Course description
In this course, we will consider how gender influences the major stages of the life course. First, we will discuss the several meanings of gender and sex to set the context. Then, we will focus on the psychosocial effects of gender and intersectionality on children, adolescents, emerging adults, and young, midlife, and old adults. In addition, we will investigate how gender influences major societal institutions and selected social policy issues.

Readings
• No textbooks to purchase! Readings, videos, podcasts, and blogs linked on syllabus; more will be posted on Canvas throughout the quarter.

Course objectives
1. to understand the several meanings of gender and sex
2. to understand how gender influences the major stages of the life course
3. to understand how gender influences major societal institutions
4. to understand how gender influences selected social policy issues
5. to understand intersectionality: how gender intersects with class and race
6. to learn how to write an empirical paper

Teaching Method and Philosophy
My teaching philosophy is based on the application of theory to real life. Although I will give weekly lectures, my teaching method is based primarily on discussion. We will have specialists present guest lectures and view videos, sometimes in class, sometimes linked on Canvas. Outside data collection, guest lectures, and media presentations, in addition to the weekly reading assignments, are the basis for class discussion.

Note: we’re going to try to do this course as close to “normal” as possible. This means we’ll have synchronous meetings. I expect you to attend class but note that all classes will be recorded so you can access them later asynchronously.
Also: we will stick to this syllabus as much as possible. However, I will ask you to be flexible (as I will be) as there may be times when due dates need to be moved (but never earlier than on the syllabus), readings changed, and topics revised.

About Us

About Professor Logan (Gina)
I’m passionate about gender equity and learning new things about LGBTQ+ issues. I grew up in the 1960s in a world of extremely rigid gender roles. Middle class women were expected to stay home and raise children while middle class men were expected to work outside the home and be the sole providers. That didn’t sit well with me because my mother was a working mom, in a time when that was not normative in my community. As a young woman, I experienced the 1970s women’s movement. I remember when health services at the University of Michigan wouldn’t give out birth control pills to anyone who wasn’t engaged or married. My first work experiences looked a lot like Madmen (if you haven’t watched it, try it!) When my own children, now in their 30s, were little, I once wrote to the Keebler Cookie Company complaining that the elf cookies were all male elves. (In case you’re wondering, they thanked me for my interest and sent me some coupons and that was that!) There’s a French saying “plus ça change, plus c’est la même chose,” which means “the more things change, the more they stay the same.” Well, in some ways, a lot has changed in the last 40 years, but there are still systemic gender inequities that continue to be a source of pain and challenge for many people. I’m glad you’re joining me to look at those inequities, how we got here, and think about avenues for progress.

About Your TA: Beiming Yang
I am a graduate student in Human Development and Social Policy. My research mainly focuses on youth’s social, emotional, and academic development. As for gender related topics, I am very interested in the role of gender in adolescent development, and the similarities and differences between maternal vs. paternal influence on children. I grew up in China, moved to the US about 10 years ago, and have spent a few years in Europe. The role of gender differs across countries and cultures. If you are interested, I will be glad to discuss the cultural difference in gendered development with you.

Our Unprecedented Times
As we head into winter quarter, we continue to face this moment of living through uncertain, challenging times. Coronavirus, anti-Black police violence and the protests against it, the transfer of administrations in Washington, environmental disasters, and constant media coverage affect all of us. In this context of unprecedented times, more than ever, I want this course to be relevant: that means learning how to observe, research, and discuss how all of us experience gender in our lives, and the lives of children, adolescents, midlife and older adults. I also want to acknowledge these times may challenge the ability to focus and learn. So, my goal this quarter is simple: Learn something new in this course. The specific Learning Objectives listed above should help
you reach that goal. *(Thanks to Prof. Mary Pattillo for inspiring the idea and wording for this paragraph.)*

**Evaluations and Grading**

There are a total of three basic assignments: an empirical research paper, a group project, with a response paper and a final summary reflection paper. Papers should be uploaded at the time noted on the due date. NOTE: You may have one excused late paper, that is, you may turn in one of the two papers (not the final paper) forty-eight (48) hours after the due date. I know class engagement is challenging in these times and in virtual space. Nonetheless, I hope you will find the topics interesting and you’ll want to jump in. There are several ways to do this, as described below in “Class engagement.”

**Papers & Group Presentation: 80%** : One research paper (30%), one group presentation with a response paper (35%: presentation = 20%; paper = 15%), and one final summary reflection paper (20%). The first two assignments require empirical data collection. See separate handouts for rubrics.

**Due dates and topic areas:**

**Paper 1 (30%)** : see below for due date. Topic: learning gender roles in childhood. Your 4-5 page paper will include interviews of parents and/or teachers of pre-school aged children (aged 1-5). Rubric to come.

**Group Project & Paper 2 (35%)** : see below for due date. Topic: adolescence, gender identity and media. You will work in a group to analyze messages about gender in media (magazines, movies, video games, TV, music, social media, or other media) aimed for adolescents. Your group will make a 15 minute presentation to the class. You will also write a 3-4 page paper summarizing your responses to all the presentations on adolescence and media. Rubric to come.

**Paper 3 (15%)** : see below for due date. This is a comprehensive 3-5 page paper covering your reflections on topics from the entire quarter. Rubric to come.

**Class engagement: 20%**

Attend class, ask cogent questions, engage in discussions, share your ideas with your classmates. This is how you’ll learn best. Engagement may look like a variety of things: You may speak out loud, send comments to the class in the chat, send comments to me in the chat, and/or email me your thoughts after class. Also, post on the discussion board (see below) and take advantage of extra credit opportunities (see below). Note: this means you should do the readings and view any assigned TEDtalks or other media, for each class prior to that class.

**Discussion board posts: included in engagement assessment**

Several times throughout the quarter, you’ll be asked to post to the discussion board. **Choose 4 of the 8 post assignments.** Post prior to class (by 11AM so we have time to read them before class). Ideas for posts: give some take-aways from the reading or video,
etc. (required or recommended) that you found interesting. Name a couple of things you feel you learned (or learned more about). What appealed to you? Do you have anything to add? What are you still wondering about? How did the assignment develop your thinking? What was most helpful to you? Could you relate something in this assignment to your own life experience? Your posts should be in your own language and can be bullet points. Please do not just paraphrase the abstract. The basic idea is to show you did the assignment, thought about it, and either learned something from it or have questions about it.

**Extra-credit opportunities to bolster engagement**

These opportunities will be announced in class or if you find something relevant to our class topics, run it by me to see if it would work for extra-credit. Any extra-credit will be written up in a one-page summary paper and needs to include an overview of what you read/saw/listened to and how it related to which course topic(s). Ideas: write about one of the recommended articles; find a relevant TEDTalk or movie or blog, etc.; attend an online play or webinar or online museum or gallery exhibit; interview a couple of your friends or family members (including older generations) about a course topic. Remember this is a short write-up, so don’t make it more work than you need to!

**Schedule of Topics and Readings**

**UNIT 1: OVERVIEW**

**FOCUS QUESTION:** How do we conceive of and describe sex and gender?

<table>
<thead>
<tr>
<th>Class #1</th>
<th><strong>Introduction: Sex and Gender</strong></th>
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<tbody>
<tr>
<td>T 1/12</td>
<td>• view <em>Intersexion</em> (first half; on YouTube) in class (content warning for mentions of violence against intersexed people)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class #2</th>
<th><strong>Sex and Gender - continued</strong></th>
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</table>
• complete one or more Implicit Association Tests on Sexuality or Gender-related topics (IAT; see Wade & Ferree, p. 33) linked here: [https://implicit.harvard.edu/implicit/research/](https://implicit.harvard.edu/implicit/research/)  
• view *Intersexion* (second half, on YouTube) in class (content warning for mentions of violence against intersexed people) |
Recommended:
• view Gender Revolution: A Journey with Katie Couric on Netflix
• Perception Institute (date?), Implicit bias explained
• read information re intersex rights on http://interactadvocates.org/
• Intersex Rights.
https://aeon.co/essays/people-born-intersex-have-a-right-to-genital-integrity

Engagement: Discussion Post #1

Class #3
T 1/19

Sex and Gender - continued


• view in class: How to Talk and Listen to Transgender People
https://www.ted.com/talks/jackson_bird_how_to_talk_and_listen_to_transgender_people - t-368621

Recommended:
UNIT 2: GENDER AND CHILDHOOD

FOCUS QUESTION: How do little children get socialized into gender roles?

Class #4  Gender & Early Childhood
Th 1/21


Recommended:
- KM, L. (June 29, 2017). Gender dysphoria in children DSM-5 302.6 (F64.2) *Counseling News, Mental Health*

Engagement: Discussion Post #3

Class #5  Gender & Early Childhood - continued
T 1/26

- Sweet, E. (2014). Toys are more divided by gender now than they were 50 years ago. *The Atlantic, OR*
- Sweet, E. (Nov. 16, 2015). Beyond the Blue and Pink Toy Divide https://www.youtube.com/watch?v=xdHJGH97vyo
• view in class:  
https://www.ted.com/talks/lindsay_amer_why_kids_need_to_learn_about_gender_and_sexuality_-_t-8288

Recommended:

Engagement: Discussion Post #4

• Parent interviews completed by today

FOCUS QUESTION: How does gender affect schooling in childhood?

Class #6  
Gender, Childhood, & Education  
Th 1/28  
Readings TBA

Friday, Jan. 29: Paper #1 due

Class #7  
Gender, Childhood, & Education  
T 2/2  
GUEST TBA  
• Readings TBA  
• *The Mask You Live In*, 2016, linked on Canvas

Recommended:

Engagement: Discussion Post #5

UNIT 3: GENDER & ADOLESCENCE
FOCUS QUESTION: How are adolescents’ gender roles influenced by media?

Class #8  Gender, Adolescence & Identity  Th 2/4
GUEST: BEIMING YANG


Recommended:

Class #9  Gender, Adolescence & Identity - continued  T 2/9

• Guest Lecturer: Sara Thomas


Recommended:
- watch Miss Representation, 2011, streaming on Canvas
- look over website: The Representation Project http://therepresentationproject.org/about-us/

Engagement: Discussion Post #6
Class #10  Gender, Adolescence & Identity – continued  
Th 2/11  • work on group presentations of Adolescence and Media project

Class #11  Gender, Adolescence & Identity – continued  
T 2/16  • group presentations of Adolescence and Media project

Class #12  Gender, Adolescence & Identity – continued  
Th 2/18  • group presentations of Adolescence and Media project

UNIT 4: GENDER AND EMERGING ADULTHOOD

FOCUS QUESTION: How do emerging adults experience the “hookup culture”? 

Class #13  Gender & College Students  
T 2/23  • Guest speakers: Kate Harrington-Rosen and Saed Hill  
• readings TBA  
• view Understanding Hookup Culture  
• see https://www.consentstories.org/

Tues., Feb. 23: Adolescence & Media Paper due

Class #14  Gender and College Students – con’t  

Engagement: Discussion Post #7

UNIT 5: GENDER AND YOUNG/MIDDLE ADULTHOOD

FOCUS QUESTION: How do families balance work and children? 

Class #15  Gender, Adulthood, Work & Family  
T 3/2  • look at http://www.contemporaryfamilies.org/  
• look at http://www.athomedad.org/
**Class #16**  
**Gender, Adulthood, Work, & Family – con’t**  
**Th 3/4**  

- Dad Panel: Balancing Work and Family

**Recommended:**

**Thurs., Mar. 4:** *Assignment: upload questions for panel*

**Engagement: Discussion Post #8**

**UNIT 6: GENDER AND OLD AGE**

**FOCUS QUESTION:** How does gender affect health and well-being in older adults?

**Class #17**  
**Gender, Aging & Health**  
**T 3/9**  

- Guest Lecturer TBA

**Class #18**  
**Gender, Aging & Health - continued**  
**Th 3/11**  

- Readings TBA

**Engagement: Discussion Post #9**

**FINAL PAPER DUE TUESDAY, MARCH 16 AT 12:30PM; NO LATE PAPERS**

**Recap of due dates & grade weights:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Parent Interviews</td>
<td>Tues., 1/26</td>
<td>part of paper #1</td>
</tr>
<tr>
<td>Paper #1 (Childhood)</td>
<td>Fri., 1/29</td>
<td>30%</td>
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<tr>
<td>Adolescence &amp; Media presentation</td>
<td>Tues., 2/16; Thurs. 2/18</td>
<td>20%</td>
</tr>
<tr>
<td>Paper #2 (Adolescence)</td>
<td>Tues., 2/23</td>
<td>15%</td>
</tr>
<tr>
<td>Questions for Dad Panel</td>
<td>Thurs., 3/4</td>
<td>part of engagement</td>
</tr>
<tr>
<td>Final paper due</td>
<td>Tues., 3/16</td>
<td>15%</td>
</tr>
<tr>
<td>Engagement</td>
<td>on-going</td>
<td>20%</td>
</tr>
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4 posts of your choice

<table>
<thead>
<tr>
<th>Post #1</th>
<th>Jan. 14</th>
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<tr>
<td>Post #2</td>
<td>Jan. 19</td>
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<td>Post #3</td>
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<td>Feb. 9</td>
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<td>Post #7</td>
<td>Feb. 25</td>
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<tr>
<td>Post #8</td>
<td>Mar. 4</td>
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<tr>
<td>Post #9</td>
<td>Mar. 11</td>
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**All extra-credits** Mar. 11  
optional part of engagement

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**RESOURCES**

**Accommodations for Students with Disabilities (AccessibleNU)**
Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university’s established accommodation process (e: **accessiblenu@northwestern.edu**; p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations as part of a student’s educational record, is confidential under FERPA regulations.

**Academic Support and Learning Advancement (ASLA)**
If you are looking for help with a course or academic challenge, or if you would simply like to sharpen your study strategies and stay on track, check out **Academic Support & Learning Advancement**. They offer drop-in tutoring, study groups, academic coaching, and individual consultations for all undergraduates. For more information: **northwestern.edu/asla** or **asla@northwestern.edu**

**Student Enrichment Services (SES)**
SES partners with **FGLI students – pronounced figly – who are first-generation, lower-income, and/or DACA/Undocumented**. SES works with these students to foster identity development, navigate campus resources, and build community. Through campus-wide partnerships and advocacy, SES strives to build an inclusive Northwestern community that is welcoming, supportive, and accessible for all students.

**Counseling and Psychological Services (CAPS)**
For information, to make appointments, learn about self-help resources, etc.: **https://www.northwestern.edu/counseling/about/index.html**