

Sex and Gender in Society

SOCY 134 / WGSS 110 / ER&M 264 / AMST 134

Fall 2021

Monday and Wednesday 3:30-4:20pm + 1 Discussion Section

Professor Rene Almeling

Course Overview

In this class, we approach sex and gender as simultaneously biological and social. Using sociological theories and methods, we examine how sex and gender are socially constructed, paying particular attention to intersections with other social categories, such as race/ethnicity, class, sexuality, and nationality. The readings are organized around the lifecourse, from children's play and education to employment in various kinds of workplaces, reproduction and parenting, and health and medicine. In each of these realms, we examine sex and gender on multiple levels, from individual experiences to structural processes.

There are no prerequisites. Students who have taken SOCY 222/WGSS 249 may not enroll in this course.

Requirements

Attendance and participation in class and section	15%
Quiz on readings and lectures, in class on October 13	10%
Quiz on readings and lectures, in class on December 6	10%
Research Paper:	
Paper proposal (2 pages), due October 11	10%
Interview analysis (4 pages), due November 1	20%
Final paper integrating interviews and surveys (10 pages), due Dec 8	35%

Course Format

Public health permitting, I will teach this as an in-person lecture course. If necessary, I will do asynchronous lectures. Enrollment is capped at 180 students. Students will register for discussion sections during the first week of class.

Accessibility

My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. If you are experiencing any difficulties with the class, including with accessibility, please feel free to contact [me](#) and/or your teaching fellow. You may also wish to contact [Student](#)

[Accessibility Services](#), which can provide information and arrange accommodations. Other useful resources on campus include the [Writing Center](#), residential college [tutors](#), and [Academic Strategies](#).

Cheating and Plagiarism

Students who cheat on any of the assignments will receive an F for the class, and the matter will be referred to Yale's Executive Committee. See Yale's policy on [academic integrity](#) and guide to [citing sources and avoiding plagiarism](#).

Schedule

All readings are available for no cost, either by clicking the link in the syllabus or as PDFs in Canvas/Course Reserves. Books with 40+ pages assigned are also on reserve in the library.

Introduction

Sept 1 *No reading*

Sociological Theories of Sex, Gender, Sexuality, and Race

****Sept 3**** *Monday classes meet on Friday (this week only).*

Fausto-Sterling, Anne. 2000. *Sexing the Body: Gender Politics and the Construction of the Body*. Basic Books. Pages 1-29, 233-255.

Sept 8 West, Candace and Don Zimmerman. 1987. "[Doing Gender](#)." *Gender & Society* 125-151.

Seidman, Steven, Nancy Fischer, and Chet Meeks. 2011 (2nd edition). *Introducing the New Sexuality Studies*. Routledge. Pages xv-xvi, 3-12, 175-182.

Sept 13 Glenn, Evelyn Nakano. 1999. "The Social Construction and Institutionalization of Gender and Race: An Integrative Framework" in *Revisioning Gender*, edited by M. M. Ferree, J. Lorber, and B. Hess: Sage. Pages 3-35.

Childhood and Education

Sept 15 Gould, Lois. 1978. *The Story of X*. Pages 1-4.

Meadow, Tey. 2018. *Trans Kids: Being Gendered in the Twenty-First Century*. University of California Press. Pages 1-53.

Sept 20 Martin, Karin. 1998. "[Becoming a Gendered Body: Practices of Preschools](#)." *American Sociological Review* 63: 494-511.

Lareau, Annette. 2011. *Unequal Childhoods: Class, Race, and Family Life*. University of California Press. Pages 1-13.

Sept 22 Ferguson, Ann Arnett. 2000. *Bad Boys: Public Schools in the Making of Black Masculinity*. University of Michigan Press. Pages 1-3, 77-96.

Malone Gonzalez, Shannon. 2019. "[Making It Home: An Intersectional Analysis of the Police Talk](#)." *Gender & Society* 33: 363-386.

Sex and Sexual Assault on Campus

Sept 27 Wade, Lisa. 2017. *American Hookup: The New Culture of Sex on Campus*. W.W. Norton. Pages 50-70, 158-79.

Lamont, Ellen et al. 2018. "[Navigating Campus Hookup Culture: LGBTQ Students and College Hookups](#)." *Sociological Forum* 33: 1000-22.

Sept 29 Armstrong, Elizabeth A. et al. 2006. "[Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape](#)." *Social Problems* 483-99.

Work

Oct 4 Wade, Lisa and Myra Marx Ferree. 2014. *Gender: Ideas, Interactions, Institutions*. W.W. Norton. Pages 280-313.

Oct 6 Schilt, Kristen. 2006. "[Just One of the Guys? How Transmen Make Gender Visible at Work](#)." *Gender and Society* 20: 465-90.

Rivera, Lauren. 2015. *Pedigree: How Elite Students Get Elite Jobs*. Princeton University Press. Pages 211-237.

Research Method - Interviews

Oct 11 *Research Paper Proposal due at beginning of class*

Weiss, Robert. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. Free Press. Pages 1-14, 39-51, 65-83.

Care Work and Sex Work

Oct 13 *Quiz in class*

Duffy, Mignon. 2011. *Making Care Count: A Century of Gender, Race, and Care Work*. Rutgers University Press. Pages 1-8, 20-41.

Oct 18 Hoang, Kimberly Kay. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. University of California Press. Pages 1-25, 53-77.

Oct 20 *October Recess*

Work and Family

- Oct 25 Damaske, Sarah. 2011. *For the Family? How Class and Gender Shape Women's Work*. Oxford University Press. Pages 3-22.
- Wong, Jaclyn S. 2017. "[Competing Desires: How Young Adult Couples Negotiate Moving for Career Opportunities](#)." *Gender & Society* 31: 171-96.
- Oct 27 Abrego, Leisy. 2014. *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. Stanford University Press. Pages ix-xi, 1-24, 101-32.

Research Method - Surveys

- Nov 1 *Interview analysis due at beginning of class*
- Fink, Arlene. *The Survey Handbook*. Pages 1-46.

Parenting

- Nov 3 Hays, Sharon. 2004. *Flat Broke with Children: Women in the Age of Welfare Reform*. Oxford University Press. Pages 3-31.
- Nov 8 Reczek, Corinne. 2020. "[Sexual- and Gender-Minority Families: A 2010 to 2020 Decade in Review](#)." *Journal of Marriage and Family* 82: 300-25.
- Moore, Mignon. 2008. "[Gendered Power Relations among Women: A Study of Household Decision Making in Black, Lesbian Stepfamilies](#)." *American Sociological Review* 73: 335-56.

Science and Medicine: Chromosomes and Gametes

- Nov 10 Richardson, Sarah S. 2012. "[Sexing the X: How the X became the 'Female Chromosome'](#)." *Signs* 37: 909-933.
- Nov 15 Almeling, Rene. 2020. *GUYnecology: The Missing Science of Men's Reproductive Health*. University of California Press. Pages 1-24, 119-41.
- Nov 17 Deomampo, Daisy. 2016. *Transnational Reproduction: Race, Kinship, and Commercial Surrogacy in India*. New York University Press. Pages 1-25.
- Nov 22, 24 *November Recess*

Reproduction

- Nov 29 Roberts, Dorothy. 2016. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Pantheon. Preface to the 20th anniversary edition and pages 56-103.

Dec 1 Kligman, Gail. 1998. *The Politics of Duplicity: Controlling Reproduction in Ceausescu's Romania*. University of California Press. Pages 1-18, 148-151, and choose your own selections to read from 151-178 and 178-205.

Health

Dec 6 *Quiz in class*

Homan, Patricia. 2019. "[Structural Sexism and Health in the United States: A New Perspective on Health Inequality and the Gender System.](#)" *American Sociological Review* 84: 486-516.

Conclusion

Dec 8 *Research paper due at beginning of class*

No reading

Sex and Gender in Society – Research Paper

The Research Paper will provide you with an opportunity to collect and analyze your own empirical data with theoretical tools you learn in class. You will choose one gender-related topic and then develop a 10-page research paper over the course of the semester. The first part of the paper will be based on interviews with two people about your chosen topic. The second part of the paper will be based on a survey of ten people about that same topic. Ideas for topics include education, family, work, law, health, immigration, sport, media, crime, politics, technology, etc.

Paper Proposal (2 pages), Due October 11

The first step is to decide on a topic and write a two-page proposal in which you describe your topic, your research strategies for each part of the paper (who you will interview, who you will survey, and why), and your general hypotheses about what you will find. You must also include a preliminary bibliography with citations to at least five journal articles on your topic that you found through a search of Sociological Abstracts (we will discuss how to do this in class). The paper proposal is due at the beginning of class on October 11th.

Requirements for the paper proposal:

- 2 pages, double-spaced, Times New Roman, 12-point font, 1-inch margins
- On a third page, include a preliminary bibliography with at least 5 journal articles found through a Sociological Abstracts search
- Turn it in at the *beginning* of class. Late proposals (including those turned in after class begins) will be marked down.

Interview analysis (4 pages), Due November 1

For the first part of the research paper, you will do two interviews and then analyze them using course concepts (e.g. social construction, intersectionality, emotional labor, medicalization, etc.). The interviews will be about your chosen topic and how it is shaped by gender. Ideally, you will record the interview so that you can include accurate quotes, but you may also take notes during the interview and write them up as soon as possible after the interview is over. You **must** discuss who you plan to interview and which questions you plan to ask with your teaching fellow **before** doing the interview.

The analysis of your interviews needs to be as polished as possible and should incorporate course concepts and readings. But at this stage, it will still be a draft. It should include a basic Introduction, a discussion of your methods for the interviews, and a preliminary analysis of your interviews.

Requirements for the paper proposal:

- 4 pages, double-spaced, Times New Roman, 12-point font, 1-inch margins
- Include an additional page with a bibliography
- Turn it in at the *beginning* of class. Late papers (including those turned in after class begins) will be marked down.

Final research paper integrating interviews and surveys (10 pages), Due Dec 8

For the final paper, you will do a survey with ten people and then analyze your results using course concepts (e.g. social construction, intersectionality, emotional labor, medicalization, etc.). The survey will be about your chosen topic and how it is shaped by gender. You **must** discuss who you plan to survey and which questions you plan to ask with your teaching fellow **before** doing the survey. The results of your survey should be integrated with the results of your interviews, and you should turn in a final 10-page paper with a single Introduction, Methods section that discusses the interviews and surveys, Results section that analyses the interviews and surveys, and a single Conclusion.

The final paper should follow this structure:

- Briefly introduce your topic, including a thesis statement
- Provide a brief description of your research methods for the interviews and surveys
- The bulk of the paper should be devoted to analyzing your interview and survey data using concepts from the course, as well as the additional articles you found through Sociological Abstracts
- Conclusion
- Bibliography (not included in the page count, i.e. this will be in addition to the 10 pages)

Requirements for the Final Research Paper:

- double-spaced, Times New Roman, 12-point font, 1-inch margins
- Include an additional page with a bibliography
- Turn it in at the *beginning* of class. Late papers (including those turned in after class begins) will be marked down.
- Include your completed surveys.

Yale Guidelines for Citing Sources

- You need to cite all sources used for papers, and repeat the reference each time you use the source in your written work.
- You need to place quotation marks around any cited or cut-and-pasted materials, IN ADDITION to footnoting or otherwise marking the source.
- If you do not quote directly – that is, if you paraphrase – you still need to mark your source each time you use borrowed material. Otherwise you have plagiarized.
- It is also advisable that you list all sources consulted for the paper in the bibliography.