

Graduate Workshop: Gender and Sexualities

May 23, 26-27, 30, June 2

Class Location: TBD

Note: This syllabus is preliminary and will be revised further to better suit the workshop format, PhD researchers' interests, and the final class size.

Format: 5-day intensive workshop (20 hours total)

Schedule: Daily sessions 10:00 AM - 12:00 PM and 2:00 PM - 4:00 PM

Instructor: Prof. Léa Pessin

Email: lea.pessin@eui.eu

Office Hours: By appointment during the workshop week

Course Description

This intensive workshop explores contending theoretical frameworks for understanding and explaining gender and sexualities from a sociological perspective. Drawing on both foundational and cutting-edge scholarship, we will examine how sociological theories and concepts improve our understanding of contemporary gender relations. The workshop challenges preconceived ideas about gender and explores its social construction, examining how gender shapes and constrains individuals' identities and opportunities within and across societies. We will critically consider how gender intersects with other dimensions of identity such as race, class, sexuality, ethnicity, and nationality. Using recent literature, we will apply a gender lens to analyze how everyday practices and institutions—including romantic relationships, family dynamics, labor markets, and education—either contribute to or impede progress toward gender equality.

Learning Objectives

By the end of this workshop, participants will:

1. Demonstrate an understanding of theoretical perspectives and key concepts relevant to contemporary research on gender and sexualities.
2. Critically evaluate the strengths and weaknesses of current research as reflected in the workshop materials.
3. Demonstrate the ability to synthesize, critique, and extend current literature through discussion, presentations, and individual written work.

4. Apply theoretical and empirical knowledge from the workshop to advance their own research ideas.

Workshop Format and Pedagogical Approaches

This intensive workshop combines instructor-led mini-lectures, participant-led discussions, small group activities, and student presentations. Each day will include both theoretical frameworks and concrete applications to contemporary issues in gender and sexuality studies.

Discussion Leader Model A key feature of this workshop is the discussion leader format. Each session will have 1-2 designated discussion leaders who will:

1. Prepare in-depth analyses of selected readings before class
2. Develop 4-6 discussion questions for each assigned reading
3. Guide the class through critical engagement with the texts
4. Facilitate connections between the readings and broader workshop themes

Every participant will serve as a discussion leader at least once during the workshop. This format promotes active engagement with the material and helps develop skills in critical analysis and facilitated discussion that are valuable for both research and teaching.

Participants should complete all assigned readings before each session to ensure productive discussions. The discussion leader role does not exempt participants from completing other readings for that day.

Classroom Etiquette

We will discuss a variety of potentially sensitive and controversial topics in this workshop. You will not be evaluated on the degree to which you ascribe to specific beliefs. Gender and sexualities are rapidly changing areas of societal discourse. The overarching goal is not to be "right" but to analyze these issues critically and engage in informed debates. You will likely have different opinions, experiences, and emotional reactions to the material. Given this, it is expected that all participants will respect the perspectives of others even when they disagree with them.

Course Requirements

Attendance and Participation (20%)

Regular attendance and active participation are essential. Classroom participation is an excellent opportunity to demonstrate your understanding of the readings and your ability to connect them to

concepts from the lectures. If you are uncomfortable with speaking in group settings, please discuss alternative participation strategies with the instructor.

Discussion Leadership (20%)

Each participant will serve as a discussion leader for one session during the workshop. Discussion leaders will:

- Submit 4-6 discussion questions for each assigned reading by 6:00 PM the evening before their assigned session
- Prepare a brief (5-minute) introduction to the readings that identifies key concepts and theoretical frameworks
- Facilitate class discussion on the readings, guiding the conversation to address critical issues
- Synthesize main takeaways at the end of the discussion

Reading Responses (20%)

Participants will submit four reading responses (5% each) during the workshop week, one for each day (Days 1-4). Each response should address that day's readings, summarizing key concepts and arguments. For the day you serve as discussion leader, you are exempted from submitting a reading response. Responses should be submitted by 8:00 PM the evening before the discussion day and should follow the reading memo format distributed on day 1. Each reading response should be approximately 1-2 pages in length.

Final Project Components (40%)

The final project will be broken down into manageable components that build toward a cohesive final product:

- **Research Blueprint (10%):** A 2-page outline of your project topic, including your research question, key concepts, and key debates in the field. Due at the end of Day 2.
- **Annotated Bibliography (10%):** Find and annotate 4-6 scholarly sources relevant to your project topic beyond those assigned in the workshop. Each annotation should summarize the key arguments, methods, and findings of the source and explain its relevance to your project. Due at the end of Day 3.

- **Final Presentation (10%):** A 10-minute presentation of your project on Day 5, followed by 5 minutes of feedback from peers and the instructor.
- **Final Paper (10%):** A 5-7 page paper expanding on your project, incorporating feedback from your presentation. Due two weeks after the conclusion of the workshop.

Workshop Schedule

DAY 1: Theoretical Foundations

Morning Session (10:00 AM - 12:00 PM): Introductions and Theoretical Context

- Course overview and introductions
- Sociological approaches to studying gender and sexuality
- Discussion leader assignment and format overview
- Mini-lecture: Key theoretical paradigms in gender and sexuality studies

Required Readings:

- Rosenberg, Karen Esther and Judith A. Howard. 2008. "[Finding Feminist Sociology: A Review Essay.](#)" *Signs: Journal of Women in Culture and Society* 33(3): 675-696.
- Gamson, Joshua and Dawne Moon. 2004. "[The Sociology of Sexualities: Queer and Beyond.](#)" *Annual Review of Sociology*. 30:47-64
- Schilt, K., & Lagos, D. (2017). "[The development of transgender studies in sociology.](#)" *Annual Review of Sociology*, 43, 425-443.

Optional Readings:

- Connell, R.W. 2012. "[Transsexual Women and Feminist Thought: Toward New Understanding and New Politics.](#)" *Signs* 37(4): 857-881.
- Jackson, Stevi, and Sue Scott. 2010. "[Rehabilitating Interactionism for a Feminist Sociology of Sexuality.](#)" *Sociology* 44(5): 811-826.
- Martin, Patricia Yancey. 2004. "[Gender as a Social Institution.](#)" *Social Forces* 82:1249-1273.

Afternoon Session (2:00 PM - 4:00 PM): The Sex/Gender System and Biological Determinism

- Mini-lecture: Sex, gender, and the body
- Participant-led discussion on assigned readings
- Writing exercise: Practice creating a reading memo

Required Readings:

- Lorber, Judith. 1993. "[Believing is Seeing: Biology as Ideology.](#)" *Gender & Society* 7: 568-581
- Fausto-Sterling, Anne. 2005. "[The Bare Bones of Sex: Part 1—Sex and Gender.](#)" *Signs* 30:1491-1527.
- Wade. (2013). "[The New Science of Sex Difference.](#)" *Sociology Compass*.

Optional Readings:

- Richardson, Sarah S. 2012. "[Sexing the X: How the X became the 'Female Chromosome'.](#)" *Signs* 37: 909-933.
- Martin, Emily. 1991. "[The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles.](#)" *Signs* 16: 485-501.
- Fausto-Sterline, Anne. 1993. "[The Five Sexes: Why Male and Female Are Not Enough.](#)" *The Sciences*: 20-24.

DAY 2: Doing Gender and Institutional Approaches

Morning Session (10:00 AM - 12:00 PM): Interactionist Perspectives

- Mini-lecture: Interactionist perspectives on gender
- Participant-led discussion on assigned readings
- Small group activity: Analyzing everyday gender performances

Required Readings:

- West, Candace and Don Zimmerman. 1987. "[Doing Gender.](#)" *Gender & Society* 1:125-151.
- Vidal-Ortiz, Salvador. 2009. "[The Figure of the Transwoman of Color Through the Lens of 'Doing Gender.'](#)" *Gender & Society* 23:99-103.
- Schilt, Kristen and Laurel Westbrook. 2009. "[Doing Gender, Doing Heteronormativity: 'Gender Normals,' Transgender People, and the Social Maintenance of Heterosexuality.](#)" *Gender & Society* 23:440-465.

Optional Readings:

- Connell, Catherine. 2010. "[Doing, Undoing, or Re-doing Gender? Learning from the Workplace Experiences of Transpeople.](#)" *Gender & Society* 24:31-55.
- Martin, Karin A. 1998. "[Becoming a Gendered Body: Practices of Preschools.](#)" *American Sociological Review* 63(4): 494-511.
- Butler, Judith. 2004. "The Question of Social Transformation." Pp. 204-231 in *Undoing Gender*. New York: Routledge. [Available at the Library, Book Collection \(first floor\): LIB 305.3 BUT](#)

Afternoon Session (2:00 PM - 4:00 PM): Structural and Institutional Approaches

- Mini-lecture: Structural approaches to gender
- Participant-led discussion on assigned readings
- Research Blueprint workshop

Required Readings:

- Acker, Joan. 1990. "[Hierarchies, jobs, bodies: A theory of gendered organizations.](#)" *Gender & Society* 4(2): 139-158.
- Ridgeway, Cecilia L. 2009. "[Framed Before We Know It: How Gender Shapes Social Relations.](#)" *Gender & Society* 23:145-160.
- Goldscheider, Frances, Eva Bernhardt, and Trude Lappegård. 2015. "[The Gender Revolution: A Framework for Understanding Changing Family and Demographic Behavior.](#)" *Population and Development Review* 41(2):207-39.

Optional Readings:

- Risman, Barbara J. 2004. "[Gender as a Social Structure.](#)" *Gender & Society*.
- MacKinnon, Catherine A. 1987. "[Difference and Dominance: On Sex Discrimination.](#)" Ch. 2 in *Feminism Unmodified*.
- Acker, Joan. 2006. "[Inequality Regimes: Gender, Class, and Race in Organizations.](#)" *Gender & Society* 20(4):441-64.

DAY 3: Intersectionality and Sexuality

Morning Session (10:00 AM - 12:00 PM): Intersectional Approaches

- Mini-lecture: Intersectionality in theory and practice
- Participant-led discussion on assigned readings
- Small group exercise: Applying intersectional frameworks

Required Readings:

- Collins, Patricia Hill. 1990. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Part 1, selected chapters. New York: Routledge. [Available at the Main Library, Book Collection \(First floor\): LIB 305.48896073001 HIL](#)
- Nakano Glenn, Evelyn. 1999. "The Social Construction and Institutionalization of Gender and Race: An Integrative Framework." in *Revisioning Gender, The gender lens*. Thousand Oaks, Calif.: Sage Publications. [In acquisition](#)
- Baca Zinn, Maxine, and Ruth Enid Zambrana. 2019. "[Chicanas/Latinas advance intersectional thought and practice.](#)" *Gender & Society* 33(5): 677-701.

Optional Readings:

- McCall, Leslie. 2005. "[The Complexity of Intersectionality.](#)" *Signs: Journal of Women in Culture and Society* 30(3):1771-1800.

- Cho, Sumi, Kimberlé Williams Crenshaw, and Leslie McCall. 2013. "[Toward a field of intersectionality studies: Theory, applications, and praxis.](#)" *Signs: Journal of Women in Culture and Society* 38(4): 785-810.
- Connell, Raewyn. 2014. "[Global Tides: Market and Gender Dynamics on a World Scale.](#)" *Social Currents* 1(1): 5-12.

Afternoon Session (2:00 PM - 4:00 PM): Sexualities and Sexual Norms

- Mini-lecture: Sociological approaches to sexuality
- Participant-led discussion on assigned readings
- Annotated Bibliography workshop

Required Readings:

- Moussawi, Ghassan, and Salvador Vidal-Ortiz. 2020. "[A Queer Sociology: On Power, Race, and Decentering Whiteness.](#)" *Sociological Forum* 35(4):1272-1289.
- Garcia, Lorena. 2009. "['Now why do you want to know about that?' Heteronormativity, sexism, and racism in the sexual \(mis\) education of Latina youth.](#)" *Gender & Society* 23(4): 520-541.
- Mittleman, Joel. 2023. "[Homophobic Bullying as Gender Policing: Population-Based Evidence.](#)" *Gender & Society* 37(1):5-31.

Optional Readings:

- Mize, Trenton D., and Bianca Manago. 2018. "[Precarious sexuality: How men and women are differentially categorized for similar sexual behavior.](#)" *American Sociological Review* 83(2): 305-330.
- Pfeffer, Carla A. 2014. "['I Don't Like Passing as a Straight Woman': Queer Negotiations of Identity and Social Group Membership.](#)" *American Journal of Sociology* 120:1-44.
- Budnick, J. 2016. "['Straight girls kissing'? Understanding same-gender sexuality beyond the elite college campus.](#)" *Gender & Society* 30(5): 745-768.

DAY 4: Gender in Everyday Institutions

Morning Session (10:00 AM - 12:00 PM): Intimate Relationships and Family

- Mini-lecture: Gender in intimate relationships and families
- Participant-led discussion on assigned readings
- Small group activity: Analyzing relationship dynamics across social contexts

Required Readings:

- Lamont, Ellen. 2020. *The Mating Game: How Gender Still Shapes How We Date*. University of California Press. Selected chapters. [In acquisition](#)
- Daminger, Allison. 2019. "[The cognitive dimension of household labor](#)." *American Sociological Review* 84(4): 609-633.
- Goldberg, Abbie E. 2013. "['Doing' and 'Undoing' Gender: The Meaning and Division of Housework in Same-Sex Couples](#)." *Journal of Family Theory & Review* 5(2): 85-104.

Optional Readings:

- Pessin, Léa. 2024. "[Gender Equality for Whom? The Changing College Education Gradients of the Division of Paid Work and Housework Among US Couples, 1968-2019](#)." *Social Forces*.
- Thébaud, Sarah, Sabino Kornrich, and Leah Ruppanner. 2019. "[Good housekeeping, great expectations: Gender and housework norms](#)." *Sociological Methods & Research*.
- Randles, Jennifer. 2021. "['Willing to Do Anything for My Kids': Inventive Mothering, Diapers, and the Inequalities of Carework](#)." *American Sociological Review* 86(1): 35-59.

Afternoon Session (2:00 PM - 4:00 PM): Gender in Education and Labor Markets

- Mini-lecture: Gender stratification in education and employment
- Participant-led discussion on assigned readings
- Preparation for final presentations: Peer feedback on project outlines

Required Readings:

- Quadlin, Natasha. 2018. "[The mark of a woman's record: Gender and academic performance in hiring.](#)" *American Sociological Review* 83(2): 331-360.
- Rivera, Lauren A. 2017. "[When Two Bodies Are \(Not\) a Problem: Gender and Relationship Status Discrimination in Academic Hiring.](#)" *American Sociological Review* 82(6):1111-38.
- Tilcsik, András, Michel Anteby, and Carly R. Knight. 2015. "[Concealable Stigma and Occupational Segregation: Toward a Theory of Gay and Lesbian Occupations.](#)" *Administrative Science Quarterly* 60(3):446-81.

Optional Readings:

- Mize, Trenton D. 2016. "[Sexual orientation in the labor market.](#)" *American Sociological Review* 81(6): 1132-1160.
- Correll, Shelley J., Katherine R. Weisshaar, Alison T. Wynn, and JoAnne Delfino Wehner. 2020. "[Inside the black box of organizational life: The gendered language of performance assessment.](#)" *American Sociological Review* 85(6): 1022-1050.
- Musto, Michela. 2019. "[Brilliant or bad: The gendered social construction of exceptionalism in early adolescence.](#)" *American Sociological Review* 84(3): 369-393.

DAY 5: Contemporary Directions and Student Presentations

Morning Session (10:00 AM - 12:00 PM): Gender, the State, and Political Systems

- Mini-lecture: Gender, policy, and political institutions
- Participant-led discussion on assigned readings
- Roundtable: Future directions in gender and sexuality research

Required Readings:

- Orloff, Ann. 1993. "[Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States.](#)" *American Sociological Review* 58:303-328.

- Velasco, Kristopher. 2023. "[Transnational Backlash and the Deinstitutionalization of Liberal Norms: LGBT+ Rights in a Contested World.](#)" *American Journal of Sociology* 128(5):1381-1429.
- Shuster, Stef M., and Laurel Westbrook. 2022. "[Reducing the Joy Deficit in Sociology: A Study of Transgender Joy.](#)" *Social Problems*

Optional Readings:

- Fallon, Kathleen M., Liam Swiss, and Jocelyn Viterna. 2012. "[Resolving the Democracy Paradox: Democratization and Women's Legislative Representation in Developing Nations, 1975 to 2009.](#)" *American Sociological Review* 77(3):380-408.
- Abu-Lughod, Lila. 2002. "[Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others.](#)" *American Anthropologist* 104(3): 783-790.
- Haney, Lynne. 2018. "[Incarcerated Fatherhood: The Entanglements of Child Support Debt and Mass Imprisonment.](#)" *American Journal of Sociology* 124(1):1-48.

Afternoon Session (2:00 PM - 4:00 PM): Student Presentations and Closing Discussion

- Conference-style presentations of final projects (10 minutes per participant)
- Facilitated reflection on workshop themes and key takeaways
- Closing discussion and future research directions

Resources for Further Reading

Books:

- Bettie, Julie. 2014. *Women Without Class: Girls, Race, and Identity*. Berkeley, CA: University of California Press. [In acquisition](#)
- C.J. Pascoe. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, CA: University of California Press. [In acquisition](#)
- Lamont, Ellen. 2020. *The Mating Game: How Gender Still Shapes How We Date*. Oakland, CA: University of California Press. [In acquisition](#)
- Robinson, Brandon Andrew. 2020. *Coming out to the streets: LGBTQ youth experiencing homelessness*. University of California Press. [In acquisition](#)

- Shuster, Stef M. 2021. *Trans Medicine: The Emergence and Practice of Treating Gender*. NYU Press. [In acquisition](#)
- Dow, Dawn Marie. 2019. *Mothering While Black: Boundaries and Burdens of Middle-Class Parenthood*. University of California Press. [In acquisition](#)
- Collins, Caitlyn. 2019. *Making Motherhood Work: How Women Manage Careers and Caregiving*. Princeton University Press. [Available at the Main Library, Book collection \(first floor\): LIB 331.44 COL](#)
- Moussawi, Ghassan. 2020. *Disruptive situations: Fractal orientalism and queer strategies in Beirut*. Temple University Press.

Writing Resources:

- Lamott, Anne. "Shitty First Drafts." *Language Awareness: Readings for College Writers*. Ed. By Paul Eschholz, Alfred Rosa, and Virginia Clark. 9th ed. Boston: Bedford/St. Martin's, 2005: 93-96. [In acquisition](#)
- Becker, Howard S., and Pamela Richards. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article: Second Edition*. Chicago: University of Chicago Press. [Available at Main Library, Book Collection \(ground floor\); LIB 808.02 BEC](#)