From the moment we are born (and often before), we are assigned a “male” or “female” gender which shapes all aspects of our lives. In this course, we will critically examine the common understanding of gender as a set of fixed biologically-based behavior differences between men and women and instead grapple with the ways in which gender is socially constructed and used to perpetuate inequality. While gender is the primary axis of difference we will use to interrogate this inequality, gender interacts with race, class, sexual orientation, and other differences to produce inequality in sometimes surprising ways. To understand gender as it is actually lived, we will delve into various social institutions, such as the family, work, and education, in which gender differences are produced and maintained.

In addition to learning about how people “do” gender by reading other researchers’ findings, we will engage in our own original research and learn directly from our fellow people living in gender systems, interviewing them to understand how gender is produced through certain aspects of their lives.

The goals for this class are:
1) to denaturalize the “common sense” dichotomous gender differences all around us and see how they are socially constructed;
2) to expose the inner workings of the social institutions that produce gender (and race and class) inequality;
3) to learn to engage with and analyze sociological and feminist texts deeply, synthesizing, pulling out themes, spotting differences, and applying them in different contexts;
4) to build a collaborative learning environment in which we develop our understanding of the material both through leading, oral fluency, and taking intellectual risks, as well as through listening and creating a safe space for others to share their ideas; and
5) to learn the basics of field research including interviewing, analyzing and discovering underlying patterns in the data, and writing up and presenting one’s research findings.

University Policy on Academic Accommodations
If you are a student who has academic accommodations because of a documented disability, please see me this week and give me a copy of your letter of accommodation.

University Policy on Academic Integrity
You are expected to be familiar with and to follow the University’s policies on academic integrity (see http://www.brandeis.edu/studentlife/sdc/ai ).
COURSE CALENDAR

The readings marked with an asterix (*) are not in the reader and are instead posted on Latte.

THEORIES OF DIFFERENCE

**Week 1, Sex and Gender: Are there Really Two “Opposite” Sexes?**
Jan 15, 18

1) Janet Shibley Hyde, “The Gender Similarities Hypothesis”
2) Sara L. Crawley et al. *Gendering Bodies* *
3) Raine Dozier, “Beards, Breasts, and Bodies: Doing Sex in a Gendered World”

**Week 2, (Wrestling with) Biological Differences**
Jan 22, 25

1) Keverne, Barry. *Neurochemistry and Maternal Behavior* *
2) Martha McCaughey, “Caveman Masculinity: Finding Manhood in Evolutionary Science”
3) Robert M Sapolsky, “Testosterone Rules”
4) Anne Fausto-Sterling, “Of Genes and Gender”

**Week 3, Socialization and Social Constructions**
Jan 29, Feb 1

1) C.J. Pascoe, “‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse”
2) Candace West and Don H. Zimmerman, “Doing Gender”
3) Cecilia L. Ridgeway, “Framed Before We Know It: How Gender Shapes Social Relations”

**Week 4, Media & Cultural Constructions**
Feb 5, 8

1) Susan Bordo, “The Body and the Reproduction of Femininity”

IDENTITIES AND INSTITUTIONS
Week 5, Identities  
Feb 12, 15  
3) Frank Wu, “Yellow,” *Race, Class and Gender in the United States*, P. Rothenberg (ed.)*  
4) David Snow and Leon Anderson, *Down on Their Luck: A Study of Homeless People*  

Week 6, FEBRUARY BREAK  

Week 7, Families and Difference, Part 1  
Feb 26, Mar 1  
1) Joan Williams, “Is Domesticity Dead?” *Unbending Gender*  
2) Ann Crittenden, “The Mommy Tax” *The Price of Motherhood*  
3) Scott Coltrane, “Household Labor and the Routine Production of Gender” (in reader)  
4) Arlie Hochschild, “Male Pioneers in a Culture of Time,” *Time Bind*  
5) “In Sweden, Men Can Have it All,” *NY Times*  

Week 8, Midterm Exam (March 5) and Research Project Inservice (March 8)  
Mar 5, 8  

Week 9, Families and Difference, Part 2  
Mar 12, 15  

Week 10, The Unequal Classroom  
Mar 19, 22  
1) Ana Villalobos, “The Importance of Breaking Set: Socialized Cognitive Strategies and the Gender Discrepancy in Mathematics”  
2) Pedro A. Noguera, “The Trouble with Black Boys: The Role and Influence of Environmental and Cultural Factors on the Academic Performance of African American Males”  
3) Peter Sacks, *Tearing Down the Gates: Confronting the Class Divide in American Education*  

Week 11, SPRING BREAK
No class on March 26, 29, or April 2

**Week 12, Research Project Inservice**
Apr 5

**Week 13, The Gendered Workplace, Part 1**
April 9, 12

2) Pamela Stone and Meg Lovejoy, “Fast Track Women and the ‘Choice’ to Stay Home” * 
3) Robin Leidner, “Serving Hamburgers and Selling Insurance: Gender, Work and Identity in Interactive Service Jobs” *

**Week 14, The Gendered Workplace, Part 2**
April 16, 19

1) Christine Williams, “The Glass Escalator: Hidden Advantages for Men in the ‘Female’ Professions” 
2) Adia Harvey Wingfield, “Racializing the Glass Escalator: Reconsidering Men’s Experiences with Women’s Work” 

**Week 15, Gendered Love**
April 23, 26

1) Francesca M. Cancian “The Feminization of Love” 
2) Sharon Lamb, “A Study of Men and Women from Different Sides of the Earth…”  

**Student Research Presentations**

**Week 16, Wrap Up**
April 30

**Student Research Presentations**

Acknowledgement:
In addition to drawing on the intellectual work of Michael Kimmel and Amy Aronson in creating this reading list, I gratefully acknowledge Susan Ferguson from whose *Identities and Inequalities* course (taught at Grinnell in Fall of 2012) I also borrowed both readings and inspiration.
EVALUATION OF PROGRESS

Your grade will be based on the following:

Research Paper 30%
In lieu of a final examination, you will conduct your own field research (interviews with 4 or more people who can give you insights into the reproduction of gender) and write a 7 to 10 page paper exploring your findings. The paper will use concepts from the course as tools to analyze what your interviewees have to say and to speculate on what seems to be going on. This paper will occur in stages, and I will walk you through the whole process step by step. For past students, this has often been the most eye-opening experience of the class.

Midterm 25%
The midterm will be a closed-book in-class essay exam over the course readings as well as over what came to light in class (lectures, films, etc.).

Assignments 20%
This category includes weekly reflections on the readings posted to Latte by Sunday night (you may choose one busy week in the semester when you do not want to send these, and you will not be penalized)(and you do NOT have to post a reading reflection in the weeks when you are facilitating class), and occasional other assignments. You can post your reading reflections late, however they will be docked 20% for every day late.

Participation and Facilitation 25%
Participation includes your co-facilitation of two class sessions as well as your day-to-day engagement during class time. Everyone’s full participation is needed to get the most out of the course and each of us (including YOU) has something to offer the rest of the class. Forms of participation can include active listening, thoughtful preparation for class, sharing a well-formulated idea after a long pause for thought, off-the-top-of-your-head reactions to new ideas, helping a classmate understand a difficult concept, asking interesting questions, engaging with another student who has made a comment, coming to office hours, bringing relevant news or magazine articles to class to share, and engaging with the various assignments. While participation can take many different forms, it cannot take any form if you are not present! Thus I expect you to make every effort to attend all classes and to arrive on time for all class meetings. If you miss three classes, your participation grade will go down 5% and an additional 5% for each absence (by contrast, if you miss less than two classes, your participation grade will get a 5% boost!). Three tardies counts as one absence as well in this formula—so please be on time!

Note: I invite you to drop by my office hours in Pearlman 208 any time, even if just to stop by for five minutes to say hello and see where the office is. And during the semester, don’t be shy about coming in regularly to hash out what you’re learning in class or from the readings. That’s what I’m here for!
TIPS FOR FACILITATING DISCUSSION

There is no uniform way to facilitate discussion. Nonetheless, here are some tips that might guide your ingenuity as you prepare for this task.

➣ Facilitators should read all of the reading responses submitted by the class to the Latte forum. Try to pull out the common themes and issues that sparked students’ interest (or share one particular intriguing response) and consider exploring these in your facilitation.

➣ Use the texts!! Point out or read aloud any moving, intriguing, or confusing excerpts from the readings. Close reading is a very effective strategy for engaging the class.

➣ Try to pull the readings together in an innovative way, like involving your classmates in creating a chart, diagram, table or map of the author’s concepts, perspectives, methods and/or arguments, and how they relate to each other. If you want to make handouts in advance, I can make the photocopies for free, provided you notify me in advance.

➣ Use your creativity! Consider devising a short in-class activity that explores an idea, issue or argument raised in the readings. The possibilities are endless (games, small group activities, role-playing activities, skits, debates, etc)! Jeopardy-style games are only acceptable as an occasional quick warm-up since they are more about factual recall and less about working with the material, taking it deeper or making it come alive.

➣ If you do not understand a particular text, your classmates may not fully understand it either. I highly encourage you to point out what you find confusing or contradictory, discuss why you find it confusing or contradictory and open up the issue for discussion.

➣ To stimulate discussion, you want to try to ask focused questions – “how” or “why” questions will elicit much more discussion than “yes”/“no” or recall questions. Examples: “Why do you think men are often excluded from traditionally female-dominated jobs?” “How does so-and-so’s theory apply or not apply to work today?” Come prepared with ideas for jumpstarting discussion in case the class falls silent.

➣ Make it personal. We learn best when we can APPLY what we learn, and drawing on examples from our personal lives and experiences can bring abstract materials to life.

➣ Have fun! The point of the discussion is to learn from each other and get our ideas and reactions to the texts out in the open. The most important thing discussion facilitators can do is to create a space that entices classmates to share their thoughts and questions about the material. I encourage you to focus less on impressing, more on encouraging!

YOUR GOAL: GET EVERY SINGLE STUDENT IN CLASS ENGAGED/TALKING!