about sociology’s concern with stratification and inequality, how would you use gender to interrogate and reformulate the underlying notions of what inequality is and how it operates? How are structure and agency, social processes and social forms conceptualized similarly or differently for class and gender? What’s there/what’s missing? Are we still engaged in a “dual systems” approach in which class and gender never really come together?

Articles/chapters: (~35 pages)

B. Gender meets race?

Week 3 Questions: What (if anything) is race? Can we talk about “men” and “women” as abstract and therefore, unracialized categories? Does the doing gender framework carry over well to race?

Articles/chapters: (~73 pages)

IV. THE BODY AND THE SELF (GENDER AS PROCESS)

Week 4 Questions: What is the relation between “the social” and “the natural” in the formation of gender? What uses should sociology make of psychology in constructing a theory of gender as process? Men also have bodies. How are arguments about “male” traits (violence, competitiveness) framed as natural or social? How do our social understandings about gender influence how we see and interpret the body? How have feminists’ conceptions of the body influence their understandings of sexuality?
A. Articles/chapters: (~ 108 pages)
5. Coventry, Martha. 2000. “Making the cut,” Ms. Magazine. October/November pages 52-60. This article is intended to stimulate thinking about the limits of biological sex.

V. MULTILEVEL PERSPECTIVES ON GENDER

A. Socialization, gender selves and identities (micro processes)

Week 5 Questions: How have social scientists thought about the formation of gender? How can we take personality as a cultural product more seriously? What does it mean to learn gender or be socialized? How do people, including very young people, shape themselves as well as being shaped?

Articles/chapters:

B. Gender and interaction (Meso level processes)

Week 6 Questions: How does gender as social status shape what happens in interaction? Why is interaction especially important in maintaining gender inequality, as compared to race or class based inequality? How does what happens in interaction affect both gender difference and gender inequality? Why is an interactional approach a situational approach? How is this approach different from a sex roles approach?
Articles/chapters:

C. Gender at the level of macro-institution: State and economy

**Week 7 Questions:** How does gender become inscribed in the action of organizations and institutions that seem “impersonal” (the state, the corporation, the economy)? How do macro structures affect micro identities? How can we understand the intersection of race and gender at a more macro level?

Articles/chapters:

VI: APPLICATION

**Week 8 Questions:** Why has progress towards gender inequality stalled? Why does the labor market continue to be segregated by gender? Why does the gender gap in wages persist?

Articles/chapters:

**Week 9: TBD**

**Week 10: Presentations**
SCHEDULE
Week 1: Introduction to the sociology of gender
Week 2: Theoretical perspectives on what gender is
Week 3: Interactions with class & race
Week 4: The body and the self (gender as process)
Week 5: Multilevel perspectives: Micro processes
Week 6: Multilevel perspectives: Meso (interactional) processes
Week 7: Multilevel perspectives: Macro processes
Week 8: Putting it all together: Gender as multilevel structure & Applications
Week 9: TBD
Week 10: Presentations

POLICIES

Email: Do not email me through D2L. Please check your regular PSU email regularly, as I will communicate with the class from time to time via email.

Plagiarism. Plagiarism is a serious offense than can result in a failing grade and other serious consequences, including expulsion. Plagiarism occurs when you utilize the ideas, expressions, phrases or words of another person without correctly citing that person or source. Make sure you understand how to correctly cite sources, including when and how to paraphrase and quote. I expect you to cite all sources used in all assignments assigned for this course. I am not picky about which format you use to cite sources; however, I do require that you choose one (e.g., MLA, APA) and use it correctly and consistently, integrating both internal and external (e.g., works cited/reference list) citations. There are many on-line sources that document proper citation format.

Students with disabilities, who may require accommodations, are encouraged to contact the PSU Disabilities Resource Center (DRC) and the professor at the beginning of the term to arrange accommodations. The DRC is located in 435 Smith and can be contacted at 725-4150 or by email at drc@pdx.edu. Visit their site at http://www.drc.pdx.edu/.