SEX AND GENDER IN SOCIETY

Professor: Dana Hayward (she/her/hers)
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Office Hours: Wednesday, 10:00-11:00EDT, and by appointment

Level and Format: Introductory Online Synchronous Lecture
Class Dates/Times: Tuesday and Thursday, 9:00-12:15EDT
Class Location: Zoom

COURSE DESCRIPTION

In this course, 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 life course, from children's play and educational experiences, to employment in various kinds of workplaces, to reproduction and parenting. In each of these realms, we examine sex and gender on multiple levels, from individual experiences to structural inequalities.

COURSE OBJECTIVES

By the end of this course, you will be able to:

▪ Distinguish between biological and constructivist approaches to sex and gender
▪ Explain major empirical topics in the sociology of sex and gender
▪ Read scholarship efficiently and effectively
▪ Interpret and critique secondary literature
▪ Understand and apply social scientific methodologies
▪ Design and carry out original research
▪ Convey information clearly and compellingly in a short amount of time

POLICIES

Attendance: Attendance is mandatory, and I expect you to be present during all scheduled meetings for the duration of the session. Lectures will not be recorded. If you must miss class, please contact me directly.

Zoom: Please do your best to keep your video on during class, as circumstances allow – I consider our class to be a shared learning community, and it's hard to build a sense of community when everyone is just a name on a black square. Please upload a profile picture to your Zoom account, and make sure you are signed in before joining the session, so that your picture will be displayed if/when you need to turn your camera off. I expect you to behave respectfully and professionally at all times, including in the chat and in breakout rooms. Students who disrupt the learning of others will be removed.

ASSIGNMENTS AND GRADING

Weekly Reading Responses (20%): Every week, for each reading, answer three questions, in one sentence each: 1) What is the author's main question? 2) How does the author answer it,
and with what data? 3) What is the author’s conclusion or argument? Responses should be posted to the class discussion board before lecture, and will be graded check-plus (answers all questions in one sentence), check (answers all questions but exceeds the sentence limit), or check minus (incomplete).

Note: Each student has two “Get Out of Reading Responses FREE” cards to use, without question, at any time during the semester – this means that the first two incompletes will not affect your grade.

Research Abstract (10%): In less than 200 words, summarize the topic of your paper, identify a research question, and explain the method and data you will use to answer it.

Research Project (40%): Choose a social scientific methodology (see below) to carry out original research on any topic related to gender. In approximately 1,500 words, introduce your topic and pose a research question, explain your method and data, articulate a sociological thesis statement, and use your data to support your thesis, drawing on course concepts and readings. You must cite three scholarly sources, and at least one must be from outside the syllabus. Include your survey and responses, interview guide, fieldnotes, or coding scheme as an appendix to your paper.

Methods:
- Interview: Write an interview guide, and interview one person (e.g. a friend or family member, clinician, neighbour) for 30-60 minutes about your topic.
- Survey: Construct a short survey about your topic, identify a sample, and collect 10 responses.
- Ethnographic Observation: Spend at least one hour observing an environment related to your topic, and write fieldnotes.
- Content Analysis: Use library search tools to find at least two newspaper articles related to your topic, develop a coding scheme, and apply it to your data. Or, analyze a movie or documentary instead.

Lightning Talk (20%): Deliver a short presentation on the topic, question, methods, and findings of your research paper. Presentations will follow a “lightning talk” format, meaning you will have exactly three minutes and one static slide to convey information. Each presentation will be followed by five minutes of questions and feedback from the class.

Participation (10%): Active listening and engaged participation are essential to the success of this course. Participation grades will be assessed on the basis of attendance, engagement in class activities, and lightning talk feedback.

ACCESS AND ACCOMMODATIONS

I am committed to providing an inclusive learning environment. If, at any point in the term, you experience barriers to learning, you are welcome (but not required) to contact me to discuss your specific needs. If you have established accommodations with the Resource Office on Disabilities and have a letter from that office confirming accommodations, please send it to me as soon as possible. For more information on how to access the Resource Office on Disabilities and secure formal accommodations, please contact Student Accessibility Services. If you have any feedback on how to make this course more inclusive, please reach out to me directly, or use the anonymous feedback form.
ACADEMIC INTEGRITY

The strength of the university depends on academic and personal integrity. Plagiarism is the use of someone else’s work, words, or ideas as if they were your own. Plagiarizing hurts your intellectual development – you won’t learn anything by copying the words or ideas or others. You will do better in this course by giving credit where it’s due and adding your own critical reflection than by putting your name on someone else’s work. Yale punishes academic dishonesty severely. Penalties include lowered or failing assignment or course grades, suspension, or possible expulsion.

You can find resources on using sources and avoiding plagiarism at the Writing Center. Please review this material carefully. If you are ever in doubt about the proper use of a source, ask – ignorance is not an excuse.

COURSE READINGS

This is a summer course, which means we are condensing a semester’s worth of material into five weeks. The reading load may seem heavier than you’re used to, especially for an introductory class. Don’t panic. I’ve tried to choose readings that are compelling in content and accessible in style, which makes them easier to read. I have also provided resources to help you develop efficient and effective reading skills. If you’re having trouble keeping up with the readings, please reach out, to me and/or to one another. I’m happy to work with you to develop strategies to get through the material efficiently.

All required readings will be posted to the course website. Recommended readings are available on reserve. They may also be available as free online editions through the university library, or as scanned copies through HathiTrust or the Internet Archive’s Open Library.

Recommended: These texts are highly recommended as guides for research and writing. They are not required, but will serve you well as you prepare your final proposal, and throughout your career, academic or otherwise.

COURSE SCHEDULE

Week 1 | Sociological Theories of Sex and Gender

July 13

July 15

Week 2 | Education

July 20

Spotlight on Methods: Interviews

July 22
Week 3 | Work

**July 27: Research Abstract Due**


**July 29**


**Spotlight on Methods: Ethnography**


Week 4 | Family

**August 3**


**Spotlight on Methods: Surveys**


**August 5: Research Project Check-In**


Week 5 | Reproduction

August 10


**Spotlight on Methods:** Content Analysis


Conclusion | Lightning Talks

August 12: Final Papers Due

No reading