Course Statement

When a baby is born, one of the first questions asked is, “What is it?” Of course, what this really means is: “Is it a girl or a boy?” Since the invention of ultrasound and amniocentesis, this query is often raised even before birth. Some prospective parents feel they need to know the sex of their future baby in order to be able to imagine it as a person. This reveals just how essential gender is for our conception of personhood. After birth, our sex largely determines the clothes we wear, the games we play, and how people interact with us. As we grow from babies into children, then teenagers and adults, our gender continues to shape our choice of friends, leisure activities, and employment. Gender also informs the experience of aging. Though having male or female genitalia is a biological fact (for most), the social meaning attributed to it—what we call gender—is socially constructed.

In this class, we will explore the ways in which gender is socially constructed and the implications this process has for people. By looking across time, place, class, race, ethnicity, and age, we will learn that gender can have distinct meanings in disparate social settings. We will pay special attention to how gender difference typically translates into gender inequality.
This is a demanding 5-unit class, meaning that you are expected to spend 15 hours including 11 hours of homework (i.e., reading and taking notes, reviewing those notes, and working on the empirical essay) each week. There are approximately 600 pages of required reading (down from 900 pages in previous years) of reading over the quarter—between 26 and 119 pages per week, and you are responsible for completing the readings assigned before the lecture or discussion section (whatever comes first) on which they are due. You will need at least six hours during the weeks 3-5 to do the empirical component of the essay and at least six hours during weeks 7-8 to write a first and second draft of the essay. While demanding, with careful planning, this class is doable. Because we are missing two lectures in the first two weeks this quarter, the reading is lighter in the first three weeks. You may want to use this extra time to read ahead to lessen the load in the middle of the quarter.

Screen-free Lecture and TA Section Policy

I will post handouts of the PowerPoint presentations 24 hours in advance of lecture each day. Please bring a hard copy of these notes to lecture and write additional notes, by hand, on your handout. You are not permitted to use laptops, tablets, phones, or “phablets” during lecture or TA section. This rule is designed to help you succeed. Studies show that students retain more and perform better on exams when they take notes by hand, compared to on a computer. When students take notes on computers, they tend to write everything verbatim, rather than processing the information, which makes it stick. Moreover, when one student is surfing on their laptop during class, this is distracting for other students. The handouts will provide all of the information on the slides so that you can focus on listening to what I, or the guest lecturer says, and adding any additional information that you think is important. I hope the this policy will allow you to be able to give your full attention to class, without being pinged or poked or otherwise distracted. For more discussion of the reasoning behind this rule, see: http://to.pbs.org/1s3vDJI and http://wapo.st/1wAVhrf. All of the class lectures will also be recorded and available via BruinCast.

Reading Logs

To help prepare you master the course material, we recommend that you keep a reading log. The practice of maintaining a reading log will prove invaluable not only in this course, but in many others you take at UCLA as well. Although it may seem time-consuming at first, once you get the hang of it, reading logs will save time and enhance reading comprehension. A guide to preparing a reading log has been posted to the course website. (Please note: while strongly recommended, you are not required to keep a reading log. If you choose to do so, you may submit it to be eligible for extra credit via Turnitin on Friday of Week 10 at 3PM.).

Evaluation

- 1 take home empirical essay using readings: 30% (instructions available on class website)
- Rough draft and peer edit of empirical essay: 5%
- Field notes for empirical essay: 4%
- Three quizzes (you can drop the lowest score): 20%,
- In-class final exam: 30%
- Discussion section: 10%
- Completion of course evaluation: 1%
- PollEverywhere polls in lecture: up to 2% of extra credit
- Extra credit for reading logs: 1%
• If you miss a film, you will need to make your own arrangements to see it outside of class time, e.g. at the library media lab. There will be questions about the films on the quizzes and exam.

**Required texts (Available at the ASUCLA Student Store and on reserve at Powell Library)**

- Additional articles and chapters can be downloaded via the course website.

**Recommended texts (Available at the ASUCLA Student Store and on reserve at Powell Library)**


**SSC Lab Free Printing**

Each quarter, students enrolled in a Social Sciences class will be given $10 in print credits to be used at any of our workstations in the main Social Sciences Computing Labs (2nd floor of Public Policy Bldg). For additional printing beyond this, the usual rate of 10 cents for black and white prints and 50 cents for color prints will apply. Social Sciences Computing only accepts BruinCard for print deposits.

SSC provides 10-minute workstations for students who need quick access to computers or printing. For any questions or concerns, please contact labs@ssc.ucla.edu.

**UCLA Undergraduate Writing Center**

The Undergraduate Writing Center offers UCLA undergraduate student with one-on-one sessions on their writing. The Center is staffed by peer-learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. Contact: 310-206-1320; wcenter@ucla.edu

For more information, see:
- [https://wp.ucla.edu/wc/hours-location/](https://wp.ucla.edu/wc/hours-location/)
- [https://wp.ucla.edu/wc/for-students/student-faqs/](https://wp.ucla.edu/wc/for-students/student-faqs/)
Course Overview

1. Introduction
   a. Introduction
   b.Doing Gender, Doing Difference
2. Gender starts in the womb and continues in babyhood…
   a. Enacting Gender Stereotypes
   b. Constructing Sex
3. …through childhood and adolescence…
   a. Boundary Work Among Kids
   b. Policing Gender Deviance
   c. Gender, School, Masculinity, and Race
4. … into young and middle adulthood…
   a. The Hookup Culture on U.S. College Campuses
   b. Workplace Gender Discrimination through an Intersectional Lens
   c. Sexual Harassment
   d. Chore Wars and Gender Inequality
   e. Gender, Race, and Comedy (Guest Lecture by Amberia Sargent)
   f. Studying Workplace Gender Discrimination by Studying Transgender People’s
      Workplace Experiences
   g. Social Mobilization and Intersectionality (Guest Lecture by Professor Zakiya
      Luna, UCSB)
5. … and into old age
   a. Gender and Ageing
6. Moving Beyond Gender?

Note: There will be no class on Monday September 30 (Rosh Hashana), October 9 (Yom
Kippur), November 11 (Veteran’s Day), or November 27 (Thanksgiving)

Detailed Schedule

1. Introduction
Lecture 1 (Wednesday, October 2)

Introduction
Required Reading:
Recommended:
• Fausto-Sterling, Anne. 2000. Sexing the Body: Gender Politics and the Construction of Sexuality. Chapter 1 “Dueling Dualisms” (pp. 1-29)
Lecture 2 (Monday, October 7)
Doing Gender, Doing Difference

Required Reading:
• Recommended:

2. Gender starts in the womb and continues in babyhood…

Lecture 3 (Monday, October 14)
Enacting Gender Stereotypes

Required Reading:
• Recommended:
• Film: “Brandon and Rachel” (34 minutes, shown in lecture)
  • Pick a field site this week

Lecture 4 (Wednesday, October 16)
Constructing Sex

Required Reading:
• Recommended:
• Quiz 1 (covering readings and film for lectures 1-4)

4…. through childhood and adolescence

Lecture 5 (Monday, October 21)
Boundary Work among Kids

Required Reading:
• Film: “Ma Vie en Rose” (first 15 minutes)
Do your observations for your essay this week and next.

Lecture 6 (Wednesday, October 23)

Policing Gender Deviance

Required Reading:
• **Film:** “Ma Vie en Rose” (remainder of film)
• **Recommended**

Lecture 7 (Monday, October 28)

Gender, School, Masculinity, and Race

Required Reading:
• **Recommended**

5. … into young and middle adulthood

Lecture 8 (Wednesday, October 30)

The Hookup Culture on U.S. College Campuses

Required Reading:
• **Recommended**
• **Field notes due today via turnitin.com by 9PM.**

Lecture 9 (Monday, November 4)

Workplace Gender Discrimination

• **Recommended:**

* Quiz 2 (covering readings for lectures 5-9)

Lecture 10 (Wednesday November 6)
Sexual Harassment

Required Reading:
- Recommended:

Monday, November 11—Veteran’s Day—No Class

Tuesday November 12
- Full rough draft of empirical essay due today via turnitin.com by 9PM. You will do the peer edit in section this week, so be sure to bring a hard copy to your TA section this week.

Lecture 11 (Wednesday, November 13)
Chore Wars and Gender Inequality

Required Reading:
- Recommended:

Lecture 12 (Monday November 18)
Gender, Race, and Comedy: Guest Lecture by Amberia Sargent

Required Reading:
- Recommended:

Lecture 13 (Wednesday, November 20)
Studying Workplace Gender Discrimination by Studying Transgender People’s Workplace Experiences

Required Reading:
- Recommended:

- Quiz 3 (covering lectures 10-13)

Lecture 14 (Monday, November 25)
Social Mobilization and Intersectionality

Guest Lecture: Professor Zakiya Luna

Required Reading:
- Recommended Reading:
Happy Thanksgiving!—No Class

5.... and into old age
Lecture 17 (Monday, December 2)
Gender and Ageing
Required Reading:
• Calasanti, Toni M. and Kathleen F. Slevin, 2001. Gender, Social Inequalities, and Aging, Introduction and Chapter 1 (pp. 1-28),
• Recommended:

Moving Beyond Gender?
Lecture 18 (Wednesday, December 4)
Moving Beyond Gender?
Required Reading:
• Recommended:

Final Exam: Monday December 9th from 6:30-8:30 (the room is reserved for three hours, but you will have two hours for the exam)