COURSE CALENDAR

Week #1

January 8  COURSE INTRODUCTION

This course is not about the differences between men and women. This course is not about biological differences. We begin with the assumption that men and women are biologically and physically different. Then we set upon a journey to discover the ways that individuals constitute, reinforce, and exaggerate differences between men and women, girls and boys.

January 10  GETTING PASSED BIOLOGY AND BIOLOGICAL DIFFERENCE: THEORIZING THE SOCIAL DIMENSIONS OF GENDER

VIDEO: BRAIN SEX

Thorne, Gender Play, chs. 1-2

- In chapter one, Thorne tells us she is dissatisfied with typical gender socialization or developmental frameworks. What question does she address in the book and how is it different from questions typically raised by gender scholars? Why does Thorne use the title gender play? What are the various meanings of play she wants us to recognize?
- In chapter two, what do we learn about the complexities of doing participant observation? Why does she take a full chapter to describe these issues? What should we take away from this chapter?

Week #2

January 15  CONCEPTUALIZING THE CONSTRAINTS OF GENDER

We will spend class time discussing the Correll article. This may be difficult for most students as the paper is complex and full of statistics. Keep reading as you have time in Thorne’s book. We will spend a full class session on the book next week. Be sure to bring a copy of Correll’s article with you to class.


****Locate article using Journal Finder on the Library web page.
This paper may be a challenge for some. You may not be able to understand the statistical analysis, but you should be able to understand the theoretical approach.

Be aware of the structure of a scientific article such as this: introduction of the problem, literature review, methodology, findings, and discussion. Notice that the authors begin with a discussion of extant theories that predict whether or not men and women are similarly emotional or whether substantial differences exist.

These questions should help you understand the reading more specifically:

- What is the difference between a \textit{human capital} approach and a \textit{cultural constraint} approach for understanding the career choices of men and women?
- The author introduces two concepts: "self-assessment" and "career-relevant activities." Why are these two concepts important to understanding her theoretical framework?
- What is status characteristics theory and how is it applied to gender?
- What does the author hypothesize (p. 100)?
- How does the author measure "self-assessment" in her experiment? (p. 104).
- How does the author measure "emerging aspirations" (p. 105)?
- What does the author conclude from the experiment (p. 108)?
- What are the implications of this study for men and women college students?

January 17

\textbf{CONCEPTUALIZING GENDER: GENDER DIFFERENCE, GENDER ROLE, GENDER IDEOLOGY, GENDERED DIVISION OF LABOR, DOING GENDER, GENDER AS INSTITUTION}

This will be an important lecture. We will discuss how much the study of gender has changed over the course of the last 10 or 15 years. Gender scholars, for example, don’t like to use the term “gender role”. I’m going to try to convince you not to use gender role. The gender ideology research of the 1970s is also “old hat.” Gender scholars today think of gender as something one does, hence the “doing gender” label. Social psychologists and psychologists continue to study gender differences, but many sociologists are more interested in how interaction, social relations, organizations, and institutions are gendered than in studying gender differences.
Thorne, *Gender Play*, chs. 3-5

- In chapter 3, Thorne describes the choreography of gender separation and integration. How does this rich description differ from a study that might focus on differences between boys and girls experience in schools?
- In chapter 4, Thorne recounts different frameworks for explaining why boys and girls separate. What are the frameworks and why does she think these explanations are insufficient?
- In chapter five, Thorne introduces two central issues in understanding gender: oppositional dualism and exaggeration. She also describes what she calls "border work". What is border work and why is it important.

**Week #3**  
January 22  

**CHALLENGING ASSUMPTIONS ABOUT GENDER**

We will read Simon and Nath’s study of gender and emotion for a couple of reasons. First, it challenges some assumptions about differences between men and women. But, in addition, we will be reading the paper so you will understand how sociologists approach a problem: first by theorizing what might account for differences, and then by empirically testing the theories. This paper compares the responses of men and women, but the study is not a study of gender difference so much as it is a study of how the responses of men and women can be explained by their position in the social structure, not by their sex. This is again a difficult paper to read, but you will learn how to read these scientific studies easily and quickly over the course of the semester.


****Locate article using Journal Finder on the Library web page.****

- What are the four theories about gender and emotion that form the basis of this research?
- How is this study different from the research that has already been conducted? Why is that research insufficient, according to the authors (p. 1141+)?
- What are the three questions that drive the methodology for this study (p. 1143+)?

Of the many findings reported in this article, what are the three most significant findings?
GENDER PLAY

Please be sure to read chapters 1-7, 9 for class. We will have a class discussion on Thorne and her particular approach to the study of gender.

- In chapter six, Thorne returns to the question of male and female differences and wonders what we miss in our study of gender when he only ask about differences. Instead, she wants us to think about gender with a sense of the whole. What do you think about this?

- In chapter seven, Thorne further explores gender by describing another phenomenon: border crossing. Why is border crossing central to her view of gender? What should we take away from this analysis? What questions do you have of Thorne?

CONCEPTUALIZING GENDER: GENDER AS SOCIAL RELATIONS


- Connell asks us to think about gender as "fluid, complex, and uncertain" (see page 4.)
- Connell critiques available definitions of gender and presents his own. Is his definition of gender similar to or different than Thorne's? What does he mean by gender as a structure of social relations? How would you explain his view to someone else?
- In chapter 2, Connell offers several examples of what can be described as gender analysis--efforts to describe how social relations are gendered.

GENDER AND BODIES

Connell, *Gender*, ch. 3

- Connell returns to the question of sex differences, reviewing arguments in the literature since the 1970s. What are the various perspectives that he critiques and why? Notice how Connell structures his argument, identifying a point of view and then presenting empirical evidence to argue against that point of view. What is his point of view?
**February 1** Gender Moments Paper Due to Writing Fellows and TAs. E-mail assignment to byugender@gmail.com. Please be sure to include “soc 367-1” in the subject field.

**Week #5**

**February 5** Conceptualizing Gender: Structure of Relations
Connell describes gender as a structure of relations: power, production, emotion, and symbolic relations. Many have found his framework very useful in describing the gender regimes of organizations.

Connell, *Gender*, ch. 4
- What are the four main structures in modern gender relations? How useful is this approach for thinking about gender?

**February 7** Gender, Race, and Class Intersectionality

****Locate article using Journal Finder on the Library web page.

Come prepared to watch the 2008 Super Bowl commercials and discuss the reinforcement of gender and race within them.

**Feb 11-15** Meet with Writing Fellow and TA to get feedback on papers and discuss ways to improve

**Week #6**

**February 12** The Construction of Masculinity
Video: Growing up Male

**February 14** The Construction of Femininity in American Society

****Locate article using Journal Finder on the Library web page.

**Week #7**

**February 19** No Class Monday Instruction

**February 21** Gender and Sports
Video: Dare to Compete
February 22  FINAL DRAFT OF GENDER MOMENTS PAPER DUE FRIDAY, FEBRUARY 22, 5:00 P.M.

Week #8
February 26  GENDER AND SEXUALITY


****Available on Blackboard under Readings.

February 28  NO CLASS, WORK ON TAKE HOME EXAM

February 29  TAKE-HOME EXAM DUE. E-MAIL ELECTRONIC FILE TO BYUGENDER@MAIL.COM

Week #9
March 4  GENDER, CARE WORK, AND THE GLOBAL ECONOMY


March 6  GENDER AND CARE WORK IN THE GLOBAL ECONOMY

Parreñas, chaps. 4-6

Week #10
March 11  DIVISION OF LABOR, CARE WORK, AND THE WAGE PENALTY


****Locate articles using Journal Finder on the Library web page.

March 13  THE MOTHERHOOD PENALTY


****Locate article using Journal Finder on the Library web
### Week #11

**March 18**  **Gender, Care Work, and Poverty**  

****Locate article using Journal Finder on the Library web page.****

**March 20**  **Gender and Education**  

****Locate article using Journal Finder on the Library web page.****  

****The Goldin and Katz article is posted on Blackboard under Readings****

**March 21**  **Short Paper Draft Due to Writing Fellows Friday, March 16th. Email electronic file to byugender@gmail.com by 5:00 p.m.**

### Week #12

**March 25**  **Gender and Religion**  

****Locate article using Journal Finder on the Library web page.****

**March 27**  **Gender and Social Movements**  
Video: One Woman, One Vote

**March 31 to April 4**  **Meet with Writing Fellows and TAs to receive feedback about paper**
Week #13
April 4 **WOMEN, POLITICS, AND SOCIAL CHANGE**
No Readings

April 6 **FEMINISM: THE SECOND WAVE**

Week #14
April 11 **HOMOSEXUALITY**

April 13 **GAY AND LESBIAN MOVEMENT**

****The Raeburn article is posted on Blackboard under Readings

Week #15
April 15 Final draft of short paper due. E-mail to BYUGENDER@GMAIL.COM