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%
- **Participation:** 40%
- **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.

**Participation (40%):**
Students are responsible for coming to class prepared to discuss the assigned readings. Students will take turns providing brief oral introductions to the readings (I encourage you to come prepared with notes on the readings to refer to when you are called on to introduce a reading). In your introductions, address the following questions:

- For theoretical and literature review articles: What is the author’s main argument? What theoretical framework(s) is the author drawing on? What key concepts are introduced by the author?
- For empirical articles: What is the research design (research question, method, sample, sampling strategy)? What are the main findings of the research? What is the author’s main argument? What theoretical framework(s) is the author drawing on? What key concepts are introduced by the author?

**Final paper including topic memo (35%):**
**Due week 5: Paper Topic Memos.** By week 5 (before class), students should submit a 1-2-page (ASA format; 12-point font; 1-inch margins; double space) memo to D2L drop box, telling me what their final paper will be. The topic can be anything related to gender, broadly construed. Your memo should also tell me which of the three paper type options you are choosing. All final papers will be 10-12 pages double spaced including references (ASA format; 12-point font; 1-inch margins).
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.

Option 3) Literature review. This is a version of “option 1” without a data/methods section of a paper. Useful for people who need to dive deep into a literature, but will not necessarily be conducting an analysis on the topic in the future.

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:

Week 2: No class. MLK day.

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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.”
II. PERSPECTIVES ON WHAT GENDER IS

Week 3 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:

III. INTERSECTIONS WITH CLASS AND RACE

A. Gender meets class?

Week 4 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 5 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 6 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. ONLINE

V. MULTILEVEL PERSPECTIVES ON GENDER

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

Week 7 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 8 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 9 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 10 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:

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/.