

PART ONE:

SYLLABI FOR SOCIOLOGY OF
GENDER/MEN AND WOMEN IN
SOCIETY

Silke Roth
SOCIOLOGY OF GENDER

In this course, gender will be studied in a comparative perspective using examples from Germany. Current gender theory emphasizes the division of labor, power, social control, violence, and ideology as structural and interactional bases of inequalities among men and women of different social classes and racial ethnic groups instead as an individual trait or outcome of childhood socialization. Gender is an organizing principle of society and its institutions like culture, economy, politics, and the family. How gender is constructed varies across time and space. What is considered "natural" for a woman (or a man) to do in one society is conceived inappropriate in another. But there are not only differences between societies but also within societies -- race and class interact with gender resulting in different norms.

GRADING AND ASSIGNMENTS

This course is run as a seminar. This means that your participation in class is crucial.

- 1) Each week, submit one **critical summary** of the assigned readings (about one page). Send this summary via e-mail to me no later than 8 PM the day before class. I will grade the summaries (check plus, check, check minus). *Please no attachments, copy text into body of message and keep a copy for yourself.* You have to submit **at least 10** summaries, but may submit more in order to improve your grade. Class participation and summaries will account for 30% of your grade.
- 2) **Research questions:** Pick a topic for your term paper in which you will study gender in the setting of your choice. Define gender and how you would study it. (3 pages, up to 1000 words) (10%) *(due January 31)*
- 3) Do a **literature search** for your research question and hand in an annotated bibliography. What is the hypothesis? How were the results obtained? What are the findings? Is the argument convincing? (10 pages, up to 3000 words) (10%) *(due February 28)*
- 4) **Research design.** Describe the methodology that you would employ to investigate your research topic. What are the advantages and disadvantages of the method(s) you have chosen? What is the population that you are studying? How would you obtain the sample? (5 pages, up to 1500 words) (10%) *(due March 28)*
- 5) **Film analysis.** Analyze three scenes of movie "Contact" (5 pages, up to 1500 words) (10%) with respect to the construction of gender *(due April 11)*
- 6) **Extra-Credit:** You can get extra credit for critical summaries and short in-class presentations of additional readings.

FINAL PAPER: Based on the course readings and revised assignments write a research proposal of studying gender. What does your research contribute to the analysis of gender in particular and to sociology in general? (15 pages, up to 4500 words) (30%) *(due May 4)*

READINGS:

Myra Marx Ferree, Judith Lorber, and Beth B. Hess (eds.): Revisioning Gender. Sage 1999 (RG)
Connell, RW. Masculinities. University of California Press. 1995

Course-Pack (CP)

Dana Vannoy (ed.): Gender Mosaics. Social Perspectives. Original Readings. Los Angeles, Roxbury, 2001. (GM)

1st Week (January 8, 10)

INTRODUCTION – WHAT IS GENDER ANYWAY?

Gender is grounded in sex, bodies cannot be represented as entirely social. This lack of a sharp distinction results in a conflation of gender and sex. What is gender? In what respect do the concepts gender and sex-roles differ? Are gender theory and feminist theory identical?

Ferree, Myra Marx, Judith Lorber, Beth B. Hess: Introduction. Revisioning Gender (RG)
Lopata, Helen, and Barrie Thorne: On the term sex-roles (CP)

2nd Week (January 15, 17)

DOING GENDER AND RACE AND CLASS

Sociology of gender is based on the assumption that we are rather "doing" than having gender. As West and Zimmerman argue in their classical text, gender is accomplished in interaction. Moreover, race, class and gender cannot be separated -- or added like beads of a necklace -- they always interact.

West, Candace and Don H. Zimmermann: Doing Gender (CP)
Glick, Peter, and Susan T. Fiske: Gender, Power Dynamics, and Social Interaction. (RG)

Glenn, Evelyn Nakano: The Social Construction and Institutionalization of Gender and Race: An Integrative Framework (RG)
Acker, Joan: Rewriting Class, Race, and Gender: Problems in Feminist Rethinking (RG)

3rd Week (January 22, 24)

SEXUALITY, SEXUAL IDENTITY

Just like gender, sexuality is considered as something "natural". However, what is perceived as natural (or unnatural) differs across cultures. Ideas and feelings about such a seemingly personal matter as sexuality are socially constructed.

Connell, R.W.: Making Gendered People: Bodies, Identities, Sexualities (RG)
Lorber, Judith: Embattled Terrain: Gender and Sexuality (RG)

Rich, Adrienne: Compulsory Heterosexuality and Lesbian Existence (CP)
Martin, Patricia Yancey and Robert A. Hammer: Fraternities and Rape on Campus (CP)

4th Week (January 29, 31)

MASCULINITIES I

Gender is relational, thus failing to learn more about men as men limits our understanding of women. The social meanings attached to femaleness and maleness depend on the comparisons to the others sex and gender. In the first part of his book, Connell surveys disciplines like psychology, history, and ethnography regarding their contributions of understanding masculinities.

Connell, Robert W.: *Masculinities. Part I. Four Studies of the Dynamics of Masculinity.*
Berkeley: University of California Press, 1995

- (ch. 1) The Science of Masculinity
- (ch. 2) Men's Bodies
- (ch. 3) The Social Organization of Masculinity

First Assignment due January 31

5th Week (February 5, 7)
MASCULINITIES II

On the basis of life-histories, in the second part of his book, Connell explores the relations among hegemonic, subordinate, and complicit masculinities.

Connell, Robert W.: *Masculinities. Part II. Four Studies of the Dynamics of Masculinity.*
Berkeley: University of California Press, 1995

- (ch. 4) Live Fast and Die Young
- (ch. 5) A Whole New World
- (ch. 6) A Very Straight Gay
- (ch. 7) Men of Reason

6th Week (February 12, 14)
GENDER, SCIENCE, AND RESEARCH

Science usually is conceived as objective and neutral. However, one of the basic assumptions of gender theory is that all institutions are gendered. How does gender affect science? Feminist scholars challenge the invisibility of women in social science theory and specific subject areas exploring biases in the concepts and methods that define various disciplines. Some argue that it is not possible to understand gender without altering the prevailing social science concepts of race and class.

Ferree, Myra Marx, and Elaine Hall: *Rethinking Stratification from a Feminist Perspective: Gender, Race, and Class in Mainstream Textbooks.* *American Sociological Review* 61, 1996, 929-50 (CP)

Collins, Patricia Hill: *Moving Beyond Gender: Intersectionality and Scientific Knowledge* (RG)

Cannon et al.: *Race and Class Bias in Qualitative Research on Women* (CP)

Riessmann: *When Gender is Not Enough: Women Interviewing Women* (CP)

7th Week (February 19, 21)
EXPLAINING GENDER INEQUALITY

What are the origins of gender inequality? Rubin argues that female subordination is based in kinship patterns, Gailey argues that it is rooted in the state, Hausen explains the polarization of sexual stereotypes in the 19th century, and Connell explores the creation of masculinity as a result of modernization. Who has the best explanation for gender inequality?

Rubin, Gayle: *The Traffic in Women: Notes on the "Political Economy" of Sex.* (CP)

Gailey, Christine Ward: Evolutionary Perspectives on Gender Hierarchy. In: Analyzing Gender. ed. By Myra Marx Ferree and Beth B. Hess. Newbury Park: Sage, 1987. (CP)

Hausen, Karen: Family and Role-Division: The Polarisation of Sexual Stereotypes in the Nineteenth Century – An Aspect of the Dissociation of Work and Family Life. (CP)

Connell, RW. Masculinities.

- (ch. 8) The History of Masculinity

Extracredit:

Boxer, Marilyn J. and Jean H. Quataeret: Connecting Spheres. European Women in a Globalizing World, 1500 to the Present. New York Oxford University Press, 2000.

- Women in Industrializing, Liberalizing, and Imperializing Europe (1750-1890)
- Women in the Era of the Interventionist State (1890 to the Present)

8th Week

GENDER AND CULTURE (February 26, 28)

Cultural expressions of gender such as notions and norms of masculinity and femininity are disseminated through the media. What role does gender play in the news? How is gender constructed in your favorite TV show? The relationship between gender and culture can for instance be studied with respect to sports, national identity, or religion.

Dworkin, Shari L. and Michael A. Messner: Just Do ... What? Sport, Bodies, Gender (RG)

Walters, Suzanna D.: Sex, Text, and Context: (In)Between Feminism and Cultural Studies (RG)

Adler, Sy, and Johanna Brenner: Gender and Space: Lesbians and Gays in the City. International Journal of Urban and Regional Research, 16, 1992, 24-34 (CP)

Sered, Susan Starr: "Woman" as Symbol and Women as Agents: Gendered Religious Discourses and Practices (RG)

Second Assignment Due February 28

9th Week

HOW GENDER WORKS: THE FAMILY (March 5, 7)

The comparison between East and West German conceptions of the private sphere as well as issues of choice show that family structures are profoundly shaped by cultural, political, and economic issues.

Chodorow, Nancy: Family Structure and Feminine Personality (1974) (CP)

Rochelle, Anne R.: Gender, Family Structure, and Social Structure: Racial Ethnic Families in the United States (RG)

Rothman, Barbara Katz: Now You Can Choose! Issues in Parenting and Procreation (RG)

Chamberlayne, Prue: Gender and the Private Sphere: A Touchstone of Misunderstanding between Eastern and Western Germany. Social Politics vol 2, 1995, 25-36 (CP)

Extracredit:

Orbuch, Terri L., and Susan G. Timmer: Differences in His Marriage and Her Marriage. (GM)

Schwartz, Pepper: Equity in Heterosexual and Homosexual Intimate Relationships. (GM)

Kurz, Demie: Violence Against Women by Intimate Partners. (GM)

Shelton, Beth Anne, and Rebecca E. Deen: Divorce Trends for Women and Men. (GM)

SPRING BREAK

10th Week

THE GENDERED DIVISION OF LABOR (March 19, 21)

The division of labor in the family as well as in the paid labor force is a major aspect of gender relations and gender inequality. Women perform the majority of unpaid work at home and low paid jobs in the (service) economy. However, while still significant gender differences in the labor market can be found, the differentiation of status and income among women has increased as well.

Godwin, Sandra E. and Barbara Risman: Twentieth-Century Changes in Economic Work and Family. (CP)

Coltrane, Scott, and Michele Adams: Men, Women, and Housework. (CP)

Brush, Lisa D.: Gender, Work, Who Cares?! Production, Reproduction, Deindustrialization and Business as Usual (RG)

Bast-Haider, Kerstin: The Economic Dimension of Social Change: Women in the East German Clothing Industry. Social Politics vol. 2, 1995, 51-60 (CP)

Extracredit:

Maume, David J. Jr.: Work-Family Conflict: Effects for Job Segregation and Career Perception (GM)

Fox, Mary Frank: Women, Men, and Engineering (GM)

Bellas, Marcia L.: The Gendered Nature of Emotional Labor in the Workplace (GM)

11th Week

THE ORGANIZATION OF GENDER (March 26, 28)

Organizational theory has for a long time been gender blind although most organizations assume a gendered division of labor that delegates issues of reproduction to the private sphere. Moreover, not only work places but also space at large is gendered as Sandercock and Forsyth argue in their gender agenda for planning theory.

Bose, Christine E. and Rachel Bridges Whaley. Sex Segregation in the U.S. Labor Force. (CP)

Martin, Patricia Yancey and David L. Collinson: Gender and Sexuality in Organizations (RG)

Allmendinger, Jutta, and J. Richard Hackmann: The More, the Better? A Four-Nation Study of the Inclusion of Women in Symphony Orchestras. in: Social Forces, 1995, 423-460, (CP)

Sandercock, Leonie, and Ann Forsyth: A Gender Agenda: New Directions for Planning Theory. Journal of the American Planning Association, 1992, (CP)

Extracredit:

Bourg, Chris and Mady Wechsler Segal: Gender, Sexuality, and the Military (GM).

Belknap: Joanne: Gender, Power, and Sexual Harassment (GM)

Third Assignment Due March 28

12th Week (April 2, 4)

GENDER, POLITICS AND THE STATE

Like other institutions (welfare) states are gendered. How are women participating in the political process and how do politics and policies affect women's lives? Scott challenges core assumption of political theory, Connell describes different forms of masculinity politics. Borchost reviews feminist theory on the welfare state, Maleck-Lewy compares the different legal situations in East and West Germany and the effects of the post-unification abortion law, and Neusuess and Maedje report on a study of single mothers in Berlin.

Scott, Joan Wallach: Some Reflections on Gender and Politics (RG)

Connell, RW.. Masculinities.

- Chapter 9.: Masculinity Politics

Borchhost, Anette: Feminist Thinking about the Welfare State (RG)

Maleck-Lewy, Eva: Between Self-Determination and State Supervision: Women and the Abortion Law in Post-Unification Germany. In Social Forces (CP)

Neusuess, Claudia and Eva Maedje: Single Mothers and Berlin life-styles (CP)

Extracredit:

Steinberg, R.: How Sex Gets Into Your Paycheck and How to Get it Out: The Gender Gap in Pay and Comparable Worth (GM).

Roux: Rethinking Official Measures of Poverty: Consideration of Race, Ethnicity, and Gender.

Clasanti, T.: Retirement: Golden Years for Whom? (GM)

Nagy, Donna M., and Aviva Rose Rich: Constitutional Law and Public Policy: Gender Equity (GM)

13th Week

GENDER AND GLOBALIZATION (April 9,11)

Globalization and economic restructuring are gendered processes which reproduce, challenge, and modify gender differences in the spheres of production and reproduction. Global cities play a key role in this development.

Tiano, Susan: Gender, Work, and World Capitalism: Third World Women's Role in Development (CP)

Sassen, Saskia: Towards a Feminist Analysis of the Global Economy. From: Saskia Sassen. Globalization and its Discontents. New York: The Free Press, 1998, S. 81-109. (CP)

Moghadam, Valentine M.: Gender and the Global Economy (RG)

Ferree, Myra Marx, and Mangala Subramaniam. The International Women's Movement at Century's End. In: Gender Mosaics. Social Perspectives. Ed. By Dana Vanoy. Los Angeles: Roxbury, 2000, p. 496-506. (CP)

Film Analysis Due April 11

14th Week (April 16, 18)

**FEMINIST ORGANIZING, GENDER DEMOCRACY AND GENDER MAINSTREAMING:
A GLOBAL PERSPECTIVE**

The very notion of a sociology of gender, the accumulation of feminist scholarship, the institutionalization of women's studies, or the fact that it is possible to take this course are expressions of the institutionalization of the new feminist movement. What are the issues and the strategies of feminist movements in the era of globalization?

Lola Press, Special Issue on Gender Democracy, no. 10 1/2, 1999. (CP)

www.glow-boell.de

Connell, RW. Masculinities.

- (ch. 10) Practice and Utopia

Harriet Hartman
GENDER ROLE SEMINAR

This semester we are going to use a “gender lens” to scrutinize Rowan University. We will consider many aspects of campus life, place them in the contexts of gender studies and the sociology of higher education, and develop an analysis which we can offer to the rest of the Rowan community. We will begin by reviewing some of the perspectives of the study of gender, including how to approach research with a gender lens. We will review research on education and gender, in a broad sense; narrow the focus to higher education and gender; and finally zero in on Rowan in particular.

Some of the questions we will address include: is there a “chilly climate” for women -- or men -- at Rowan? are there academic subjects in which the approach is gender biased? are our classroom materials and dynamics gender-neutral, gender-sensitive, gender-balanced? what is the “hidden curriculum” on campus for males and females? how do women fare in the campus newspaper and radio compared to men? is sexual harassment handled satisfactorily? are there gender differences in major for students? in hiring for faculty? in promotion for faculty and staff? in attrition for students? are the outcomes of education at Rowan similar for men and for women? what do we recommend as policy based on what we have observed?

The “we” above is intentional. I intend to be as active a participant in the learning process as you are, and to learn from you as you learn from me. My role is to expose you to the perspectives of gender studies, sociology and the sociology of education, and to guide you as you uncover ways of learning in your own research processes, pressing you to be systematic and scientific, not just anecdotal and stereotypical. Your role is to be an active participant, seeking knowledge and insight with an open and questioning mind, interacting with class and reading material, and sharing your quest and queries. Consult with me as often as you like. My office hours are listed above, my email is always open, my phone receives messages if I am not in the office. Use these avenues of communication to your (and my) advantage!

This will be an exciting but not an easy class. There is a good deal of background material to read in the first part of the course; and a good deal of primary research to accomplish for your term projects. To help digest the material, you have a number of obligations.

1. **Participation in class.** Attendance and participation are necessary ingredients for this class to be a meaningful experience for you individually and for you as a class collectively. Not only is the interaction at class time invaluable, but class time is when we will go over the reading material and discuss issues that are raised. We will also have guest speakers who will provide windows on areas of campus life with which we may or may not be acquainted on a personal basis.

2. **Required reading.** You are to come to class having done the required readings for that topic (see list below). Some of the reading is on reserve, some of it is available for purchase. Details are found below.

When you read, you will not be required to remember detailed facts (numbers, names, places), but rather to understand the approach which is used and to think critically about the issues which are raised. Skim the reading, then return to it for the study questions (see below) and jot down questions you have about the content or its implications. This material is meant to be digested, not simply “memorized.” Think about it, and talk about it.

We will rotate responsibilities for leading the class discussion on the readings. For these discussions, you will prepare a synopsis of the critical points, develop discussion questions which derive from the readings, push your colleagues to critical thinking on the topics.

3. **Assignments.** You will participate in 4 assignments which will generate a data base from which we will assess the status of gender at Rowan in various aspects. These assignments will be chosen from the following: classroom observations of gender bias; the second will focus on some aspect of extra-curricular activities at Rowan; the third will focus on faculty and staff issues.

4. **Reflective Paper.** Each of you will write a reflective account of how gender has impacted your higher education experience, using at least 4-5 concepts/issues discussed in the readings and class. It should be approximately 4-7 pages and will integrate readings, class material, and personal biography.

5. **Final Presentation:** At the end of the semester, we will present our research – collective and individual – to the campus community in a public forum. This may entail an oral presentation, a written newsletter, policy recommendations – we will discuss this and decide on the final format in class.

Grading: Your grade in the course will be based on:

4 Assignments -- 15 points each --	60% final grade
Leading reading discussion	10%
Final class presentation	10%
Research project	<u>20%</u>

Total	100%
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Reading:

- A. Ginorio, Warming the Climate for Women in Academic Science, Washington, D.C.: Association of American Colleges and Universities, 1995
- J. Glazer-Raymo, Shattering the Myths: Women in Academe, Johns Hopkins, 1999
- S. Gmelch, Gender on Campus, Rutgers University Press, 1998
- S. Sweet, College and Society, Allyn & Bacon, 2001

Additional required readings are on reserve in the library and noted with an * (asterisk) in the class schedule below. Additional readings may be recommended but not required, and are so noted in the class schedule. They too are on reserve in the library.

TENTATIVE CLASS SCHEDULE AND READING LIST

<u>Date</u>	<i>Topic and Reading</i>
1/23	<i>Introduction to the course, to the study of higher education, to the study of gender, to the study of gender and higher education</i>
	Sweet, Chs. 1, 3, 6

Date

Topic and Reading

1/30-2/6 *The Gendered Curriculum*

- *J. Jacobs, "Gender Inequality and Higher Education." Annual Review of Sociology 22, pp. 153-185 or Ch.6 of his Revolving Doors or "Gender and Academic Specialties" in Sociology of Education 1995
- Glazer-Raymo, Ch. 2
- Ginorio
- *Keller, "Gender and Science" pp. 41-58 in J. Nielsen (ed), Feminist Research Methods: Exemplary Readings in the Social Sciences
- *Manza & Schyndel, "Comment: Still the Missing Feminist Revolution? Inequalities of Race, Class, and Gender in Introductory Sociology Textbooks,"
- and Ferree & Hall, "Reply: Gender Stratification and Paradigm Change," pp. 468-81 in American Sociological Review 65:3 (June, 2000)

2/13-20 *In and Outside the Classroom*

Gmelch, Chs. 1-3

*Canada & Pringle, "The Role of Gender in College Classroom Interactions: A Social Context Approach," Sociology of Education 68 (July, 1995). Reprinted in M. Kimmel, The Gendered Society Reader, Oxford U. Press, 2000.

*Shank, "Striving for Educational Rigor: Acceptance of Masculine Privilege," Ch. 9 in N. Lesko, Masulinites at School, Sage, 2000

2/27-3/6 *Extra-Curricular Activities: Greek Life, Sports, SGA, Media*

Gmelch, Ch. 4,

Sweet, Chs. 2, 5

*Lyman, "The Fraternal Bond as a Joking Relationship: A Case Study of the Role of Sexist Jokes in Male Group Bonding," Article 14 in M. Kimmel & M. Messner, Men's Lives, 2001

*Boswell & Spade, "Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous Places for Women?" Article 15 in M. Kimmel & M. Messner, Men's Lives, 2001

*Stoltenberg, "'I Am Not a Rapist!' Why College Guys Are Confronting Sexual Violence" Article 18 in M. Kimmel & M. Messner, Men's Lives, 2001

3/13-27 *Faculty and Staff Issues*

Sweet, Ch.4

Glazer-Raymo, Chs.. 2-5

Ginorio, pp.

Recommended:

*S. Gregory, Black Women in the Academy, Chs. III, IV, VI, VII

4/3-10 *Sexuality and Sexual Harassment*

Gmelch, Chs. 9-12, Appendix

Date

Topic and Reading

*Crosset, benedict, & McDonald, "Male Student-Athletes reported for Sexual Assault: A Survey of Campus Police Departments and Judicial Affairs Offices," Article 16 in M. Kimmel & M. Messner, Men's Lives, 2001

Recommended

*B. Sandler & R. Shoop, Sexual Harassment on Campus, Chs. 1, 13, 16, 17

4/17-24 *"Non-traditional" and Diverse Students*

Gmelch, Chs. 5- 8

Recommended

*J. O'Barr, "Reentry Women in the Academy: The Contributions of a Feminist Perspective," Ch. 7 in Pearson, et. al.

5/1-8 *Conclusions: Policy Recommendations, Theoretical Implications*

Ginorio pp. 19-27

Recommended

*Pearson, et. al., Educating the Majority, Part Four: Introduction, Chs. 25-29

*P. Caplan, Lifting a Ton of Feathers, Ch. 8

Finals
Week

Class Presentation

Professor Sara Curran
Teaching Assistant Wendy Cadge
SEX, SEXUALITY AND GENDER

Course Description

Teaching about the “taken for granted” social differences in our society is one of our hardest tasks as sociologists. Gender is one of these “taken for granted” social differences. A constant in our lives, it is hard to see the underlying social structures, everyday discursive and active behaviors, and relational interactions that reinforce or diminish the social boundaries defining gender. As with race, it is often easy to attribute biological, evolutionary, or cultural explanations for what sociologists see as socially constructed differences. Furthermore, social difference is often seen as a function of personal choice and not structural constraints. One way to overcome the essentialist or economic arguments is to take a comparative approach – either historically or cross-culturally.

“*Sex, Sexuality and Gender*” (SOC225) will focus on revealing and explaining anomalies and paradoxes about men and women’s lives in today’s society. To do this we will compare different locations or settings where difference is socially defined. Starting with our bodies as the most, often clearly, biologically distinct difference, we will reveal how parents, schools, politics and the media shape our identities and behaviors. We will move on to a discussion of how our transitions to adulthood are also shaped by these relations. Next we will examine settings of work, family, poverty, and violence and their differential impact upon men and women. Finally, we will talk about how social change happens and what WE can do to change social structures and reduce gender inequality. Our classes will be enlivened with guest lecturers and interactive lectures with the professor.

One of the most important aspects of the course will be the opportunity for hands-on research. This will be done in three ways. First, students will work in teams to research gender issues on the Princeton University campus. This research project always unmask a variety of assumptions about the “taken for granted” aspects of our lives. Second, students will participate in a community based learning initiative to learn about the lives of migrant men and women in Princeton and Trenton. Our contact organization will be *Latinas Unidas*. Students will have the opportunity to participate in one project, selected among a broad array of narrowly conceived, but well-defined projects. Finally, students will conduct an analysis of the *General Social Survey* to understand general trends of gender relations.

COURSE SCHEDULE

January 31: Introduction – Revealing the “Taken For Granted” in Sex (and, how to enjoy Soc 225!) (1)

PART I: MAKING SENSE OF SEX

February 2: The Doing of Gender: Defining Sex, Sexuality, Gender and Thinking about the Consequences for Society

Sign-up for Assignment 1: Gender at Princeton

February 7: Understanding Sex, Sexuality, and Gender as Biologist, Psychologist and Sociologist (2)

February 9: Reflections on Gender and Science: Methodologies of Understandings

Questions about Assignment 1?

PART 2: BABIES, BODIES, AND BOUNDARIES

February 14: Becoming a Gendered Body: Practices of Parents, Preschools and Schools (3)
Sign-up for Assignment 2: Gender, the Latin American Experience, and New Jersey

February 16: Eating and Lifting Our Way to Gendered Bodies
Questions about Assignment 2?

February 21: Doing Desire: Adolescent Girls' Struggles for/with Sexuality (4)
Assignment 2 Proposals Due (feedback will be given by February 23)
Sign-up for lunch with guest speaker (4 students)

February 23: Teen Pregnancy Debate
Guest lecture – Joanne Weill-Greenberg, Lutheran Settlement House

February 28: Sexuality: Understanding the Construction of Social and Historical Boundaries (5)
Sign-up for lunch with guest speaker (4 students)

PART 3: GENDERED TRANSITIONS TO ADULTHOOD (CROSS-CULTURAL COMPARISONS)

March 1: Latinas Unidas - Gendering the migration experience (6)
Guest Speaker: Nidia E. Fernandez, MA, MDIV, Director, Latinas Unidas

Assignment 1 due

March 6: Transitions to Adulthood: Family Formation and the Meaning of Marriage

March 8: Earnings and Housework Gap: Economic and Sociological Explanations
Sign-up for lunch with guest speaker (4 students)

SPRING BREAK ~ MARCH 10-19

March 20: Gendered Transitions (7)
Guest Lecture: Cecilia Menjivar, Arizona State University

March 22: Gender and Immigration: Trends, Explanations and Consequences

PART 4: GENDERED DOING OF WORK AND ITS CONSEQUENCES

March 27: Women's and Men's Work: Social Networks and Discrimination (8)
Sign-up for Lunch with Guest Speaker

March 29: Bumping up Against the Glass Ceiling
Guest Speaker: Catalyst, New York City

April 3: Doing Family Work, Work-Work, and Housework: Double and Triple Shifts (9)

- April 5: Our Women's Interests at Odds with Family and Children?
- April 10: Who is Poor and Why? Social Constructions and Gendered Realities (10)
- April 12: Confronting the State: Women and Welfare
- April 17: Un-doing Sexual Harassment (11)
- April 19: Domestic Violence as Gendered Violence

PART 5: GENDERING THE IMAGINATION FOR THE FUTURE

- April 24: Prospects for Social Change: Locating the Obstacles (12)
- April 26: Empowering you to reconstruct gender

PART 6: PUTTING IT ALL TOGETHER AND CELEBRATING

May 1: *Assignment 2 due*
Pick up Take-Home Exam

May 15: Hand in Take-Home Exam

Party with Professor Curran, Preceptors, Class Members and *Latinas Unidas* – location and date to be decided.

READINGS

Edin, Kathryn and Laura Lein. 1997. Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work. New York: Russell Sage Foundation. (selections)

Guttman, Matthew. 1996. The Meanings of Macho: Being a Man in Mexico City. Berkeley, CA: University of California. (selections)

Hesse-Biber, Sharlene. 1996. Am I Thin Enough Yet? The Cult of Thinness and the Commercialization of Identity. New York: Oxford University Press.

Hochschild, Arlie and Anne Machung. 1990. The Second Shift. New York: Avon Books (limited selections)

Hondagneu-Sotelo, Pierette. 1994. Gendered Transitions: Mexican Experiences of Immigration. Berkeley, CA: University of California. (selections)

Klein, Alan M. 1993. Little Big Men: Bodybuilding Subculture and Gender Construction. Albany: State University of New York.

Luker, Kristin. 1996. Dubious Conceptions: The Politics of Teenage Pregnancy. Cambridge: Harvard University Press.

Pardo, Mary S. 1998. Mexican American Women Activists : Identity and Resistance in Two Los Angeles Communities. Philadelphia : Temple University Press, 1998.

Risman, Barbara. 1998. Gender Vertigo: American Families in Transition. New Haven: Yale University Press.

February 2 –

Garfinkel, Harold. 1967. "Passing and the Managed Achievement of Sex Status in an "Intersexed" Person, Part 1." In Garfinkel, Harold Studies in Ethnomethodology. Englewood Cliffs, NJ: Prentice-Hall. Pp 116-185.

February 7 and 9 –

Smith-Lovin, Lynn and J. Miller McPherson. 1993. "You are who you know: A Network Approach to Gender." In England, Paula (editor) Theory on Gender, Feminism on Theory. (Hawthorne, NY: Aldine De Gruyter).

Williams, Christine. 1993. "Psychoanalytic Theory and the Sociology of Gender." In England, Paula (editor) Theory on Gender, Feminism on Theory. (Hawthorne, NY: Aldine De Gruyter).

Keller, Evelyn Fox. 1995. "Language and Science: Genetics, Embryology, and the Discourse of Gene Action." In Refiguring Life: Metaphors of 20th Century Biology

February 14 and 16 –

Hesse-Biber, Sharlene. 1996. Am I Thin Enough Yet? The Cult of Thinness and the Commercialization of Identity. New York: Oxford University Press. (selections)

Thorne, Barrie. 1993. Gender Play: Girls and Boys in School. New Brunswick: Rutgers University Press. (selections)

Klein, Alan M. 1993. Little Big Men: Bodybuilding Subculture and Gender Construction. Albany: State University of New York. (selections)

Kruger, Steven. 1998. "'Get Fat, Don't Die!': Eating and AIDS in Gay Men's Culture." In Eating Culture. Ron Scapp and Brian Seitz (editors). Berkeley, CA: University of California. Pp. 36-59.

February 21 and 23

Farber, N. (1991). The process of pregnancy resolution among adolescent mothers. *Adolescence*, 26 (103), 697-716.

Reinarman, Craig. "The Social Construction of an Alcohol Problem: The Case of Mothers Against Drunk Drivers and Social Control in the 1980s," *Theory and Society*, 17 (1988), 91-120.

Luker, Kristin. 1996. Dubious Conceptions: The Politics of Teenage Pregnancy. Cambridge: Harvard University Press. (selections)

February 28 and March 1

Rich, Adrienne. 1981. "Compulsory Heterosexuality and Lesbian Existence." *Signs* 5: 631-660.

Rubin, Gayle. 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." In Nardi et al. 1998. Social Perspectives in Lesbian and Gay Studies: A Reader. New York: Routledge. (p. 100-133).

Almaguer, Tomas. 1991. "Chicano Men: A Cartography of Homosexual Identity and Behavior." In Nardi et al. 1998. Social Perspectives in Lesbian and Gay Studies: A Reader. New York: Routledge. (p. 537-551).

Gutman, Matthew. 1997. "Male Discretion and Sexual Indiscretion in Working Class Mexico City." In. Zinn et al. Gender Through the Prism of Difference.

March 6 and March 8

Guttman, Matthew. 1996. The Meanings of Macho: Being a Man in Mexico City. Berkeley, CA: University of California. (limited selections)

Hochschild, Arlie and Anne Machung. 1990. The Second Shift. New York: Avon Books (limited selections)

Hondagneu-Sotelo, Pierette. 1994. Gendered Transitions: Mexican Experiences of Immigration. Berkeley, CA: University of California. (limited selections)

March 20 and March 22

Menjivar, Cecilia. 1999. "The Intersection of Work and Gender: Central American Immigrant Women and Employment." American Behavioral Scientist. 42(4): 601-627.

Mahler, Sarah. 1999. "Engendering Transnational Migration: A Case Study of Salvadorans." American Behavioral Scientist. 42 (4): 690-719.

Valnezuela, Abel. 1999. "Gender Roles and Settlement Activities Among Children and Their Immigrant Families." American Behavioral Scientist. 42(4): 720-740.

March 27 and March 29

Fernandez Kelly, M. Patricia and Anna Garcia. 1990. "Power Surrendered, Power Restored: The Politics of Work and Family Among Hispanic Garment Workers in California and Florida." In Women, Politics and Change. Edited by Louise Tilly and Patricia Gurin. New York: Russell Sage Foundation.

Giuffre, Patti A. and Christine Williams. 1994. "Boundary Lines: Labelling Sexual Harassment in Restaurants." *Gender and Society*. 8:378-401

Leidner, Robin. 1991. "Serving Hamburgers and Selling Insurance: Gender, Work, and Identity in Interactive Service Jobs." *Gender and Society*. 5:154-177.

Hossfeld, Karen J. 1992. "Their Logic Against Them: Contradictions in Sex, Race, and Class in Silicon Valley." In Kathryn Ward (editor), *Women Workers and Global Restructuring*. Ithaca, NY: ILR Press, Cornell University. Pp. 149-178.

Segura, Denise. 1994. "Working at Motherhood: Chicana and Mexican Immigrant Mothers and Employment." In Mothering: Ideology, Experience, and Agency. Edited by Evelyn Nakano Glenn, Grace Change, and Lina Rennie Forcey. New York: Routledge.

Williams, Christine. 1992. "The Glass Escalator: Hidden Advantages for Men in the "Female" Professions." *Social Problems*. 39:253-267.

April 3 and April 5:

Hill Collins, Patricia. 1997. "The Meaning of Motherhood in Black Culture and Black Mother-Daughter Relations." In Gender Through the Prism of Difference.

LaRossa, Ralph. 1997. "Fatherhood and Social Change." In Gender Through the Prism of Difference

Risman, Barbara. 1998. Gender Vertigo: American Families in Transition. New Haven: Yale University Press.

Zelizer, Viviana. 1994. Creation of Domestic Currencies. *American Economic Review*. 84:138-142

Keep in mind your thoughts about the Second Shift.

April 10 and April 12

Edin, Kathryn and Laura Lein. 1997. Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work. New York: Russell Sage Foundation. (selections)

Glenn, Evelyn Nakano. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor." *Signs: Journal of Women in Culture and Society*. 18: 1. Pp. 1-43.

April 17 and April 19

Richie, Beth. 1996. Compelled to Crime: The Gender Entrapment of Battered Black Women. New York : Routledge (selections)

Buchwald, Emilie, Pamela Fletcher, Martha Roth. (editors) 1993. Transforming a rape culture. Minneapolis, MN : Milkweed Editions. (selections)

April 24 and April 26:

Pardo, Mary S. 1998. Mexican American Women Activists : Identity and Resistance in Two Los Angeles Communities. Philadelphia : Temple University Press, 1998.

Readings Associated with Assignments

Assignment 1 references:

Coltrane, Scott and Kenneth Allan. 1994. "'New' Fathers and Old Stereotypes: Representations of Masculinity in 1980s Television Advertising." *masculinities*. vol. 2, No. 4. Pp. 43-66.

Jacobs, Jerry. 1995. "Gender and Academic Specialties: Trends Among Recipients of College Degrees in the 1980s." *Sociology of Education* 68:81-98.

Long, Scott, Paul Allison and Robert McGinnis. 1993. "Rank Advancement in Academic Careers: Sex Differences and the Effects of Productivity." *American Sociological Review*. 58:703-22.

Milem, Jeffrey F. and Helen S. Astin. 1993. "The Changing Composition of the Faculty: What Does it Really Mean for Diversity?" *Change*. March/April. Pp. 21-27.

Reskin, Barbara and Irene Padavic. 1994. "Sex Segregation in the Workplace." Pp. 45-79 in Women's Work, Men's Work: Sex Segregation in the Workplace. Thousand Oaks, CA: Pine Forge Press.

Rose, Stephen. 1998. Social Stratification in the United States

Course Requirements

Grade Distributions:

Assignment 1:	20%
Assignment 2:	35%
Take Home Final:	25%
Precept 1 (every week):	15%
Precept 2 (5 meetings):	5%
Extra Credit:	5%

Description of Each Component

- Lectures** – Although attendance during lecture is not required, it will be noticed if you are not there. I learn everyone's name and lectures are very participatory. All the material in lectures is complimentary to the readings not redundant with the readings. The lectures will provide background and a broader picture within which to understand the readings.
- Precepts** – Attendance at precepts is required and missing a precept without an excuse affects your grade.
 - Precept 1** – In precept you will be responsible for having read the materials. You should be prepared with questions, responses, and thoughts about the readings. If it becomes obvious that people are not doing the readings before precept a more structured approach will be taken to ensure that this happens.
 - Precept 2** – The precepts are intended to provide assistance for the Assignments. Three will be held early in the semester and two later in the semester. They are mandatory.
- Assignments** – There will be two sets of assignments in the class.
 - Assignment 1 (20%)**– This is an analysis of gender relations at Princeton University. The assignment involves teamwork for the collection and preparation of data. However, each individual is responsible for writing their own, independently conceived paper based on the research results.
 - Assignment 2 (35%)**– This is a community based learning experience/research project. Students will choose from 1 of 2 options.
 - Option 1** – Community Based Learning Project. Students will choose from one carefully and narrowly defined project and provide teaching assistance to at least one Saturday ESL class. Grading of this option will include successful completion of the project, attendance of one ESL class, and the completion of a journal (weekly entries for 10 weeks).
 - Option 2** – Research project about gender issues in Princeton/Trenton among the Latin American community. This project will be one of several narrowly defined research projects to provide background information for Latinas Unidas grant writing efforts and strategizing about future Latinas Unidas organizing efforts. Grading of this option will include successful and satisfactory completion of the research project, attendance as teaching assistant for one ESL class, and the completion of a journal (weekly entries for 10 weeks).
- Take Home Exam (25%)** – The exam will be comprehensive and involve writing several long essays. One component of the exam will be an analysis of the *General Social Survey*. There will be plenty of assistance for conducting this analysis.

5. **Extra Credit (5%)** – This component is intended to encourage you to attend movies, lectures or events in the community (broadly defined) with your gender lenses in place. A two-page write-up of the event with your gender interpretation is required for getting credit. You will get one extra credit point for each two-page paper.

Assignment 1

Understanding Gender and Race Stratification in Your Life

Choose 1 of the following topics to research and write up a report about. The research for these projects can be collaborative.

A. Comparing Stratification at Princeton with Stratification in the United States

You will use Stephen Rose's book, Social Stratification in the United States, to present what stratification looks like in this country. This book and the accompanying poster shows the kinds of families at different income levels, and the kinds of occupations of these families. You must simplify the material from this book and poster to clearly illustrate stratification in our country. You should also collect the same general information from members of the class - family structure (married couple, single parent, etc.) other information about the backgrounds of students in the class (educational background of parents, type of high school attended, etc.) and present this information to the class in a descriptive paper. Constructing a poster similar to the one in Rose's book may help clarify your comparison's between Princeton students and the general population.

B. Comparison of Academic Majors by Gender

You will be exploring the ways in which gender may or may not determine the fields in which people choose to major. Begin by reading research that has shown that women and men become "tracked" into different fields, despite the fact that no clear differences exist between women's and men's intellectual abilities in these different fields. You will be researching whether this trend is apparent at Princeton. You must find a way to collect information about the number of men and women majoring in different departments (around 10). Try to get trends in this data since 1980.

see: Jacobs, Jerry. 1995. "Gender and Academic Specialties: Trends Among Recipients of College Degrees in the 1980s." *Sociology of Education* 68:81-98.

C. Gender/Race Bias in Faculty Positions

You will be exploring whether stratification by gender and race among faculty members in colleges and universities does or does not exist. Research suggests that differences still exist in the ways in which men and women faculty members and white and minority faculty members are hired and advance in their careers. You will research whether these differences are notable at Princeton. You should confine yourself to the rank that reflects their status. In most cases, ranks from lowest to highest are temporary/visiting (nontenure track), assistant professors, associate professors, and full professors. Look for any clear differences in the numbers of men, women, whites and minorities on the faculty at these different ranks, and determine if these reflect societal differences or some form of

bias. You should also collect the rate of Ph.D.'s by gender and race for these disciplines over the past 20 years, and compare these rates to distributions in faculty positions. You may also want to talk to some faculty members to get a sense of their perceptions of these processes.

See: Milem, Jeffrey F. and Helen S. Astin. 1993. "The Changing Composition of the Faculty: What Does it Really Mean for Diversity?" *Change*. March/April. Pp. 21-27.

Long, Scott, Paul Allison and Robert McGinnis. 1993. "Rank Advancement in Academic Careers: Sex Differences and the Effects of Productivity." *American Sociological Review*. 58:703-22.

D. Job Opportunities and Stratification

You will be exploring the ways the jobs that students plan to pursue after graduation tend to be stratified by gender and race. Much research suggests that careers tend to be stratified by race and gender, and that salaries vary by racial/gender groups. First, you will need to determine the career paths of most Princeton undergraduates. Then you will research some of the most common fields and show whether those careers reflect any kind of stratification by gender or race, in terms of subfields (for example, many studies show that women doctors tend to be present in less prestigious fields such as pediatric medicine) or in terms of wages and salaries (i.e., studies show that male students directly out of MBA programs receive higher salaries than women directly out of the same programs.)

see: Reskin, Barbara and Irene Padavic. 1994. "Sex Segregation in the Workplace." Pp. 45-79 in Women's Work, Men's Work: Sex Segregation in the Workplace. Thousand Oaks, CA: Pine Forge Press.

E. Gender and Race Bias in Staff Positions

You will be exploring whether stratification by gender and race among staff members in colleges and universities does or does not exist. Research suggests that differences still exist in the ways in which men and women are hired into white and blue collar jobs. You will research whether these differences are notable at Princeton. Use broad general categorizations of occupations within the university. Look for any clear differences in the numbers of men, women, whites and minorities within each occupation, and determine if these reflect societal differences or some form of bias. Compare these gender and racial categories with those of the census 1990 data.

See: England, Paula et al. 1988. "Explaining Occupational Sex Segregation and Wages: Findings from a Model with Fixed Effects." *American Journal of Sociology*. 53(4): 544-558.

Information on census data: <http://www.census.gov/population/www/index.html>

F. Social Relations, Gendered and Racial Boundaries

Collect a sampling of self-selected extracurricular groups on campus. Find out current and historical information about the groups. Who are their members (gender, race, year)? What is their purpose/activity? Compare this with the gender, racial composition of the Princeton student body. Are there differences? What explains these differences? What do these similarities and differences

suggest about Princeton social life for different groups of Princeton students? How might these differences be important?

See: Natriello, Gary. 1994. "Coming Together and Breaking Apart: Unifying and Differentiating Processes in Schools and Classrooms." *Research in Sociology of Education and Socialization*.10:111-145.

Eder, Donna and Stephen Parker. 1987. "The Cultural Production and Reproduction of Gender: The Effect of Extracurricular Activities on Peer-Group Culture." *Sociology of Education*. 60(3): 200-213.

G. Content Analysis of The Princetonian

Culture can be seen as "those solutions to basic problems accumulated by a society and passed along to the young." These "solutions" can be passed along through the socialization process. In this process, children and adults are initiated into the statuses and roles that characterize society. They are taught the appropriate behavior which corresponds with each of the positions, the norms and values and beliefs of the society. In American society children are socialized by the mass media as well as by parents, schools, and peers. Newspaper articles and advertisements can be viewed as very effective tools of socialization, suggesting the statuses that are available in the society. People are always observing what goes on around them. But sociologists' analysis differs from everyday observation that it is more purposeful and systematic, as well as being recorded.

In this research project you are asked to examine 3 weeks of the Princetonian. Observe and record the gender statuses and roles presented by different stories, authors, and articles. Note the extent to which the authors' descriptions, their language, the headlines, the photos accompanying the articles, the relative importance of the article (placement on the page or in the section), imply gender statuses or roles. You should probably quantify your data (e.g. count stories, pictures, placements, headlines). Also, you may want to follow some particular stories that have a gender angle. How are the stories followed over time? What is the language used to describe individuals and events? How does it conform to gender stereotyping? Why is this interesting - e.g. gender differences in society are often reinforced by the language used, the role models presented, etc. What is your data and method? (e.g. counting up incidents of... characterizing the content of...). Which articles did you examine? How are they aimed at different audiences? What roles in society are defined by the articles? Are they represented in any way that defines who (i.e. race, age, class, gender, ethnicity) should be in the roles? What age and gender norms of our society are reinforced by the articles? Can you see any changing attitudes about men's and women's work and family roles presented by the articles? Would the language and images in these articles be used in the 1950s? 1970s? Why is what you found interesting? Pay special attention to the interplay between age and gender. What life course expectations are emphasized in the articles? Choose one example from the articles that you have analyzed and show how you might rewrite the imagery to be more gender neutral. Is the article's point as effective?

As an example of how to do this see:

Coltrane, Scott and Kenneth Allan. 1994. "'New' Fathers and Old Stereotypes: Representations of Masculinity in 1980s Television Advertising." *Masculinities*. vol. 2, No. 4. Pp. 43-66.

Assignment 1 is due March 1

The results of your study should be presented in a five-page paper (not including tables, graphs, pictures, appendices, or references), double-spaced and typed. Please work hard to make the presentation of your work as professional as possible.

Your paper should have the following elements:

1. **Introduction:**
Briefly, describe the problem, why it is interesting and how you address the problem. You may also briefly state your results or conclusions.
2. **Motivation:**
You should answer these questions -Why is this an interesting problem? What do we know about the way the world works? Why would such a study of Princeton add to our knowledge base (broadly defined)? Or, why should we care about such a study at Princeton? What do you expect to find?
3. **Data and Methods:**
What are your data and your method of analysis for addressing this question and problem? Is this the best approach? What are the limitations of your data and method?
4. **Presentation of your results**
What did you find? Please present graphs, figures, or pictures to represent your findings. Describe these results in detail.
5. **Conclusions**
Did you find out what you expected to find out? What is the same or different about the Princeton experience compared with other places (as defined in each section of the assignment)? Would you make any policy recommendations to any members of the Princeton community? Or, are there social structures that might be “tweaked” or changed that might affect gender differences?

Debra L. Berke
WOMEN AND MEN IN AMERICAN SOCIETY

Talking about gender for most people is the equivalent of fish talking about water. Gender is so much the routine ground of everyday activities that questioning its taken-for-granted assumptions and presuppositions is like thinking about whether the sun will come up.

--Judith Lorber

Required Texts:

Renzetti, C. & Curran, D. (1999). Women, men and society (4th ed.). Boston: Allyn and Bacon. (Hereafter referred to as R & C).

Van Leeuwen, M. (1990). Gender and grace: Love, work and parenting in a changing world. Downer's Grove, IL: InterVarsity Press. (Hereafter referred to as Gender & Grace).

Selected readings on reserve at the LRC.

Course Description:

An introduction to key topics related to gender such as identity formation, work, family, sexuality, violence, class stratification, and religious orientation. Race and cultural issues will be treated as they affect understanding of gender.

Objectives:

1. To introduce various ways to understand gender roles, such as the biological, psychological, social and cultural perspectives.
2. To become familiar with the history of changing perceptions of gender roles, especially as they have emerged in twentieth century America.
3. To gather data relative to a variety of contemporary issues including domestic violence and job segregation.
4. To compare and contrast views on the topic of family roles.
5. To become familiar with a variety of Christian perspectives on gender roles.
6. To articulate a personal response to issues of gender and society.

Structure:

Course content will be presented through lecture, discussion, assigned readings, speakers, projects, and videos. Class attendance is important, particularly for discussion. While no one should feel forced to discuss things they are uncomfortable discussing in a group setting, each student is encouraged to contribute to class discussion every day.

Requirements:

1. **Attendance: Punctual** and regular attendance at classes is expected. Roll will be taken every class, either at the beginning of class or after the break. If you attend all classes, you will receive 5 points extra credit on your final grade. You are allowed to miss one class and may make up that

one absence (if you make it up satisfactorily you will receive the extra credit). To do so, you will be given a choice from several different assignments. More than one absence will receive a deduction of 10 points each, regardless of circumstances.

2. **Participation**: Each student is expected to do the assigned readings and to come to class prepared to discuss them. Everyone should feel free to participate in class discussion. To facilitate this, here are some ground rules: ·Respect each others ideas, feelings, and experience. ·Listen carefully. ·Explore disagreements -- is there common ground? Are you making different assumptions or working from different principles? ·Support assertions with data and evidence. ·Identify empirical questions that need further research. ·Agree to disagree, and move on. ·Speak freely, but don't monopolize.
3. **Summary sheets/Reaction papers**: You can prepare for class by writing about what you have read. You have two different options (see choices below). Five summary sheets/reaction papers are due for class periods between February 8 and April 25, excluding the class session you lead the cooperative learning activity. We will use them to launch class discussions. These papers must be typed, double-spaced, using 12 point font. Each paper is worth 10 points. You may earn extra credit points by doing additional summary sheets/reaction papers.

Choice #1: Summary sheet: Prepare a summary sheet for each week's reading (1-2 pages). Write a brief paragraph that summarizes (in your own words) the main idea and supporting points of each article. Also, write at least one question or issue that you would like to raise for discussion; finally, write a brief paragraph describing your personal reaction to the reading.

Choice #2: Reaction paper: Write a brief reaction paper (1-2 pages) in which you explore/challenge some of the ideas raised in your readings. At the end of the paper, write at least one question or issue that you would like to raise for discussion.

4. **Cooperative learning activity**: Working in teams, you will be in charge of conducting a cooperative learning activity for one class period (we will sign up for dates on Feb. 8). You are to design an in-class exercise that will highlight the readings for the week. The purpose of this assignment is to help make the material more concrete and relevant and to involve everyone in the class more actively in the learning and teaching process of this class. Examples of activities could include using movie clips to help illustrate reading concepts; designing and playing a game such as Jeopardy; developing a case study; or leading the class in a large group discussion. I will be happy to brainstorm with you possible ideas for your activity. You must turn in the typed outline for your activity on the day your team leads your activity. Your grade will be based on the quality of your written paper and on the quality of the activity, i.e., did everyone participate? Did others raise questions? Were group members able to share and listen to one another? This is worth 25 points.
5. **Student's Choice Project**: You must choose to do one of the following assignments. The assignments are to be typed and are worth a maximum of 100 points. You may earn extra credit points by giving a brief oral presentation of the results of your project.

Choice #1: Novel Analysis: Utilizing any available information (texts, videos, class discussions, journal articles, etc.), analyze one of the novels suggested (see last pages

of syllabus). Your analysis should focus on at least two themes of the course (family, work, education, health, etc.), including at least one theoretical perspective discussed in class to explain/analyze what happened in the novel. That is, what is there in this novel that is accurately or inaccurately portrayed regarding gender issues according to your texts or previous research? How would you explain the behavior that occurs in the novel utilizing the theories and/or research that you know of about gender? Make sure your analysis is supported with references to the texts or other sources. If you cite studies or research, state where they came from--if they came from the texts, just state something like (Renzetti & Curran, p. 304). If you cite a study that Renzetti & Curran have cited in their text, then it should be something like (Thomas, 1987, cited in Renzetti & Curran, p. 307). You may do this assignment individually or in pairs. If you choose to do it in pairs, both names must be on the final paper submitted. This analysis should be 3-4 typed, double-spaced pages. It is due April 11.

Choice #2: **Book Review:** Review one of the suggested books listed (see last pages of syllabus). Other books may be substituted with my approval. A book review demonstrates: 1) a thorough understanding of the author's purpose and arguments, 2) an analysis and synthesis of the material, 3) an evaluation of the book, 4) a recommendation to readers of its application, 5) a clear and precise writing style, and 6) the application of professional guidelines (i.e., APA, MLA, Chicago). I will give you an example. Your review should be 3-4 typed, double-spaced pages. It is due April 11.

6. **Expressing Your Voice Project:** Each student will create a product that depicts some aspect of gender. Students might represent gender via sculpture, poetry, photographs, drawings, games, videos, song, etc. It must be original work! A one- to two-page typed paper should accompany the creative project and answer the following questions: **How did you create your project? What is the significance of your creation? How and why did you choose the form and the elements you used?** How does the product relate to course content? The creative project is due **May 2** and is worth **100 points**. Be prepared to share your project with the class during the final exam time. Have fun!
7. **Quizzes:** They are likely to include both objective (multiple choice, true/false, matching, fill in the blank, etc.) and essay/short answer questions on assigned readings, class lectures, speakers, films and the like. There will be six quizzes and they will be worth a **maximum of 50 points each**. You may drop your lowest quiz grade.

Note: All assignments are due, without exception, at the beginning of the class period on the due date. Assignments handed in after the beginning of class will be counted one day late and will be subject to a **10% reduction per day**. **No plastic covers please!**

Grading:

Summary papers/Reaction sheets	50
Cooperative Learning Activity	25
Student's Choice Project	100
Expressing Your Voice Project	100
Quizzes	<u>250</u>

Total

525 pts.


Grading Scale:

A	93+	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	60-66
B-	80-82	F	59-
C+	77-79		

I reserve the right to change or modify this course schedule. Students who choose not to attend class are responsible for checking with the instructor for any changes.

Accommodations for students with disabilities will be made in conjunction with Messiah College Disability Services. Any student requiring accommodation should request a conference with the instructor.

Eating in class will be permitted **as long as** the room is left clean at the end of class.

				
Mon	Tuesday	Wed	Thursday	Fri
	Classes Begin 1 Intro to Course Conceptualization of Gender R & C Ch. 1	2	3	4
7	8 Gender Identity R & C Ch. 2,3 Gender & Grace Pt. 2 Video: Men, Women, and the Sex	9	10	11
14	15 Quiz Gender and Family R & C p. 150-155, 162-174	16	17	18
21	22 Gender and Work R & C Ch. 7 Gender & Grace Ch. 10	23	24	25

28	29		
Quiz Gender and Violence R & C Ch. 8 p. 182-190			

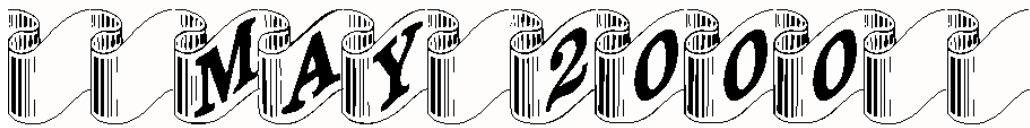
★ MARCH 2000 ★

Mon	Tuesday	Wed	Thursday	Fri
		1	2	3
6	7	8	9	10
Gender and Sexuality R & C p. 155-162, 173-182 Gender & Grace Ch. 11				
← 13	14	15	16	17 →
SPRING		RECESS		
20	21	22	23	24
Classes Resume (3/20/00) Quiz Gender and Communication R & C p. 120-126 LRC: Lindsey				
27	28	29	30	31
Gender and Media R & C p. 126-148 Video: Still Killing Us Softly/Steale Roles and Tight				

❁ April 2000 ❁

Mon	Tuesday	Wed	Thursday	Fri
3	4	5	6	7
Quiz Gender and Religion R & C Ch. 10 Guest Speaker: John Stankovic				

10	Gender and Education R & C Ch. 4 Video: Transforming Knowledge	11	12	13	14
17	Quiz Gender and Health R & C Ch. 11	18	19	Easter Recess Begins (4/21/00) 20	
24	Classes Resume Gender and Politics R & C Ch. 9 LRC: Davis	25	26	27	28

					
Mon	Tuesday	Wed	Thursday	Fri	Sat
1	Last Day of Classes (5/03/00) 2 Quiz Course Evaluation Creative Project	3	← 4 Final Exams Begin	5	
8	→ 9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

List of Choices for Novel Analysis

Atwood, M. (1991). The handmaid's tale. New York: Fawcett Books.

This is a book based on how society is going to be in the near future. There was a decline in women being able to get pregnant and conceive a child. The Handmaids were the ones able to do this deed and get rewarded by it. The women not able to have children are then banned from the city and known as the unwomen.

Banks, R. (1990). Affliction. HarperCollins.

Wade Whitehouse, a well-digger and policeman in a bleak New Hampshire town, is a former high school star gone to beer fat, a loner with a mean streak. He undertakes a process that will enable him to live a life better than the one he is currently living.

Cisneros, S. (1988). The house on Mango Street. Houston: Arte Publico Press.

Esperanza's childhood life in a Spanish-speaking area of Chicago is described in a series of spare, poignant, and powerful vignettes. Her friends, family and neighbors wander in and out of her stories; through them all Esperanza sees, learns, loves, and dreams of the house she will someday have, her own house, not on Mango Street.

Fox, J. (1994). The boys on our rock. St. Martin's Press.

Billy is just the "normal" guy next door except that he happens to like boys. "The Boys on our Rock" is a coming-out story of a boy's first attraction and his first love, a story of growing courage and a boy whose sense of honor is ultimately stronger than his fear of censure or humiliation.

Gilman, C. (1979). Herland. New York: Pantheon Books.

On the eve of WWI, three American male explorers stumble onto an all-female society somewhere in the distant reaches of the earth. Unable to believe their eyes, they promptly set out to find some men, convinced that since this is a civilized country--there must be men.

Lee, G. (1994). China boy. NAL-Dutton.

Growing up Chinese-American, a young man copes with a distant father, a missing mother, and a tyrannical stepmother as he struggles to contend with America in the 1950s. Kai Ting, the first American born boy of a family that fled China during the 2nd World War, must survive on the streets of San Francisco in the 50's and 60's.

Steinbeck, J. (1961). The winter of our discontent. Penguin.

This is a story of a man struggling with morality. Ethan Hawley is content in his life until he realizes that he should have more. The story that unfolds is realistic and understandable.

Walker, A. (1996). The color purple. Pocket Books.

Alice Walker breathes life into a young, poor and ugly girl named Celie. Celie is an amazing character because while she has suffered more than most humans will in a life time, before she was twenty years old, she is not a victim. She is simply living her life, as she would live it any other way. She is simple yet complex, a deep character in a world of confusion.

Suggested List of Choices for Book Review

- American Association of University Women. (1998). Gender gaps: Where schools still fail our children. Washington, D.C.: Marlowe & Co.
- Balswick, J. (1992). Men at the crossroads: Beyond traditional roles and modern options. Downers Grove, IL: InterVarsity Press.
- Barton, R. (1998). Equal to the task: Men and women in partnership. Downers Grove, IL: InterVarsity Press.
- Bilezikian, G. (1985). Beyond sex roles: What the Bible says about a woman's place in church and family (2nd ed.). Grand Rapids, MI: Baker Books.
- Coltrane, S. (1997). Family man: Fatherhood, housework, and gender equity. New York: Oxford University Press.
- Digby, T. (1998) Men doing feminism. NYC: Routledge.
- Dollahite, D. & Hawkins, A. (1997). Generative fathering: Beyond deficit perspective. Thousand Oaks, CA: Sage.
- Hochschild, A. (1989). The second shift. New York: Avon Books.
- Johnson, A. (1997). The gender knot: Unraveling our patriarchal legacy. Philadelphia: Temple University Press.
- Kimmel, M (1996). Manhood in America: A cultural history. New York: The Free Press.
- Kimmel, M. & Messner, M. (Eds.). (1998). Men's lives (4th ed.). Boston: Allyn and Bacon.
- Levant, R. & Pollack, W. (Eds.). (1995). A new psychology of men. New York: Basic Books.
- Lorber, J. (1995). Paradoxes of gender. New Haven, CT: Yale University Press.
- Okin, S. (1989). Justice, gender and the family. New York: Basic Books.
- Rhode, D. (1989). Justice and gender. New York: Doubleday.
- Schwartz, P. (1994). Peer marriage: How love between equals really works. New York: The Free Press.
- Thorne, B. (1993). Gender play: Girls and boys in school. Piscataway, NJ :Rutgers University Press.
- Tucker, R. (1992). Women in the maze: Questions and answers on Biblical equality. Downers Grove, IL: InterVarsity Press.
- Warren, C. (1989). Gender issues in field research. Newbury Park, CA: Sage.

Jessica Fields

GENDER AND SOCIETY

This course is an introduction to sociological and feminist study of gender in contemporary U.S. society. Our work will focus on the social construction of gender, privilege and difference; social institutions and gender; intimacy and the body; and gender, sexism, and violence. We will identify patterns of gender oppression, and we will discuss possible responses to social inequality. Our texts include academic articles, autobiographical essays, films, short stories, and memoir.

One task this semester is to become more aware of the ways gender affects girls', boys', women's, and men's lives. Lisa Marie Hogeland¹ calls this awareness of gender differences a "gender consciousness." Someone pursuing a gender consciousness might learn more about famous women in history, beauty standards for women, and divisions of household labor.

With a "feminist consciousness," we take our gender consciousness and look for ways that gender differences grant or deny power. For example, what does it mean about women's status that they are paid less in the work force and do most of the unpaid work at home? What do racist notions of beauty mean for women of color? How has feminism changed social expectations of men? Or, how do lesbians and gay men position themselves as women and men when their sexual identities seem to defy norms of masculinity and femininity? With a gender consciousness, we note differences; with a feminist consciousness we see what difference those differences make. The point of this class is not to convince you to be a feminist. Rather, I want you to understand sociological feminist thought; it is your decision whether you adopt a feminist consciousness as your own.

COURSE REQUIREMENTS

Students regularly comment that my courses are demanding and enjoyable. In deciding to take this course, you are committing to a heavy and rewarding workload. Feel free to discuss with me any special needs you have because of learning or other disabilities.

Course Prerequisites

This is an upper division course designed for students who have already satisfactorily completed the sophomore general education requirement in written communication (ENG 214, ENG 314, or an approved equivalent). I may request verification that you have completed these requirements.

This course fulfills Category A for the GE Segment III Cluster known as either "Gender and Culture: Identities, Images, Interactions" (in the Fall 2001 SFSU Class Schedule) or "Women and Communication" (in the 2001-2002 SFSU Bulletin). To have a course count for Segment III, you must have completed 60 units by the end of the semester you are enrolled in the course. Note that all Segment III courses require twelve pages of instructor-graded, significant written work. I will evaluate your written work in this class on not only content, but also how well you organize, develop, and express your ideas in writing.

In-class work

I believe that each of you has something important and unique to contribute to our understandings of sex and gender. Thus in addition to my lectures, we will discuss together issues and questions raised by each day's assignment. A respectful, tolerant, and actively questioning attitude is crucial to a successful discussion. The issues we'll address are challenging, and it is important that we are able to

¹ Lisa Marie Hogeland. "Fear of Feminism," Ms. November/December 1994, p. 18.

make mistakes, try out new understandings, and ask questions. We need also to learn how to hold each other and ourselves accountable for the things we say; we need to respect others' feelings and consider the implications of all that we offer classmates.

To ensure that you come to class ready to discuss the difficult and important issues we'll address this semester, I give a quiz on the assigned readings at the start of each class. The quizzes involve either (1) answering one of two questions about the reading or (2) "freewriting" on a topic I loosely assign. Each quiz will be worth two points. I will drop the two lowest grades at the end of the semester. Quizzes cannot be made up due to lateness or absence. Your work on the quizzes will determine your in-class grade, 15% of your final grade.

On the second day of class, we'll discuss guidelines for class discussions and other course work. You'll name specific expectations you have of yourself, your classmates, and me.

Written exercise—Gender: How-to, or How-not-to2

Sociologists argue that gender is not "natural"—instead, people teach, learn, resist, and practice being feminine and masculine every day of our lives. In your first written assignment, you'll look at lessons we learn about how to and how not to do gender. Choose a domain of objects—for example, greeting cards, dolls, athletic wear, job advertisements, wedding announcements, or afternoon soap operas. Examine the objects carefully, looking for the subtle and not-so-subtle lessons they provide in how to be women and men. According to the objects you examine, what are the rewards and punishments for adhering to or violating those lessons? Consider how the how-to and how-not-to lessons are race, class, sexually and otherwise culturally specific—for example, how are they particular to Asian-Americans? To gay men? To people in the upper-middle class?

This paper is due Monday, September 24, and worth 25% of your final grade. To do an excellent job (i.e., to earn an "A"), you will do the following:

- Briefly describe the domain of objects that you analyzed and explain how you gathered the information about your chosen objects;
- Discuss the "lessons" these objects provide about gender expectations and the consequences of violating and satisfying those expectations (be sure to provide specific examples);
- Analyze the patterns to these lessons—what's the overall how-to or how-not-to lesson about gender?—again providing detailed examples;
- Link your insights to the readings we've done on the social construction of gender, gender and other social differences, and gender and privilege.
- Revise your paper creatively and distinctively; and
- Hand in on time (September 24 at the beginning of class) a typed and double-spaced three- to four-page paper, in twelve-point font, with one-inch margins, edited for spelling, grammatical, and typographical errors, and including a list of works cited (this list does not count toward the required three to four pages).

21 adapted this exercise from Barrie Thorne's "Gender Adventure" assignment, printed in the American Sociological Association Resource Guide, *Teaching Sociological Concepts and the Sociology of Gender*, eds. Stalp and Childers (2000).

Group presentation

Each student will work in a group of two to three students on a presentation worth 25% of your final grade. The presentations will immediately follow the quiz/freewriting with which we open class and should be forty minutes long.

I call this task a “presentation” because it is your responsibility to present an idea, question, or problem in the assigned readings for your day. By calling it a “presentation,” I am not suggesting that your work needs to be conventional; I encourage you to be clever, creative, and original. In the past, students have interviewed passersby, acted out skits, surveyed their classmates, tape recorded group interviews, and distributed information packets from community agencies.

For the remainder of your allotted forty minutes, you and your partners will facilitate a discussion of the issues you've raised. Note that students routinely over prepare for presentations. No one has ever run out of things to say, and consistently students regret not allowing enough time for discussion. Keep this in mind as you consider how to spend your forty minutes. Your grade will reflect how well you use your time.

On the third day of class, you'll complete a form ranking your options for presentation dates. If you know that you would like to work with a particular person or persons (no more than three in a group), you can indicate that as well. I'll distribute on the fourth day of class a calendar of presentations. I will do my best to honor everyone's priorities.

Each group will submit a written outline of their presentation at least two class periods before their presentation day. This outline should be a one-page, detailed description of your plans, including a list of the assigned readings you will use, any exercises or activities you'll facilitate in class, and other information about how you'll use your time. I will return these outlines the next class period with comments and suggestions for improving your presentations. You're also welcome to come to my office to discuss your presentations, but meetings in my office are not substitutes for required written outlines.

Each member of the group will hand in their own “self-evaluation.” The self-evaluation is due two class periods after your presentation. It should be no more than two pages long (typed and double-spaced) and answer the following five questions. Think about these questions as you prepare your presentation. You'll write a better self-evaluation—and do a better presentation—if you reflect throughout the process.

- What point, question, or issue from the readings did you highlight in your presentation?
- How did you use the readings and presentation structure and content to achieve this goal?
- In what ways was your presentation successful; what you do the same if you were to make the presentation again? What could have gone better; what would you change?
- What did each member of your group contribute to the presentation? How well did you work together as a group?
- What did you learn in preparing and delivering your presentation?

I will use these questions when evaluating your presentations. I'll return each self-evaluation with my comments and your grade on the entire project. Group members' grades will differ if necessary to reflect individual work on the self-evaluation and varying contributions to the presentation.

Paper

You will write a final paper analyzing an aspect of your experience of gender. My aim in this class is to get you thinking critically and asking questions about gender. Thus, I ask you in your paper to think about what your gender means to you, analyze that meaning, and place it within the context of the social institutions and interactions we study in this class. You might analyze your career goals: what assumptions have you made about the possibilities open to you? how do these assumptions reflect changes in the role gender plays in the workplace you've chosen? how do these assumptions challenge the ways that workplace has not changed? This is only an example. I encourage you to think about eating habits, date rape, reproductive rights, friendship, parenting, and other issues.

I'm leaving the assignment open because I want you to have the freedom to explore the issue or issues that interest you. I am, however, grading this paper. Talk to me before deciding on a topic or exploring a chosen topic too extensively. I have scheduled two in-class writing workshops on November 5 and 21 so you can ask questions and help each other with your papers. Your attendance at these workshops is a required part of this assignment.

I encourage you to look for models in this semester's readings, especially *Listen Up*. Also, I have a notebook with papers written by previous students. You're welcome to look at these during my office hours, but please note that the papers are ungraded and not all received an A.

The paper is due December 17. I will be in my office from 10:45 to 1:15, and I will stop accepting papers at 1:15. This paper is worth 35% of your final grade. To do an excellent job (i.e., to earn an "A"), you will do the following:

- Identify an example from your experience that reflects gender's influence on women's and men's lives;
- Analyze that example using feminist sociological readings and viewings from this semester;
- Attend to relevant racial, sexual, class, and other differences;
- Revise your work creatively and distinctively;
- Attend the in-class writing workshops on November 5 and 21; and
- Hand in on time (in my office, December 17 between 10:45 and 1:15—no later than 1:15), a typed and double-spaced six- to eight-page paper, in twelve-point font, with one-inch margins, edited for spelling, grammatical, and typographical errors, and including a list of works cited (this list does not count toward the required six to eight pages).

GRADING

Your grade will be based on the following percentages.

15%	in-class work
25%	written exercise
25%	presentation, with self-evaluation
35%	paper, including participation in draft workshops

I will assign grades on the following scale.

A	93-100	B+	87-89	C+	77-79	D+	67-69	F	00-59
A-	90-92	B	83-86	C	73-76	D	63-66		
		B-	80-82	C-	70-72	D-	60-62		

HONOR CODE

One standard of academic work is that we don't cheat or plagiarize. Cheating is forbidden in this class and includes (but is not limited to) unauthorized copying, collaboration, or use of notes on examinations. Also, be careful in your written work not to plagiarize, which means you should not represent another person's words, thoughts, or ideas as your own. If you have questions, see me.

REQUIRED TEXTS

Books are on sale in the SFSU Bookstore and on reserve in the J. Paul Leonard Library. Additional readings (marked "photocopy" in the course schedule) are available through me.

Findlen, Barbara, ed. 1995. *Listen Up: Voices of the Next Feminist Generation*. Seattle: Seal Press (abbreviated "LU" in the course schedule).

Richardson, Laurel, Verta Taylor, and Nancy Whittier, eds. 2000. *Feminist Frontiers V*. NY: McGraw Hill (FF).

Wideman, John Edgar. [1984] 1995. *Brothers and Keepers*. NY: Vintage Books (BK).

KEEPING IN TOUCH WITH ME

I encourage you to visit me during office hours. Come by for assistance with the reading and other assignments, or stop by to visit. I welcome the chance to get to know you and your work, and I take seriously my responsibility to help you do well. If my office hours are inconvenient, make an appointment to see me another time. You can also e-mail me; I check that almost every day, often more than once. Do not call me at home. Use e-mail and office hours to keep in touch.

COURSE SCHEDULE

Introduction

August 29

- Course introduction.
- In class: *Still Killing Us Softly* (creat. Kilbourne, dir. Jhally, 2000).

September 5

How can we make this course a liberatory experience for each member of the class?

- bell hooks. 1994. "Engaged Pedagogy." Pp. 13-22 in *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge (photocopy).
- Audre Lorde. 1984. "The Uses of Anger: Women Responding to Racism." Pp. 124-33 in *Sister Outsider: Essays and Speeches*. Freedom, CA: The Crossing Press (photocopy).
- Laurel Richardson. "Gender Stereotyping in the English Language" (FF 112-16).
- In class: Establish course guidelines.

The Social Construction of Gender, Privilege, and Difference

September 10

How do class, racial, and ethnic differences inform our experiences of gender?

- Rosalinda Méndez González. "Distinctions in Women's Experience: Ethnicity, Class, and Social Change" (FF 9-17).
- Paula Gunn Allen. "Where I Come From Is Like This" (FF 18-22).
- Sojourner Truth. "Ain't I a Woman?" (FF 20).
- Robin D. G. Kelley. "Confessions of a Nice Negro, or Why I Shaved My Head" (FF 24-29).
- In class: Choose presentation dates; confirm course guidelines.

September 12

What is the relationship between social differences and social inequalities? How can we examine those differences and inequalities in a university setting?

- Audre Lorde. “The Master’s Tools Will Never Dismantle the Master’s House” (FF 22-24).
- Peggy McIntosh. “White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women’s Studies” (FF 29-36).
- Veronica Chambers. “Betrayal Feminism” (LU 21-28).

September 17

What makes gender a “social construction”?

- Judith Lorber. “‘Night to His Day’: The Social Construction of Gender” (FF 40-56).
- Suzanne Kessler. “The Medical Construction of Gender” (FF 74-87).
- **In class:** Excerpts from *You Don’t Know Dick: Courageous Hearts of Transsexual Men* (dirs. Cram and Schermerhor, 1997).

September 19

What possibilities are there to resist and change existing definitions of gender?

- Yen Le Espiritu. “Ideological Racism and Cultural Resistance: Constructing Our Own Images” (FF 155-68).
- Gloria Anzaldúa. “En Rapport, In Opposition: Cobrando cuentas a las nuestras” (FF 168-72).

September 24

What lessons have we uncovered about how-to and how-not-to-do gender?

- **In class:** Excerpts from *Paris Is Burning* (dir. Livingston, 1992) and “The House of Moshood Ball, 1999.”
- **Due:** Written Exercise—Gender: How-to, or How-not-to.

Social Institutions and Gender

September 26

What lessons do school age girls and boys learn about gender?

- Barrie Thorne. “Girls and Boys Together . . . But Mostly Apart: Gender Arrangements in Elementary Schools” (FF 201-14).
- Geoffrey Canada. “Learning to Fight” (FF 208-11).
- “Your Life As a Girl,” Curtis Sittenfeld (LU 36-44).

October 1

What is the relationship between gender and equity in the workplace?

- Barbara Reskin and Irene Padavic. “Sex Differences in Moving Up and Taking Charge” (FF 253-62).
- Barbara Reskin. “The Realities of Affirmative Action in Employment” (FF 264-67).

October 3

How do women and men construct and enforce gender identities on the job?

- Robin Leidner. “Serving Hamburgers and Selling Insurance: Gender, Work, and Identity in Interactive Service Jobs” (FF 273-85).
- Susan Eisenberg. “Marking Gender Boundaries: Porn, Piss, Power Tools” (FF 286-95).

October 8

How do women and men manage the work of family, marriage, and parenting?

- Pepper Schwartz. “Peer Marriage” (FF 299-304).

- Denise A. Segura. "Working at Motherhood. Chicana and Mexicana Immigrant Mothers and Employment" (FF 305-18).
- Chris Bull. "The New Activism: Lesbian and Gay Parenting" (FF 344-47).

October 10

How are women represented in entertainment media?

- bell hooks. "Selling Hot Pussy: Representations of Black Female Sexuality in the Cultural Marketplace" (FF 134-43).
- Corrine Squire. "Empowering Women? The Oprah Winfrey Show" (FF 144-54).

Intimacy, Bodies, and Gender

October 15

How do standards of attractiveness and ability influence women's relationships with their bodies?

- Kathryn Pauly Morgan. "Women and the Knife: Cosmetic Surgery and the Colonization of Women's Bodies" (FF 116-27).
- Roberta Galler. "The Myth of the Perfect Body" (FF 128-29).

October 17

How do people with eating problems experience their bodies?

- Becky Wangsgaard Thompson. "'A Way Outta No Way': Eating Problems among African-American, Latina, and White Women" (FF 413-21).
- Stephen S. Hall. "Bully in the Mirror" (FF 130-33).
- Abra Fortune Chernik. "The Body Politic" (LU 75-84).

October 22

What are some alternative expressions of beauty and attractiveness?

- Loren Cameron. "Portrait of a Man" (FF 44-45).
- Nomy Lamm. "It's a Big Fat Revolution" (LU 85-94).
- Jennifer Reid Maxcy Myhre. "One Bad Hair Day Too Many, or the Hairstory of an Androgynous Young Feminist" (LU 132-37).

October 24

How do adolescent girls understand sexual pleasure and danger?

- Deborah L. Tolman. "Doing Desire: Adolescent Girls' Struggle for/with Sexuality" (FF 375-85).
- Carolyn Mackler. "Sex Ed: How Do We Score?" (FF 386-88).
- In class: *Girls Like Us* (dirs. Wagner and DiFelicianantonio, 1997).

October 29

What ways have feminists found to express their sexuality?

- Anastasia Higginbotham. "Chicks Goin' at It" (LU 3-11).
- Rebecca Walker. "Lusting for Freedom" (LU 95-101).
- Laurel Gilbert. "You're Not the Type" (LU 102-12).
- Jason Schultz. "Getting Off on Feminism" (FF 389-95).

October 31

What are the politics of the struggle over women's reproductive rights?

- Angela Y. Davis. "Outcast Mothers and Surrogates: Racism and Reproductive Politics in the Nineties" (FF 422-28).
- Inga Muscio. "Abortion, Vacuum Cleaners, and the Power Within" (LU 160-66).

November 5

What is the history of the feminist movement for women's reproductive rights?

- **In class:** *With a Vengeance* (dir. Hiris, 1989).

What have we learned so far this semester? What questions do we have?

- **Writing workshop:** Letter to a friend.

Gender and Violence, Patterns and Responses

November 7

What is the relationship between sexism and violence?

- Cheryl Benard and Edit Schlaffer. "'The Man in the Street': Why He Harasses" (FF 441-44).
- Patricia Yancey Martin and Robert A. Hummer. "Fraternities and Rape on Campus" (FF 444-53).
- Kristen Golden. "Behind Closed Doors" (FF 459-61).
- Gloria Steinem. "Supremacy Crimes" (FF 462-64).

November 12

What responses to sexual violence are available to women and men?

- Emilie Morgan. "Don't Call Me a Survivor" (LU 177-84).
- John Stoltenberg. "'I Am Not a Rapist!' Why College Guys Are Confronting Sexual Violence" (FF 454-59).
- Whitney Walker. "Why I Fight Back" (LU 185-91).

November 14

What are the links among violence, gender, and global politics?

- Mary Ann Tétreault. "Accountability or Justice? Rape as a War Crime" (FF 466-78).
- Cynthia Enloe. "The Globetrotting Sneaker" (FF 506-10).

November 19

How are feminist women and men responding to inequality and oppression?

- R. W. Connell. "Gender Politics for Men" (FF 532-37).
- Ellen Neuborne. "The Next Feminist Generation: Imagine My Surprise" (FF 556-59 or LU 29-35).
- Tiya Miles. "Lessons from a Young Feminist Collective" (LU 167-76).

November 21

What are the relationships among racism, sexism, and imprisonment?

- Angela Y. Davis. "Race, Gender, and Prison History: From the Convict Lease System to the Supermax Prison." Pp. 35-45 in *Prison Masculinities*, eds. Don Sabo, Terry A. Kupers, and Willie London. Philadelphia: Temple University Press (photocopy).
- **Writing workshop:** Paper topics.

November 26

How can creative works help us understand the connections among gender, sexism, and violence?

- John Edgar Wideman. "Visits" (BK 1-53).
- **In class:** Sound recording of John Edgar Wideman reading excerpts from *Brothers and Keepers*.

November 28

What lessons have many women and men in prison learned about intimacy and family? What are some consequences of those lessons?

- Wideman. "Our Time" part I (BK 57-120).
- **In class:** Excerpt from *Stranger Inside* (dir. Dunye, 2001).

December 3

What is the relationship among limited opportunities, gender, and violence?

- Wideman. “Our Time” parts II and III (BK 121-66).

December 5

- NO CLASS—Advising Day.

December 10

What lessons does prison provide in masculinity and femininity? How are those lessons like and unlike the lessons outside of prison?

- Wideman. “Doing Time” and “Postscript” (BK 167-243).
- In class: Excerpt from *Stranger Inside* (dir. Dunye, 2001).

December 12

What role might anger, love, and other emotions play in responses to violence?

- June Jordan. 1978 [1990]. “Where Is the Love?” Pp. 174-76 in *Making Face, Making Soul/Haciendo Caras: Creative and Critical Perspectives by Women of Color*, ed. Gloria Anzaldúa. San Francisco: Aunt Lute Books (photocopy).
- In class: *A Place of Rage* (dir. Parmar, 1991).
- In class: Course evaluations.

Jessica Fields
San Francisco State University

Course Guidelines

My gender courses are student-centered and feature a lot of discussion. These discussions are sometimes difficult. The following exercise is my attempt to create a classroom environment that can host such challenging and important discussions.

Early in the semester (usually the third class meeting), I work with students to establish course guidelines. I assign read two or three articles on feminist pedagogy, gendered language, and gender, race, and communication. I recommend the following readings, but others may well be appropriate.

- bell hooks. 1994. “Engaged Pedagogy.” Pp. 13-22 in *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.
- Audre Lorde. 1984. “The Uses of Anger: Women Responding to Racism.” Pp. 124-33 in *Sister Outsider: Essays and Speeches*. Freedom, CA: The Crossing Press.
- Adrienne Rich. 1979. “Claiming an Education.” Pp. 231-35 in *On Lies, Secrets, and Silence: Selected Prose 1966-1978*. New York: W. W. Norton.
- Lynet Uttal. 1990. “Nods that Silence.” Pp. 317-20 in *Making Face, Making Soul/Haciendo Caras: Creative and Critical Perspectives by Women of Color*, ed. Gloria Anzaldúa. San Francisco: Aunt Lute Books.
- Alice Walker. 1997. “Becoming What You’re Called.” Pp. 181-84 in *Anything We Love Can Be Saved: A Writer’s Activism*. New York: Random House.

Once in class, I spend the first half of our time discussing the readings with the students, pointing to the issues relevant to the project of establishing course guidelines. These issues include the particular demands critical pedagogy places on students and teachers (hooks); the productive role anger can

play in pointing to social inequalities and the challenge of sustaining dialogue in the face of anger (Lorde); the importance of women (and, by extension, people of color, poor and low-income people, incarcerated people, etc.) claiming—rather than receiving—our educations (Rich); differences in how communities indicate support to one another and the value of letting conversations “get messy” (Uttal); and the power of sexist, racist, heterosexist, and classist language to erase people and their experiences (Walker).

With these issues in mind, I have students to break into groups of four. I ask them to spend fifteen minutes coming up with three guidelines for class discussions, and three guidelines for me as your instructor. The guidelines for class discussions apply to all members of the class—they and me; the guidelines for me will govern my work as instructor. I encourage them to reflect on the conditions necessary for them to have an classroom experience like that described in the readings. What support do they need, for example, if they are to claim their educations? I also encourage them to ask me for what they need. I reserve the right to negotiate and even to veto the guidelines for me, but I want to hear what they have to say. Although this might seem as if I’m inviting trouble by opening things up like this, I actually find that the students’ requests of me are modest.

After fifteen minutes, I have students report their guidelines. I keep a running list on the chalkboard and ask another student to keep a written list. We record the guidelines as they’re offered. If there’s a conflict between suggestions or if someone disagrees with a suggestion—this usually comes up around the issue of raising hands—we reserve debate until all of the proposed guidelines are on the board. Negotiating these differences is usually our first practice of handling disagreement in the class.

I bring an overhead transparency of a typed list of guidelines to our next class meeting and ask for any revisions or additions. I bring everyone a copy of the final list in our next class meeting. These guidelines help us negotiate conflicts throughout the term and are our touchstone in mid-semester and final class evaluations.

I’ve included a sample list of guidelines below.

For class discussion—students and Jessica

1. Do not interrupt one another
2. Challenge each other; hold one another accountable.
3. It’s OK to swear.
4. Be aware of your voice level; speak loudly enough so others can hear.
5. Get to know one another.
6. Learn one another’s names.
7. Students should be able and are encouraged to share honestly.
8. Be open minded.
9. Try to see, respect, and understand one another’s point of view.
10. Don’t patronize other people.
11. Speak for your self only; use your own experiences as the basis of your comments.
12. Don’t take things personally.
13. Don’t make assumptions about other people’s identities and perspectives.
14. Be careful about generalizations, for example “all people . . .”
15. Keep issues in class. Discussions are confidential—what’s said in class stays in class. Also, deal with class problems inside class.

For Jessica

1. Return quizzes by next class, papers in two weeks.
2. Provide extensive comments on student papers.
3. Give students a chance to assign a different weight to assignments. Students can move 5% of their final grade from one assignment to another (need to let Jessica know by Wednesday, September 12).
4. Drop three quizzes instead of two.
5. Don't stray too far from syllabus.
6. Talk to people about their course performance—how well they're meeting expectations—before a problem develops.
7. Take into account students; other roles, jobs, etc.
8. Be a mediator in class.
9. Respond to students' in-class comments.
10. Be not only an authority figure, but also helpful, respectful, and a guide for students.
11. Promote a safe environment in class.
12. Ask students to repeat comments if they've spoken too softly.
13. End class on time.

Patti Guiffre
MEN, WOMEN, AND SOCIETIES

Course description/objectives: We are born male or female. We become masculine or feminine. This course will explore the social and cultural construction of gender differences, focusing on contemporary issues. Some of the reading and lecture material will concentrate on sex and gender internationally. The course begins with a description of the sociological approach to the study of men and women and how it differs from other perspectives. We will examine the ways that boys/men and girls/women are socialized differently by parents, friends, and the media. Next we will explore gender differences in social institutions, including education, the family, the workplace, and in the criminal justice system. We will then discuss gender differences in intimacy and friendships. We will conclude by examining different types of feminism and some contemporary men's social movements.

By the end of this course you should be able to understand and apply

- (1) a sociological approach to the study of men and women;
- (2) the social construction of gender in institutions;
- (3) the social construction of gender in relationships;
- (4) different sociological methods and theories; and
- (5) sociological concepts and theories to your personal experiences and to your observations of others.

By the end of this course you should also be able to engage in *critical thinking*. Critical thinkers are able to

- see many sides to an issue, even if they disagree with the arguments presented by different approaches;
- analyze course material actively; and
- set aside their personal beliefs and values in order to understand issues from a scientific perspective.

Two required textbooks:

Women, Men, and Society by Claire Renzetti and Daniel Curran. 4th edition. 1999. Allyn and Bacon.

This book is a textbook that provides an overview and specific studies about each topic in our class.

Men's Lives edited by Michael Kimmel and Michael Messner. 5th edition. 2001. Allyn and Bacon.

This book is an edited book (a collection of readings) and it is NOT just about men. Some of the assigned readings describe empirical research and expand on issues that the textbook addresses briefly. Other assigned readings are "think pieces."

Keep up with the reading. Lectures will highlight some of the main points from the reading, expand some of these points, and raise questions for discussion. Lectures will not reiterate the course reading in detail. Students are responsible for all the material in the required readings, whether or not the material has been discussed in class. There will be some information in class for which you are responsible, including new theories, studies, or current statistics), that is not contained in your textbooks.

Structure of class meetings: Students learn differently. In order to take into account different learning styles, our class meetings will involve some combination of lecture, discussion, and brainstorming activities with other students.

Exams: There will be four multiple-choice exams in this class. Exams 1, 2 and 3 are each worth 20% of your grade. The final exam is worth 30% of your course grade.

Exam Policies:

There are **no exceptions** to the following exam policies.

- 1) You must take the final exam (exam 4). There are no make-ups for final exams. Now is the time to make sure you have scheduled your courses to accommodate your final exams. You must take the final exam at the university assigned date and time. I will not change the final exam time/date for any student, under any circumstances.
- 2) You must take all regularly scheduled class exams. In case of emergency (e.g. death in the family, a severe illness of your own), you must both contact me **prior** to the exam, **and** have a valid and verifiable written excuse (i.e. documentation of your visit to the doctor's office).
- 3) You must arrive to exams on time. Students who arrive more than ten minutes late on exam days will automatically lose 10 points for that exam, regardless of the reason for being late. If you commute, you should leave earlier on exam days to account for potential traffic problems.
- 4) If you miss an exam due to a legitimate emergency, make-up essay exams are given directly after the final exam. After you take the final exam, I will hand you the make-up essay exam on the same day/time as the final exam for this course. You may take only one make-up exam.

Brief writing assignments: Studies indicate that writing helps students learn. Because I want you to learn, there will be 8 unannounced brief (approximately 2 paragraphs for most assignments) writing assignments given during class over the semester which are worth 10% of your final grade. The assignments will require that you apply the course material. In some of the assignments, you will be asked to respond in writing to previous course material (either from the lecture or the reading) or the particular class day's material. Some of them will be individual assignments. In others, you will be allowed or required to work with other students. If you miss one assignment, your grade will not be affected. If the assignment is given at the beginning of class and you are late, then you receive a zero for that assignment. **THERE ARE NO MAKE-UP WRITING ASSIGNMENTS.**

The assignments will be graded with a score of 2, 1, or 0.

A score of "2" will be given to writing assignments that (1) used the relevant course material to answer the question (2) applied the relevant material correctly and accurately and (3) demonstrated obvious understanding of the material.

A score of "1" will be given to writing assignments that are (1) unclear but appear to make a solid attempt to answer the assigned question and (2) relevant concepts are used, but their use is inaccurate or incomplete.

A score of "0" will be given if (1) no assignment is submitted because of absence or (2) the assignment has nothing to do with the course material or (3) the assignment does not demonstrate knowledge of concepts.

This portion of your grade will be determined as follows:

Total Score of 8 writing assignments	% earned
15-16 points	10%
13-14 points	9%
11-12 points	8%
9-10 points	7%
7-8 points	6%
5-6 points	5%
3-4 points	2%
1-3 points	0%

Attendance Policy: I do not take attendance formally. Attendance is expected and encouraged.

Discussion: I do not grade your class contribution but class discussions help students learn. I encourage questions and discussion about the course material and sharing personal observations and experiences, as appropriate, and as they relate to the material. Classes are more interesting if most students participate. The goal of class discussion is NOT to find out the “one true answer.” It is to try to find out all the different viewpoints about a particular topic. You will not agree with everything you hear in class from the professor or your classmates. Part of becoming educated requires that your ideas are challenged. This does not mean that you change your mind or alter your viewpoint about something; rather, as a college-level student, you should be able to see different points of view of the same issue. I expect students to be respectful towards every person in this classroom, even if they disagree with certain viewpoints.

Grading summary:

Unannounced in-class writing exercises: 10%

Exam 1: 20%--February 20

Exam 2: 20%--March 27

Exam 3: 20%--April 22

Exam 4 (cumulative final): 30%-- Wed. May 1, 3:00-5:30 p.m.

Grade scale: I do not negotiate final grades. Attendance, class participation, and improved exam scores may be considered in *borderline* cases.

A = 90-100

B = 80-89.9

C = 70-79.9

D = 60-69.9

F = 59 and below

Students with Special Needs: Students with special needs as documented by the Office of Disability Services should identify themselves at the beginning of the term. The Department of Sociology is dedicated to providing these students with necessary academic adjustments and auxiliary aids to facilitate their participation and performance in the classroom. Please indicate special needs on your Student Information Form.

Academic Honesty: According to the SWT Academic Honesty Statement in the student handbook, “Learning and teaching take place best in an atmosphere of intellectual fair-minded openness. All

members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. Specific sanctions for academic dishonesty are outlined in *SWTexan*.”

As a professor and member of this academic community, I value honesty, integrity, and hard work. Academic dishonesty will not be permitted or tolerated. Don't resort to cheating. Any student caught cheating or plagiarizing will fail the course. Scholastic dishonesty includes any attempt to seek assistance during an exam from another person or from notes, books, parts of the body, or any piece of clothing or any other materials. If any student is caught cheating, he or she will automatically fail this course and face dismissal from the university. I reserve the right to ask students to change seats during exams if I see any suspicious behavior, even if it is unintentional. If I ask you to move to another seat during an exam, it does not mean that I am accusing you of academic dishonesty. However, if you appear to be looking at another student's exam, or if you are not covering your answers with a sheet of paper, then I will to ask you to move.

***EXPECTATIONS:**

What you may expect of me:

- 1) An effort to help you learn the class material. In other words, I will be prepared for class.
- 2) Accessibility: I agree to be available to you outside of class should you desire help, clarification, etc. Feel free to drop by during my office hours. If you cannot make my office hours, let me know and we'll set up an appointment. I might have to change my office hours one or two times during the semester but I will let you know in advance.
- 3) Attention and courtesy: When you are speaking, you will have my undivided attention. I will never ridicule you or express disagreement in an impolite fashion.
- 4) Fairness: Your grade will be based upon your exam scores and writing assignments. It will not be based upon any personal consideration, e.g. not by whether you and I agree about an issue.
- 5) I do not give out grades over the phone or via e-mail in order to protect student confidentiality.
- 6) I do not give out "Incompletes" for this course. If you do not feel that you can finish the requirements of this course, then you should drop the course by the SWT deadlines, which are listed on the SWT Web site.

What I expect of you:

- 1) A sincere effort to learn the course material.
- 2) Careful and complete reading of the assignments. Be prepared for class.
- 3) Attention and courtesy: Just as I will not be inattentive or impolite to you, I will not tolerate inattention or incivility either to me or to other students. When I am speaking to you and the rest of the class, I expect to have your undivided attention. When another student is speaking, I expect you to give that student your undivided attention. If you disagree with something that is said in class, you will always be given the chance to express your disagreement politely.
- 4) Promptness/Staying entire class period: You should arrive to class on time. If you are going to be more than 10 minutes late, do not come to class. It disrupts everyone. You should stay in class until class is over unless you have made arrangements with me prior to that class. Do not get up and leave during a class session, unless you are ill and have spoken with me prior to the class meeting.

- 5) Do not read newspapers, magazines, or any other material during this class meeting unless it pertains to what we're doing. Turn off cell phones and pagers unless you have an emergency (let me know prior to the class).
- 6) Do not sleep during class. If you're going to sleep, don't come to class.

*All of these expectations help us to have the best learning environment in our classroom—one that fosters learning, critical thinking, and respect among and between students and faculty.

ADDITIONAL INFORMATION ABOUT THIS COURSE:

1) *The objectives of sociological research.* Sociologists conduct research in a scientific, objective, and value-free way. Sociologists focus on describing prevalent behaviors or attitudes in societies and explaining these prevalent attitudes and behaviors theoretically. The studies you will read about are not personal opinions or political ideologies. As an example: If a sociologist studies attitudes about abortion, he or she will not state whether abortion is 'right' or 'wrong.' Rather, this researcher will describe prevalent attitudes about abortion and explain why these attitudes exist.

2) *The goals of sociology when studying men and women.* There are different approaches to studying men and women (biology, sociology, psychology, etc.). Each discipline is going to ask different questions and interpret facts differently about the same topic. Sociologists look for patterns, not exceptions. A major goal of the sociological study of men and women is to look for the most common or most typical values, behaviors and attitudes (even though exceptions are important). Consider this example: If a police officer, firefighter, and architect examine a house, they are going to ask different, but equally important questions ("You need a bolt on your front door." "You need to remove that fire hazard." "You need to work on the foundation of your house.") Each person has the same set of "facts," but ask different (and equally important) questions about that same set of facts.

3) *Sociological studies vs. personal/individual experiences.* Sometimes students read about findings from sociological studies and think, "That doesn't apply to me. It can't be true." Just because you, personally, have not experienced something does not detract from the sociological insight. Some studies might not apply to your personal experience but these studies do indicate social facts about patterns in behavior or attitudes.

4) *Some people will feel threatened by or antagonistic towards the course material because sociologists examine inequality and behaviors and attitudes that we take for granted. People have very strong feelings about relationships between and among men and women. Many people feel threatened or hostile when they hear about certain gender issues. It makes sense: gender is a part of our core identity. Biology has something to do with who we are as men and women but sociologists do not focus on the biological aspects. We focus on environment, group membership, social structure, and interactions.*

5) *Sociologists do not blame or judge any groups.* Sociologists do not judge groups, even when studying issues such as domestic violence or rape. As an example, instead of judging men who engage in violence towards women, sociologists will ask, "What is it about our culture that condones domestic violence? Why do women (or men) who have been abused feel ashamed of it? How do laws about domestic violence influence our attitudes about it? What do beliefs about masculinity have to do with domestic violence?"

CLASS SCHEDULE AND READING ASSIGNMENTS: I reserve the right to alter the reading assignments and to change exam dates if needed.

WMS= Women, Men, and Societies

ML = Men's Lives

Introduction to the Sociology of Sex and Gender: Basic Concepts

M 1/14 First day of class--welcome!

W 1/16 and W 1/23 The sociological approach to the study of sex and gender. Introduction to concepts and theories.

Reading: WMS pp.2-5

M 1/28 and W 1/30 Biological approaches to the study of men and women and the sociological critique. Is there a biological link between sex (being male and female) and gender (being masculine or feminine)? Is "anatomy destiny?"

Reading: WMS Ch. 2, pp. 32-34; 41-56

ML Ch 26, "How to Build a Man" by Fausto-Sterling

M 2/4 and W 2/6 Socialization in the U.S.: How do boys and girls learn to become masculine and feminine?

Reading: WMS Ch 3, "Early Childhood Gender Socialization"

ML Ch 7, "Playing in the Gender Transgression Zone: Race, Class, and Hegemonic Masculinity in Middle Childhood" by McGuffey and Rich

M 2/11 and W 2/13 Gender and the media: Are men and women portrayed differently in the media? Do we receive gendered messages from the media?

Reading: WMS Ch 5, pp. 126-127; 134-145

ML Ch. 47, "Doing *Studs*: The Performance of Gender and Sexuality on Late-Night Television" by Hollander

M 2/18 Gender and language: How does our language influence beliefs about men and women in our society? Is the English language "sexist?"

Reading: WMS Ch 5, pp. 120-126

W 2/20 **EXAM 1**

Gender in Social Institutions

M 2/25 and W 2/27 Education: Do boys/young men and girls/young women get different messages in the classroom?

Reading: WMS Ch 4, "Schools and Gender"

ML Ch. 10, "Warrior Narratives in the Kindergarten Classroom: Renegotiating the Social Contract" by Jordan and Cowan

M 3/4 and W 3/6 Contemporary Families: How and why have family structures changed in the U.S? How and why have marital relationships and parenting changed?

Reading: WMS, Ch. 6, pp.150-155; pp. 162-182

ML Ch 43, "The Second Shift" by Hochschild

M 3/18 and W 3/20 The Workplace: What is the wage gap? Why is there a wage gap, according to sociological research and theory?

Reading : WMS Ch. 7, pp. 196-204; pp. 207-209, pp.214-231

ML Ch 22, "Boundary Lines: Labeling Sexual Harassment in Restaurants" (Giuffre and Williams)

ML Ch 19, "The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions" by Williams

M 3/25 The Criminal Justice System: Are male and female offenders different?

Reading: WMS Ch. 8 pp. 235-241

W 3/27 EXAM 2

Gender in Relationships

M 4/1 and W 4/3 Intimacy: Do men and women feel and show intimacy differently? If so, WHY?

Reading: ML Ch 31, "The Approach-Avoidance Dance" by Rubin

ML Ch 33, "I'm Not Friends the Way She's Friends" by Walker

M 4/8 Homophobia and intimacy: How does homophobia limit intimacy in the U.S. particularly between men?

W 4/10 and M 4/15 Violence in Relationships

Reading: WMS Ch. 6, pp.182-185

ML Ch 1, "The Construction of Masculinity and the Triad of Men's Violence" by Kaufman

W 4/17 Rape and Sexual Assault

Reading: WMS Ch. 8, pp.259-265

ML Ch 15, "Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous Places for Women?" by Boswell and Spade

ML Ch 35, "Men on Rape" by Beneke

M 4/22 EXAM 3

Social Change: Current Men's Movements and Types of Feminism

W 4/24 What is feminism? Different types of feminism

Reading: WMS, Ch. 1, pp.13-28 and ML Ch 27, "If Men Could Menstruate" (Steinem)

M 4/29 (LAST DAY OF CLASS) Men's movements. Overview of the semester.

Reading: ML Ch. 52, "Racism, Sexism, and a Million Men," by Allen

ML Ch 54, "Clarence, William, Iron Mike, Tailhook, Senator Packwood, Spur Posse, Magic...and Us" (Kimmel)

ML Ch 53, "Statement of Principles" (NOMAS)

Have a great semester!

Linda Haas
GENDER AND SOCIETY

Course description:

This course focuses on the sociological study of gender as a basic principle of social life. **Gender** can be defined as the significance members of a society attach to being female or male. **Gender roles** are the social roles that are prescribed for a society's members, depending on their sex.

Gender is critical to individuals' sense of personal identity - the first thing we want to know about a new baby is "Is it a boy or a girl?" Sex assignment sets in motion a complex set of expectations for individuals' behavior and attitudes, and plays an important role in shaping individuals' expectations for their roles in the family, in the workplace and elsewhere in society.

Sociologists are concerned with **the social construction of gender**, which refers to the many different ways expectations associated with being male and female are created, reinforced and transmitted throughout our society. Sociologists are interested in examining how social norms revolving around gender affect our expectations for social interaction, and how individuals actively (if unintentionally) reinforce gendered expectations by "doing" gender related things and expecting gender difference in relations with others. Sociologists also study how beliefs about gender difference help to shape the structure and process of social institutions, and how these institutions in turn affect men's and women's status in social, economic and political hierarchies. In every society, gender difference is used as a justification for male dominance over women and for men having greater access to economic resources, power and status. This course critically examines how gender difference and gender inequality are socially constructed through socialization practices, interactions with others and through the influence of major social institutions.

Course objectives:

1. to gain insight into the importance of gender as an organizing principle of social life
2. to understand how our experiences as men and women connect to society's assumptions about gender
3. to enhance skills in communication, critical and creative thinking, and active collaborative learning
4. to gain experience in understanding and participating in sociological research

Required texts:

The required texts are available in the bookstore:

Michael Kimmel, The Gendered Society, Oxford University Press, 2000.

Michael Kimmel with Amy Aronson (editors), The Gendered Society Reader, Oxford University Press. 2000.

Requirements:

1. Superb attendance

This class will be a community of learners, so everyone must be present to learn and to help others learn. Students are expected to attend every class, be on time (or better yet, come early), and to stay the whole period. Because things happen, students are allowed to miss, be late for or leave early a total of only three classes during the semester. An attendance sheet circulates during each class period; it is the responsibility of the student to locate this sheet and sign in. Students who miss more or are consistently late or leave early can find their final course grade can be LOWERED UP TO ONE WHOLE LETTER GRADE.

2. Enthusiastic participation in class

Once every two weeks students should plan to bring to class a cultural artifact or a recounting of an event or experience which they believe illustrates women's and/or men's status in our society. Artifacts are human creations, which reflect our cultural values. Symbols or indicators of women's status and men's status can be found everywhere – in newspapers, magazines, song lyrics, TV shows, clothing, from personal or overheard conversation and from personal experience or observation. Videotapes or audio materials must be limited to two minutes. Students should briefly discuss how they reacted to this status indicator or interpreted its significance. The final (take-home) exam for the course will involve analyzing these indicators of status in more detail, so students should plan to keep their evidence until they complete the course. At the beginning of every class period, the instructor will ask for volunteers to present.

Several class sessions will consist of structured discussions around the ideas introduced in the reading and questions introduced in students' reaction papers (see below). Students' active and intellectual participation in these discussions is highly valued, and is therefore graded. The subject matter of the course lends itself to spirited discussion and disagreement; so respect for everyone's viewpoint must be shown. Students should come to each class prepared to ask at least one question about the assigned material and be prepared to meaningfully contribute to the answers for questions raised by others.

Student's participation in bringing status indicators to the attention of the class and participation in class discussions and small group activities will be graded by the instructor and will make up **10%** of the final course grade.

3. Well-written reaction papers

Discussions and activities during class time are designed to enhance learning. Students must positively and actively participate in this process. Each student is expected to come to class fully prepared to participate in discussion of the reading assigned for that date. To improve the quality of preparation and discussion, students will prepare one-page "reaction papers," for each chapter and article assigned during a week. There are 20 reading assignments in all, and students are expected to write reaction papers for 85% or 17. Papers must be submitted electronically to the instructor by noon on Mondays through Oncourse, the day before class meets.

The format for the reaction paper should be the following (students can write the paper in this outline format or in a more prose-like form, whichever is preferred):

Your name, the title of the reading, and the date.

Thesis: What is the author's primary thesis? (A thesis asserts a specific claim or answers a question.) Summarize the author's main thesis (argument) in one sentence.

Significance: Next state what you think is significant about this argument. E.g., how does this fit with what you already knew, how does this fit with other readings, how does this fit with what we have already covered in class? How does it contribute a new perspective?

Evidence: What evidence does the author use to support this thesis? What evidence could be collected that would explore this thesis?

Critique: What is your critique of the author's argument/evidence/conclusions? Make at least two separate points here – positive or negative. Is the argument persuasive? What are the strong points of the reading and why are these strengths? What unstated biases or assumptions does the author incorporate in their argument? What are flaws in reasoning and how do they relate to the argument?

Personal response: What was the most interesting thing you learned from this reading? What questions does this reading raise or answer for you? What did this reading make you think about? How can this reading be applied to something you know?

Question: Select a specific passage, quote, or theme from the reading that you would like to explore further in class. Note the page number. Write your question and explain why it is worthwhile to answer.

From a total of 20 reading assignments, students are expected to complete reaction papers for at least 17 (or the top 17 grades will count). No late papers will ordinarily be accepted. Papers will be graded on a A-F scale through Oncourse and will be worth **25%** of a student's final course grade.

4. Outstanding performance on in-class quizzes

The last part of some Thursday classes will be devoted to a quiz, which will take the form of 15 multiple choice questions concerning basic concepts and their application in the week's assigned reading. Eight quizzes will be given, but students can skip one quiz or drop their lowest grade. Quiz grades will make up **25%** of the final course grade.

5. Successful completion of three adventures in sociological research

To help students gain insight and experience in doing sociological research, and to allow students to explore individual interests in the sociological study of gender, students will engage in 3 mini research projects during the semester, each with a different team of students. These projects will be undertaken during "breaks" in the usual routine of reading assigned readings, writing reaction papers, and taking quizzes. Each adventure will be two weeks in length. Students interested in the same subject will be organized by the instructor into small research teams (2-4 persons each), to design a simple study and to systematically collect data to answer a specific research question, that can be connected to course reading and concepts. Individuals can collect data and then the group will compile all the results into a one-page research report.

This report will be presented to the class and can be accompanied by visual aids. More information on the adventures will be distributed. Participation in social research adventures will be worth **30%** of a student's final grade. One-third of this will be determined by the instructor's grade for the three written group reports the individual contributed to (equally weighted). One-third will be determined by the class' evaluation of the results presented. The remaining third of the grade will be based on the individual's contribution to the group effort, as rated by members of each of the three groups they participated in (equally weighted).

a. Adventure 1: Gender & popular culture

What messages does popular culture give us about masculinity and femininity? About what a "real man" is vs. a "real woman"? About what women want vs. what men want, from relationships, from life? Students will use the sociological method of content analysis to collect data on a specific research question. Last spring, students examined the images of men and women in rock videos,

Valentine Day cards, Sports Illustrated, teen magazines, TV shows, and movies. Students are encouraged to consider images across diverse groups of men and women (e.g., by race, ethnicity, social class)

b. Adventure 2: Gendered social institutions

Social institutions are "organized patterns of beliefs and behavior centered on basic social needs" (Schaefer, Sociology, McGraw Hill, 2001, p. 128). Assigned reading looks at how three main social institutions are gendered: the family (replaces members of society), education (trains members of society), and the workplace (which produces and distributes goods and services in society). In this adventure, students will develop a research question to study that involves gendering of these social institutions or others not covered by the reading (including religion, politics, government, science, the military, medicine/health care, and two emerging social institutions, the mass media and sports). Students will use either surveys or use internet-based data sources to answer their specific research question. Students are encouraged to consider the status of diverse groups of men and women in social institutions (e.g., by race, ethnicity, social class).

c. Adventure 3: Gendered patterns of social interaction

Social interaction reflects and reproduces gendered expectations for male and female behavior. For this adventure, students will pick one public or private arena of social interaction and study male and female interaction and communication in that arena. The objective is to learn more about what messages about appropriate gender roles are conveyed in social interaction, how they are conveyed and how individuals might resist or conform to these messages. Illustrative examples of research questions: How does a setting of all men respond when a woman enters the scene? How do women and men let each other know they are interested in them romantically when they first meet? Which sex dominates conversation and how? How do male and female partners negotiate a just and equitable division of household labor? How does a person working in a workplace with mostly the other sex get along with co-workers? Do boys and girls play together differently? The sociological methods this time can be interviews, questionnaires, or structured participant observation. Students are encouraged to consider how gendered social interaction takes place among diverse groups (e.g., by race, ethnicity, social class).

6. Outstanding performance on the easy take-home final examination

This is based on students' collection of gender images and indicators and will be designed to help students assess their learning in the course. Detailed instructions will be handed out the last day of class and the exam itself is due back in a week. It should be no longer than 3 double-spaced typed pages in length and must be submitted electronically. It will be worth **10%** of the final course grade.

COURSE TOPICS, ACTIVITIES AND READING ASSIGNMENTS

Date Topic/Activity

ORIENTATION TO THE COURSE AND THE TOPIC

T1/8 Orientation to the course and class expectations
R 1/10 Discuss how Americans see women and men
Write in-class essay on the status of women and men in American society
First reaction paper is due Monday at noon on Kimmel chapter 1 (see below)
Make sure you can access Oncourse!

INTRODUCTION TO THE SOCIOLOGICAL STUDY OF GENDER

T 1/15 Reading assignment: Kimmel ch. 1
(Paper due Monday, Jan. 14 at noon)
Guiding questions:
What is the "interplanetary theory of gender"?
What is Kimmel's critique of this theory?
How do sociologists typically look at gender?
R 1/17 Complete discussion of Kimmel, ch. 1
Take quiz #1 on Kimmel, ch. 1

BIOLOGICAL AND CROSS-CULTURAL PERSPECTIVES ON GENDER

T1/22 Reading assignment: Kimmel, ch. 2 & ch. 3 and article by Haas (to be handed
out).
Guiding questions:
What different types of biological explanations have been offered to explain gender
difference and gender inequality?
When and why did these biological explanations emerge?
What does cross-cultural evidence about gender teach us?
R 1/24 Take Quiz #2 on Chapter 2

PSYCHOLOGICAL VS SOCIOLOGICAL PERSPECTIVES ON GENDER

T 1/29 Reading assignments: Kimmel, ch. 4 , ch. 5 and Zimmerman in reader
Guiding questions:
What different types of psychological explanations have been offered to explain
gender difference and gender inequality?
When and why did these psychological explanations emerge?
What are criticisms of sex role theory?
What is the sociological perspective on gender?
1/31 Pick gender & popular culture topic, in preparation for your first research
adventure and take Quiz #3

ADVENTURE IN RESEARCH #1! GENDER AND POPULAR CULTURE

Note: Attendance is taken during adventure weeks and individuals' contributions to group efforts will be evaluated.

- 2/5 Come with ideas to discuss with your research team; team should develop
2/7 research question and design study with instructor's assistance. Individuals
should collect data on their own outside class.
- 2/12 Come with findings to discuss with your research team, prepare 1-page report
2/14 Teams will informally deliver team report and class will discuss results.
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THE GENDERED FAMILY

- 2/19 Read Kimmel, ch. 6 and chose one: article by Popenoe or Coltrane
Guiding question:
What are traditional and contemporary perspectives on family life and how do
they relate to gender?
- 2/21 Take Quiz #4
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THE GENDERED CLASSROOM

- 2/26 Read Kimmel, ch. 7 and pick one from these three articles in reader:
(1) Sadker et al., OR (2) Stein OR (3) Canada & Pringle
Guiding question:
Is there a hidden curriculum in schools that emphasizes gender difference and
gender dominance?
- 2/28 Take Quiz #5
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THE GENDERED WORKPLACE

- 3/5 Read Kimmel, ch. 7 and pick two from these four articles from reader:
(1) Acker, (2) Reskin, (3) Lorber, (4) Williams
Guiding questions:
How did industrialization transform the nature and status of men's and women's
work?
What was the doctrine of separate spheres?
What is the gender gap in pay and how can it be explained?
What is the glass ceiling and how does it operate?
- 3/7 Pick social institution for next research adventure and take Quiz #6.
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- 3/12 & 3/14 **SPRING BREAK- no class - no assignments!!!**
JUST REST! DO SOMETHING FUN!
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ADVENTURE IN SOCIAL RESEARCH #2! **GENDERED SOCIAL INSTITUTIONS**

- 3/19 Come with ideas to discuss with your new research team; team should develop
3/21 research question and design study with instructor's assistance.

- 3/26 Individuals should collect data on their own.
3/28 Come with findings to discuss with your research team, prepare 1-page report
3/28 Teams will informally deliver team report and class will discuss results
-

GENDERED INTIMACIES

- 4-2 Read Kimmel, ch. 9 & 10 and pick one article from Cancian, Rubin or Swain
Guiding questions:
What are gender differences in the ability to form close friendships, in styles of loving, in expression of sexuality? What explanations for differences have been offered?
- 4-4 Take Quiz #7
-

THE GENDER OF VIOLENCE

- 4-9 Read Kimmel, ch. 11 and pick two articles from Sanday, Cohn, Dobash
Guiding question:
How can we understand violence in our society by looking at masculinity?
- 4-11 Take (last) Quiz #8
Pick topic for last research adventure involving gender and social interaction
-

ADVENTURE IN RESEARCH #3

GENDER AND SOCIAL INTERACTION

- 4-16 Come with ideas to discuss with your new research team; team should develop
4-18 research question and design study with instructor's assistance.
Individuals should collect data on their own.
- 4-23 Come with findings to discuss with your research team, prepare 1-page report
4-25 Teams will informally deliver team report and class will discuss results

WRAPPING IT UP

- Instructor's last words
Course evaluation
Takehome final handed out, due in one week in instructor's office
-

Meg Wilkes Karraker
GENDER IN AMERICAN SOCIETY

Course Description. Description of gender roles and sex stratification in American society today. Includes examination of socialization and social psychological influences on gender identity, the impact of gender in relationships, the importance of sex and gender in institutions and organizations, and the impact of recent social movements and social policies. This course will examine how our assumptions about gender are specific to cultural and social contexts. This course fulfills the Human Diversity requirement in the core curriculum and meets a requirement for the Women’s Studies major or minor. Prerequisite: SOC 100 or sophomore standing. (University of St. Thomas Catalog, 2000-2002:201)

Strategic Course Goal. This course aims to deepen learners’ understanding of gender in American society and, by doing so, to connect learners’ private experience of gender with the public social structure of gender.

Tactical Learning Objectives. Upon successful completion of SOC 255, learners will be able to:

1. Apply the sociological perspective to the study of gender.
2. Outline the social psychology of gender.
3. Qualify the place of gender in interpersonal relationships.
4. Delineate the institutional contexts of gender.
5. Articulate the direction of scholarship, social policy, and social action on gender.

Soc 255 also provides opportunities to

6. Practice collaborative learning.
7. Strengthen oral communication skills.
8. Exercise written communication skills.

<i>Requirement</i>	<i>Due</i>	<i>Points</i>
Assignments	Weekly	250
Test on principles and concepts	R, 9-24	100
Exam	R, 12-	250

And any three of the following:

Content analysis of social psychology	T, 10-15	100
Ethnography on gender in relationships	T, 10-29	100
Observation at an organization	T, 12-3	100
Interview with a change maker	R, 12-5	100

Total 1000

Class sessions are organized around discussion. We will augment our reading from the scholarship on gender with speakers who are professional experts, individuals who address gender issues from the first person, and short audio-visual pieces. **Assignments** are your “tickets” to class each day for which they are assigned. Each assignment will be one word-processed page and will (1) summarize the reading and (2) raise salient points for discussion. Keep a copy and turn in a copy prior to the start of each class. No late assignments will be accepted for credit, but you may drop (or miss) two assignments without penalty.

The **test** will assess your understanding of the principles and concepts central to our work together in SOC 255. The test will be composed of closed-ended (e.g., matching, multiple choice) questions. Review of required reading, class notes, and daily assignments, accompanied by review in small groups, is the best preparation for the test.

The **exam** will assess the breadth of your learning about gender in American society. The test will be composed of open-ended (e.g., short answer, essay) questions. Review of required reading, class notes, and daily assignments is the best preparation for the test.

Choose three from among the following four short projects over the course of the semester. Note the due dates (above) for each.

You may examine messages regarding an issue of gender socialization in the mass media or popular culture in a **content analysis of the social psychology of gender**. Your objectives are (1) to analyze the content of the message regarding one of the issues in Unit II, (2) to assess the effectiveness of the message for gender socialization, and (3) to prepare a 3-5 page report integrating reading and class discussion. Possible topics include achievement models for adolescents, bulimia or other eating disorders in advertisements, and class variations in femininity or masculinity, but the topic is open to other issues related to Unit II.

Through **ethnography on relationships** you may learn how gender fits into the taken-for-granted assumptions of everyday life in relationships. Your objectives are (1) to observe or conduct breaching regarding gender in relationships, (2) to analyze your own and others’ reactions, and (3) to prepare a 3-5 page report integrating reading and class discussion. Possible topics include affectionate displays between women, body space for women new to the United States, and commitment in gay or lesbian relationships, but the topic is open to other issues related to Unit III: Intimate Relationships. Note: We will discuss ethics prior to executing this assignment.

Observation at an organization affords an opportunity to learn about gender in institutional contexts through the professionals and/or clients involved in that organization. Your objectives are (1) to observe in situ for a morning, afternoon, or evening, (2) to understand the situation for professionals and/or clients who are involved in the organization, and (3) to prepare a 3-5 page report integrating reading and class discussion. Possible organizations include *Amazon Bookstore*, *Bridge for Runaway Youth*, and a cub scout troop, but the organization must be one in which you are not usually a participant.

Interview with a change maker is an opportunity to learn about social change from a person outside of your usual network. Your objectives are (1) to listen to (and record, if permitted) respectfully this person’s life story, (2) to understand this person’s sphere of influence with regard to social change, and (3) to prepare a poster presentation or other non-text presentation integrating reading and class discussion with what you have learned from the person you interviewed. Possible change agents

include an anti-abortion activist, a black man active in the fatherhood movement, and a third-wave feminist, but the individual must represent a perspective with which you are not already familiar and in sympathy. I encourage you to consider not only ‘mothers’ but also ‘grandmothers’ and ‘daughters’ as change agents. Tape recorders may be checked-out from the sociology department on a first-come, first-served basis, but you must supply your own cassette tape and batteries (if you wish to go cordless). We will use excerpts from individual interviews in one of our last class meetings.

Required Reading

The following text is available in the UST bookstore-St. Paul campus.

Renzetti, Claire M. and Daniel J. Curran. 2003. *Women, Men, and Society*, 5/e. Boston: Allyn & Bacon.

While some readings are in the form of handouts, most are articles or excerpts from texts or periodicals. The latter can be accessed via e-reserve on the UST Libraries website.

The text is cited as “R&C” on the calendar that follows. Additional readings are cited and referenced on e-reserve by first author’s last name. When we use audio-visual sources or speakers, your completed A-V guide or detailed notes from that presentation constitute an important part of your study material for that topic.

CALENDAR

2002	TOPIC	ASSIGNMENT
9-5	Welcome and introductions What do you already know about gender? What do you want to learn in this course?	Review R&C Chapter 1 after class
9-10	Discussion of course requirements	Study Syllabus, Class policies Read R&C Chapter 2
9-12	I. The Sociological Study of Gender The social construction of gender	Read R&C Chapter 3
9-17	Theoretical and methodological perspectives on gender	Study “Sexist biases in Sociological Research” (1980)
9-19	The intersections of social class, sexual orientation, race/ethnicity, and natality with gender	Read Hill-Collins (1986)
9-24	TEST Course feedback	
9-26	II. SOCIAL PSYCHOLOGY Gender socialization: Female	Read R&C Chapter 4
10-1	Gender socialization: Male	VHS “The Smell of Burning Ants”
10-3	Sexual socialization	Tolman (1994) VHS “Period Piece”

10-8	Gender, sex and temperament	Mead (1938)
10-10	Beauty, body image, and self-esteem	Read Thompson & Keith (2001)
10-15	III. INTERPERSONAL RELATIONSHIPS Friendship, same- and cross-sex	Read R&C Chapter 7
10-17	Sexual intimacy	Read Jamieson (1999)
10-22	GLBT in America	Read Kaminski & Taylor (2001)
10-24	Gendered violence	Speaker, Shahid Alvi, Ph.D., Associate Professor of Sociology, University of St. Thomas
10-29	IV. INSTITUTIONAL CONTEXTS Religion and spirituality	Read R&C Chapter 11
11-31	Education	Read R&C Chapter 5
11-5	Employment	Read R&C Chapter 8
11-7	Work-Family linkages	Read Gerson & Jacobs (2001)
11-12	Government and politics; the state and the military	Read R&C Chapter 10 Speaker Melissa Embser- Herbert
11-14	Leisure and sports	VHS "Run Like a Girl"
11-19	Mass media	Read R&C Chapter 6
11-21	Law and the criminal justice system	Read R&C Chapter 9 Speaker Liz Royal, UST B.A. Sociology '98, Wm Mitchell School of Law JD '02
11-26	Health	Read R&C Chapter 12
12-3	V. SOCIAL POLICY AND SOCIAL ACTION Social movements and social change	Read R&C Chapter 13
12-5	Community action and grass roots movements	Pardo (1990)
12-10	Third-wave feminism	Klein (2000)
12-12	Farewells Course evaluation	VHS "Gotta Make that Journey: Sweet Honey in the Rock"
12-19	Exam	

Janet Huber Lowry
SEX AND GENDER IN SOCIETY

GOALS: Knowledge

1. Understanding the major perspectives in sociology in relation to sex and gender from individual experience to institutional structure across cultural boundaries.
2. Comprehending the socially constructed nature of our behavior in family, organizations, and society, particularly in relation to the meaning of sex and gender in these settings.
3. Relating important social problems and public policy to the assumptions about sex and gender in America and the world.
4. Knowing what makes theories and methodologies feminist and their critiques.

Skills

5. Ability to make clear observations and apply analytical perspectives to their interpretation.
6. Showing what you have learned from reading and reflecting in class contributions, informal writing, formal term projects, and examinations.
7. Improving written expression and oral presentations.
8. Effective use of the library and community resources in the study of particular settings and specific research reports.
9. Strengthening interview skills and data analysis skills.

BOOKS:

Johnson, Allan G. 1997. The Gender Knot – Unraveling Our Patriarchal Legacy. Philadelphia, PA: Temple University Press.

Kimmel, Michael S. 2000. The Gendered Society. New York: Oxford University Press.

Kimmel, Michael S. with Amy Aronson. 2000. The Gendered Society Reader. New York: Oxford University Press.

Troiden, Richard R. 1988. Gay and Lesbian Identity: A Sociological Analysis. New York: General Hall.

A World Bank Policy Research Report. 2001. Engendering Development Through Gender Equality in Rights, Resources, and Voice, co published with Oxford University Press.

Research articles should be found early for the two report assignments and especially for those selecting the term paper option (instead of the PRAXIS) who may need to utilize interlibrary loan for special periodical resources.

EXPECTATIONS:

1. **ATTENDANCE!** This class has important content and few meeting days. Class time will be devoted to special emphases of each topic, discussion of critical issues, and presentations. **NO ABSENCES ARE EXCUSED FROM COURSE WORK AND CLASS CONTENT.** See me in advance of known conflicts. Drop warnings will be sent after two absences. Students lose points when absent. There will be outside of class time obligations for each student involving research work and optional PRAXIS assignment.

2. **READING.** Assignments are meant to be completed by the class day indicated on the schedule. Note designation by book **KEY WORD** from page one with chapter or parts. Completion of a book by the book discussion day is essential for the three so designated.

3. **WRITING.** All work can be revised and resubmitted for possible grade enhancement provided the original comes in on time with a good faith effort. **ALWAYS USE PROPER CITATION AND LIST REFERENCES IN YOUR WRITTEN WORK.** I return papers that omit this with no grade so save us both some time by remembering reference lists. I have a one-page style sheet from the ASA Style Guide for guidelines, or copies for \$5 if you'd like the book. **ANY REVISIONS MUST BE SUBMITTED BEFORE DECEMBER 1st, PREFERABLY SOONER.**

4. **TESTS.** There will be a midterm and a final exam. These will involve some identification items and essay questions.

5. **SERVICE LEARNING OPTION.** An option to the term paper report is a PRAXIS volunteer assignment involving another setting, journal writing, and a supervisor evaluation. Sites should be identified by the end of the second week and incorporate at least 20 hours of participation this fall. You may use an ongoing volunteer experience for this activity or seek one through the Volunteer and Activities Fair, Thurs., Sept. 6 from 11-1. Those with employment should discuss the possibility of fulfilling this assignment on the job. Check w/ the Service Station or instructor.

6. Your continued enrollment in this class is taken as consent to abide by the Austin College Academic INTEGRITY principles and procedures found in recent issues of the Environment.

7. Our LIBRARY and intranet ports provide access to the INTERNET and many resources for Sociology can be found there. Please be aware of the need to evaluate credibility of sources on the World Wide Web and the need to document them just as you would any printed material or interview or class presentation source. The ease of access and copying material from these sources does not remove the obligation for proper recognition, nor does their presence in cyberspace qualify as truth and impeccable quality. Helping each other with comfort and familiarity with computers as information resources is encouraged.

8. **RESEARCH --** The Wilson N. Jones Survey in September will involve a training session (in-class), three hours of phone interviewing, data entry, and the opportunity to examine the data later in class to test a few hypotheses about gender together.

9. **HOURS** will be MWF 11:00 to 12:00 and TTh 3:00-4:30. Please make an appointment if these conflict with your scheduled obligations. My other classes this term are SOC 11B at 1:30TTh and SOC 58 at 3MWF. I'll be gone September 12-16 to NC and SC for department business & October 19-21 to Kansas City for SAS meetings.

10. **GRADING** will be based on 500 points. Writing 200, two article reviews (2@50=100), journal OR term paper (100), Tests 200 (2@100), and general participation 100 including 3 oral reports, (3@10), class contributions (50), and research work (20). A until 450, B until 400, C until 350 also S, D until 300, F <300, +/- within 12 points of these cutoffs. All students taking the S/U option will be expected to make S on every assignment, not average S over the term.

ASSIGNMENTS: ORAL

2 Discussion Launchings for our READER selections – TBA when reading is assigned. Your responsibility: Present the basic theme of the selection (only two minutes) and prepare two

questions to help start and promote class discussion of the material. Please relate your selection to the text or other course material as well as current events or other classes. One before and one after the midterm 2 @ 10 points

+Term Paper Report Presentation - due Tuesday, November 27th OR

^Journal Reflections Presentation - due Thursday, December 6th. These presentations (one appropriate to your option for major writing and reflection) should be no longer than 10 minutes, using notes and other materials if appropriate (audio or visual or computer). This is a more formal oral assignment requiring some preparation for a speech, not just reading a statement. @ 10 points

WRITTEN

^PRAXIS Contact information due Monday, September 17th. no grade Please include supervisor's name, title, site location, phone, email if known.

+Term Paper Proposal due Monday, September 24th. no grade Please indicate topic selected and ideas for focusing in involving sex and gender. State the problem and identify some preliminary sources. This two-month project requires definition before the end of September so that good resources can be employed in its execution. Possible topics – Status of women and men in(name a country of particular interest to you), Men in nursing or Women in clergy.... Gender and domestic violence... The sociology of bisexuality... Teaching gender equality.

2 ARTICLE REPORTS - due last Thursdays; September 27th and October 26th. These assignments ask you to locate something of interest to you in the scholarly literature about sex and gender and report it briefly. Think about a book report on a smaller scale. Your discussion should identify the purpose of the research being reported, the methods and data used by the researcher, and the discussion/conclusions. Then add a brief evaluation of your assessment of the article's success in communicating about your interest. 2 @ 50 points

+TERM PAPER REPORT – due Tuesday, November 27th at 9:30am. This is your term paper project. It will probably be 10-20 pages. It should clearly layout the problem, the resources, your assessment and discoveries. I expect that at least ten references will be consulted, but these may have a variety of descriptions beyond print material alone, including but not limited to interviews with key informants, internet sources, data bases, films or videos, public forums, etc. Some material from the social sciences scholarly literature must be included. 100 points

OR

^JOURNAL ON GENDER OBSERVATIONS – due Thursday, December 6th at 9:30am. During the 14 weeks of this course you should keep a journal. It will serve primarily as a record of your PRAXIS experience and reflections. It will be submitted for evaluation twice before this final due date to provide feedback each @ 25 points. I currently project collecting the journals in the first weeks of October and November. The final submission will be 50 points for last entries, a three page summative reflection on the key insights about gender available at the site, supervisor's report of responsible conduct on site, and assessment of the appropriateness of this site for both observing gender dynamics in society and doing gender. 100 points

SCHEDULE:

Content	Day/Date	Reading	Activity
Introduction &	T 9/4	who we are & what	video "Adventures in the

Introductions		about	the Gender Trade
Difference & Dominance	Th 6	TEXT 1 & READER intro	
and Where Are We?		KNOT 1	Volunteer Fair 11-1 PRAXIS option
Why? It's Only Natural	T 9/11	TEXT 2 & READER 1	some first orals video "Men & Women Differences"
(training for survey interview)	Th 13	KNOT continued	PRAXIS contact info due
Exploring Cultural Diversity	T 9/18	TEXT 3 & READER 2	some first orals
Sex Role Explanations and Their Limitations	Th 20	TEXT 4 & READER 3	some first orals
Sex Role Explanations and Their Limitations	M 9/24		+ Term Proposal due
The Social Construction of Gender Reality	T 25	TEXT 5	
The Social Construction of Gender Reality	Th 27	READER 4	some 1 st orals ** 1 st Article Report
BOOK DISCUSSION DAY	T 10/2	KNOT completed	
The First Social Institution Construction	Th 4	TEXT 6	video: "Women's Collective of Jamaica"
		begin ID	^1 st Journal Review
Marriage & the Family	T 10/9	READER 5	some 1 st orals
MIDTERM TEST	Th 11	covers TEXT 1-6, READER 1-5 & KNOT	
	F 12	fall break day	
Gender at School and in the Mass Media	T 10/16	TEXT 7	video "Shortchanging Girls"
	Th 18	READER 6	some second orals
Workplace Realities	T 10/23	TEXT 8	video "Beyond the Glass Ceiling"
Dealing with Inequalities	Th 25	READER 7	some second orals **2nd Article Report
BOOK DISCUSSION DAY	T 10/30	ID Completed	<u>Troiden's Gay & Lesbian Identity</u>
Class hypotheses testing	Th 11/1	begin DEV	video "In Our Own Voice" ^2 nd Journal Review
Issues with Intimacy	T 11/6	VOTE !	video "Men & Women Talking Together"
Avoiding Gendercentrism	Th 8	TEXT 9	
Intimacies	T 11/13	READER 8	some second orals
Sexualities	Th 15	TEXT 10	Video from ISNA if here

Dominance Revisited	T 11/20	TEXT 11	Video clips PCUSA Violence Forum
enjoy your family & food	Th 22	Thanksgiving Holiday	
RESEARCH FORUM	T 11/27		**** Term Paper Report & orals
Dealing with Violence	Th 29	READER 9	some second orals
BOOK DISCUSSION DAY	T 12/4	DEV completed	<u>Engendering Development</u>
De or En gendered Society?	Th 6	TEXT epilogue	****^PRAXIS orals & Journal
Voluntary review session	T tba		
FINAL TEST	Th 12/13 9-11am	<u>***TEXT 7-11, READER 6-9 & ID & DEV.</u>	

ATTENTION SOC 41 STUDENTS declare your PRAXIS site by Friday, September 14 Fall 2001 [alternative to research paper assignment which has a proposal due by October]

PRAXIS GUIDELINES – a service-learning opportunity

In choosing the PRAXIS option you are obligated to set up a volunteer position with an agency during the first two weeks of the term and participate in that capacity for at least 20 hours spread out over the semester. The ideal model assumes 2 hours over a 10 week period ending by the second to last week of the term. In some cases more hours over fewer sessions would be more appropriate, but all months of term (except the last) should involve volunteer activity (or training, which counts, if necessary in the early portion).

Over the period of your participation you are to keep a journal of your activities and observations. At least weekly entries should incorporate concepts from the course (both readings and class discussions are sources) with a minimum expectation of using at least 20 concepts. It would be helpful if you would underline the concepts that you are applying in each entry so that your using of them is unambiguous to the reader.

By the end of the second week of the term you must submit the name of the organization, a contact person, address and phone number to the instructor. Near the end of the volunteer period, the instructor sends a brief evaluation form to the contact person to provide information on your responsible fulfillment of the volunteer obligation. A portion of your grade is based on this feedback. (points: rating and attendance expectations 10)

Most of the grade for PRAXIS is based on your journal entries and a brief (2-4 pages) analytical summary statement. It is important in your journal entries to protect the confidentiality of people you have the opportunity to interact with at the agency. Use code names or limited designations to protect people's privacy. Another grade is based on a 5 minute class presentation about the relevant aspects of your PRAXIS experience.

Upon receipt of your PRAXIS agency information, the instructor sends a letter to the contact person thanking them for the opportunity afforded to you and explaining the brief evaluation form coming at the end of the term.

You may use an on-going volunteer experience or select a new one appropriate to the course material. Attend the activities fair or visit the Service Station to see what's available or talk with the instructor for suggestions. Places working with children are always useful for gender studies, but other arenas can also be instructive. Remember the comparative advantage of seeing both sexes in the same setting, but don't pass up the opportunity to explore and describe a single sex dominated place – just be cautious of generalizing without diversity.

Tom Gerschick
SEMINAR IN THE SOCIOLOGY OF SEX AND GENDER

Any student who deserves an accommodation due to a disability should see me and call the office of Disability Concerns at 438-5853 (voice) or 438-8620 (TDD)

Introduction

What is sex? What is gender? Why should we care about sex and gender? What is entailed in thinking sociologically about sex and gender? What is the contemporary state of sociological knowledge about sex and gender? How is sociological knowledge about sex and gender relevant to your life? These are just some of the questions we will explore together in this class.

This seminar explores the various ways through which sociologists study sex and gender. We will place particular emphasis on the types of questions sociologists ask, the concepts we develop, the theories that guide our research, the methods that we use, and the findings that result, and the implications of those findings. While we will focus primarily on the contemporary United States, every opportunity to make cross-cultural and trans-historical comparisons will be utilized.

The overarching goal of this course is to facilitate the development of your sociological awareness, especially as it relates to the topics of sex and gender. This awareness, then, will assist you as you deal with the personal and social consequences of sex and gender in the contemporary United States.

I have designed course activities and assignments to create a supportive environment within which participants can collaboratively develop knowledge and questions regarding extant research on sex and gender. Ultimately, then, students are responsible for their learning in this seminar.

Goals for our Course

Goals are more general statements about desired outcomes from participation in our course. My goals for you include:

1. To learn the complexity of contemporary gender including the many different sociological perspectives and theories of it and the debates surrounding them.
2. To understand women and men as *gendered beings*. That is, to reflect on the consequences of being assigned to sex and gender categories and the ramifications of internalizing social constructions of gender.
3. To analyze the ways that women and men who are marginalized are affected by hegemonic conceptions of gender and how this varies due to race and ethnicity, class, sexual orientation, disability and age.
4. To learn how to link hegemonic conceptions of gender to contemporary social problems such as racism, sexism, and homophobia specifically looking at how hegemonic conceptions exacerbate them.
5. To actively discover, create, analyze, and apply sociological knowledge by searching, talking, listening, reflecting, reading, and writing.

Objectives for our Course

Objectives reflect specific expectations I have for you regarding participation in our course. As a consequence, I will utilize them when determining your grade. My objectives for you include:

1. To become *junior sociologists*. That is, to learn and emulate the various approaches through which sociologists study sex and gender.
2. To learn how to observe the social world sociologically, especially as it relates to sex and gender.

3. To understand the kinds of research questions gender sociologists ask, the contexts of those questions, and why they ask them.
4. To learn the concepts that sociologists have developed to study sex and gender and to apply them appropriately to social life.
5. To understand the various theories sociologists have developed to explain sex and gender arrangements and to apply these theories appropriately to contemporary social issues.
6. To comprehend the data sociologists collect and the methods that they use to analyze that data.
7. To grasp sociological research findings and articulate the contributions and limitations of those findings.
8. To discern the implications of sociological research findings and understand how those findings lead to new research questions.
9. To comprehend and apply all knowledge gained through the class (memorization and regurgitation are not objectives of this course). Application of sociological knowledge to your life is especially important.
10. To further develop your ability to critique a wide range of perspectives by collecting, analyzing, synthesizing, and evaluating evidence and argumentation.
11. To communicate, both orally and in writing, your thoughts in a comprehensible manner.

Course Reading

All reading for this course is compiled in a course pack.

Additional Resources

I will refer to current events continually. Consequently, I urge you to keep abreast of the news. Daily perusing a good newspaper such as the *New York Times*, *The Chicago Tribune*, or the *Washington Post* (all are available at the library) will help you understand contemporary gender issues. Additionally I strongly suggest that you listen to National Public Radio on WGLT, 89.1 FM. News programs air from 5:00-9:00 a.m. and from 4:00-6:00 p.m. (in half-hour segments). Listening to a high-quality news program is a quick and efficient way to glimpse what is happening in the world around you.

Evaluation

As determined in class on 1/15/02, participants in this seminar will be evaluated based on three activities:

Participation 20%

Because this is a seminar and because we are working collaboratively, it is essential that students are in class every Tuesday and Thursday and that they come prepared to participate. Before-class preparation involves carefully reading and considering the assigned reading. Once in class, participation involves questioning and discussing the assigned reading and the material presented in class.

In addition, students will be responsible for presenting "Gender in the News" several times over the course of the semester. This will be explained the first week of class.

In-Class Presentation(s) 20%

Discussions of the assigned reading represent only the beginning of our work together. Our goal is to deepen our understanding of the various ways through which sociologists approach sex and gender by integrating the assigned reading with insights/observations/questions from additional readings/research. Because this is a seminar and because we will work collaboratively, I will take

responsibility for approximately ½ of the class periods and students will take responsibility for the remaining meetings. Students are encouraged to collaborate on these presentations. Keeping in mind the aforementioned goal, students will have the freedom to organize the class period in consultation with me. *Three weeks before* their presentation, each student (or pair of students) must submit a one-page paper outlining their ideas for their presentation and then must meet with me *at least two weeks prior* to their presentation to discuss/brainstorm their presentations. I will assist presenters in any way that I can.

Learning Contract and Individual Research Project 30%

One of my primary goals as the instructor of this course is to ensure that the work that you do is meaningful to you and facilitates your development as a graduate student and as an academic. Consequently, you will undertake an individual research project. Examples of appropriate projects include a conference presentation, an annotated bibliography, a literature review, or a research paper.

You will have a lot of control over the nature of your project. However, there are several caveats. First, your project must be sociological. Second, it must be primarily about gender. Third, please keep in mind that University regulations strictly prohibit students from submitting the same project for credit in two different courses. Fourth, choose a project that is challenging but feasible. I will assist you in whatever way I can to develop a project that fits all these requirements.

To ensure that you and I understand our rights and responsibilities regarding this project, I will ask you to complete a *learning contract*. A learning contract is a negotiated agreement between a student and an instructor that describes a project and/or an activity that the student will undertake in order to achieve specific learning goals and objectives (G. Anderson, D. Boud, and J. Sampson, Learning Contracts: A Practical Guide, London: Kogan Page Limited, 1996). You will draft this contract, I will comment upon it, and you will resubmit it. After a few iterations of this, it will be complete and we will both sign it. Upon signing, we will both be bound by the terms; we can also alter it as necessary provided we are both in agreement. While this language may sound legalistic, it will reduce the possibility of miscommunication and will increase the likelihood of a successful project.

Your learning contract must be finalized by **Thursday, February 14th**. The first draft of it is due in class **Thursday, January 24th**. I will return it the following Tuesday in class. Plan to revise it several times so do not procrastinate. The following components must be included in your draft:

1. A detailed description of the problem, research questions, and/or project that you want to undertake.
2. A discussion of your learning goals and objectives for the project and a justification of those goals and objectives. Goals are more general statements about desired outcomes from your project. Conversely, objectives reflect your specific expectations regarding the outcomes.
3. The specific methods or plan you will utilize to complete your project. That is, describe how you will undertake your project.
4. A time line of when you will complete and submit your project. You must include several drafts or iterations in your project and timeline. This is necessary so that you can receive feedback and it will assist you to remain disciplined and focused on your project throughout the semester. A memo addressed to me stating what has changed since the last time I saw the work and what you would like me to focus on as I review it must accompany each draft.
5. Detail regarding how you want to be evaluated. For instance, you could break your project into two components, each worth 25% of your final grade or 5 components, each worth 10%. A component could be comprised of a draft or of a distinct part of your project that can be

evaluated in a meaningful way. Additionally, specifically describe the criteria (and the weights assigned to the criteria) by which you want to be evaluated.

6. A brief description of who you envision as your audience for your project. I need to be one of the audiences but need not be the sole one.
7. Please include anything else that seems relevant to you.

Your projects are due Thursday April 25th in class.

I look forward to working with you this semester. If you have any questions about this contract, please see me immediately.

Final Paper 30%

The final paper in this course will assist you in synthesizing all that you will have learned this semester. You will be expected to integrate all sources of course material to demonstrate the breadth and depth of your learning. The final paper assignment will be distributed approximately one month into the course.

COURSE SCHEDULE3

In order for our course to function effectively, participants must read the assigned material prior to coming to class.

SECTION ONE: INTRODUCTION

Tuesday, January 15th: First Day of Class, Introduction

Assigned Reading: none

Thursday, January 17th: Sociology and the Sociological Imagination/Perspective

Assigned Reading

1. Please read the syllabus carefully. After today you will be responsible for its contents
2. Tom Gerschick, Welcome to the Sociology of Sex and Gender (class handout)

Tuesday, January 22nd: Introduction to Sex and Gender: Questions of Similarities and Differences

Assigned Reading

1. View the video, Intersex: Redefining Sex (30 minutes) at Milner Library (on reserve under my name on the 6th floor in the Media Resource Center) prior to coming to class
2. Holly Devor, Living with Gender Blending (19 pages)

Film: You Don't Know Dick

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3. This is necessarily tentative. We will adjust it based on the speed of the class.

Thursday, January 24th: Introduction to Sex and Gender: Questions of Similarities and Differences

Assigned Reading

1. Patricia Gagne and Richard Tewksbury, Rethinking Binary Conceptions and Social Constructions: Transgender Experiences of Gender and Sexuality (16 pages)
2. Patricia Gagne and Richard Tewksbury, No Man's Land: Transgenderism and the Stigma of the Feminine Man (21 pages)

SECTION TWO: THE SOCIOLOGICAL TOOLKIT: CONCEPTS, THEORIES AND METHODS

Tuesday, January 29th: The History of the Sociology of Sex and Gender

Assigned Reading

1. Barbara Laslett and Barrie Thorne, Life Histories of a Movement: An Introduction (14 pages)
2. Judith Stacey and Barrie Thorne, The Missing Feminist Revolution in Sociology (16 pages)

Thursday, January 31st: Biological Theories of Gender

Assigned Reading

1. J. Richard Udry, Biological Limits of Gender Construction (15 pages)
2. Judith Lorber, Believing is Seeing: Biology as Ideology (10 pages)

Tuesday, February 5th: Anthropological Theories of Gender

Assigned Reading

1. Frances E. Mascia-Lees and Nancy Johnson Black, The History of the Study of Gender in Anthropology and Analyzing Theories (20 pages)
2. Michael Kimmel, Spanning the World: Cross-Cultural Constructions of Gender (11 pages)

Thursday, February 7th: Social Psychological Theories of Gender

Assigned Reading

1. Judith A. Howard and Jocelyn Hollander, Defining Social Psychology and Gender (13 pages)
2. Judith A. Howard and Jocelyn Hollander, Conceptions of Gender in Social Psychology (9 pages)

Tuesday, February 12th: Sociological Theories of Gender-Individual

Assigned Reading

1. C. Lynn Carr, "Tomboy Resistance and Conformity: Agency in Social Psychological Gender Theory, (26 pages)
2. Douglas Mason-Schrock: Transsexuals' Narrative Construction of the "True Self" (17 pages)

Thursday, February 14th: Sociological Theories of Gender-Interactionist

Assigned Reading

1. *Candace West and Donald Zimmerman, "Doing Gender" (14 pages)*
2. Holly Devor, Female Gender Dysphoria in Context: Social Problem or Personal Problem? (23 pages)

Tuesday, February 19th: Sociological Theories of Gender-Structural

Assigned Reading

1. **Judith Lorber, "Night to His Day: The Social Construction of Gender" (17 pages)**
 2. *R. W. Connell, "Hegemonic Masculinity and Emphasized Femininity" (5 pages)*
3. Patricia Hill Collins, "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought" (13 pages)

Thursday, February 21st: Sociological Theories of Gender-Multicultural

Assigned Reading

1. Candace West and Fenstermaker, *Doing Difference* (15 pages)
2. **Symposium on Doing Difference (23 pages)**

Tuesday, February 26th: Sociological Theories of Gender-Multicultural

Assigned Reading

1. Evelyn Nakano Glenn, *The Social Construction and Institutionalization of Gender and Race* (21 pages)
2. Joan Acker, *Rewriting Class, Race, and Gender: Problems in Feminist Rethinking* (13 pages)

Thursday, February 28th: Epistemology and Research Methods

Assigned Reading

1. Marjorie DeVault, *Talking Back to Sociology: Distinctive Contributions of Feminist Methodology* (12 pages)
2. Dana Dunn and David V. Waller, *The Methodological Inclinations of Gender Scholarship in Mainstream Sociological Journals* (19 pages)

SECTION THREE: THE SOCIAL CONSTRUCTION OF GENDER THROUGH CULTURE

Tuesday, March 5th: Gender and Culture: Mass Media

Assigned Reading

1. Mimi Schippers, *The Social Organization of Sexuality and Gender in Alternative Hard Rock* (10 pages)
2. Becca Cragin and Wendy Simonds, *The Study of Gender in Culture: Feminist Studies/Cultural Studies* (18 pages)

Thursday, March 7th: Gender and Culture: Language

Assigned Reading

1. Candace West, *When the Doctor is a "Lady": Power, Status, and Gender in Physician-Patient Encounters* (20 pages)
2. Stephanie A. Turner, *Intersex Identities: Locating New Intersections of Sex and Gender* (12 pages)

Week of March 11th: Spring Break- Enjoy!

Tuesday, March 19th: Gender and Culture

Assigned Reading

1. **Judith Lorber and Patricia Yancey Martin, The Socially Constructed Body: Insights from Feminist Theory (13 pages)**
2. **Karin Martin, "Becoming A Gendered Body: Practices of Preschools" (18 pages)**
3. **Barbara J. Risman and Kristen Myers, "As the Twig is Bent: Children Reared in Feminist Households" (13 pages)**

Thursday, March 21st: Gender and Culture-Embodiment Health and Illness

Assigned Reading

1. **Thomas J. Gerschick, Toward A Theory of Disability and Gender (4 pages)**
2. **Thomas J. Gerschick, Sisyphus in a Wheelchair: Men with Physical Disabilities Confront Gender Domination (12 pages)**
3. **Thomas J. Gerschick and Adam S. Miller, Coming to Terms: Masculinity and Physical Disability (12 pages)**

Film: Breathing Lessons

SECTION FOUR: THE SOCIAL CONSTRUCTION OF GENDER IN INSTITUTIONS

Tuesday, March 26th: Work and the Economy

Assigned Reading

1. **Evelyn Nakano Glenn, From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor (22 pages)**
2. **Barbara Reskin, Sex Segregation in the Workplace (16 pages)**

Thursday, March 28th: Work and the Economy

Assigned Reading

1. **Jennifer Pierce, Rambo Litigators: Emotional Labor in a Male-Dominated Occupation (18 pages)**
2. **Joan Acker, Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations (9 pages)**
3. **Susan B. Murray, We All Love Charles: Men in Childcare and the Social Construction of Gender (9 pages)**

Tuesday, April 2nd: The Family and Intimate Relationships

Assigned Reading

1. **Denise D. Bielby, Gender and Family Relations (16 pages)**
2. **Shirley Hill and Joey Sprague, Parenting in Black and White Families: The Interaction of Gender with Race and Class (12 pages)**

Thursday, April 4th: The Family and Intimate Relationships

Assigned Reading

- 1. Susan J. Ferguson, Challenging Traditional Marriage: Never Married Chinese American and Japanese American Women (12 pages)**
- 2. David Popenoe, Modern Marriage: Revising the Cultural Script (9 pages)**
- 3. Scott Coltrane, Household Labor and the Routine Production of Gender (11 pages)**

Tuesday, April 9th: The Family and Intimate Relationships/Sexuality

Assigned Reading

- 1. Karen C. Holden and Pamela J. Smock, The Economic Costs of Marital Dissolution: Why Do Women Bear a Disproportionate Cost? (16 pages)**
- 2. Judith Lorber, Embattled Terrain: Gender and Sexuality (17 pages)**

Thursday, April 11th: Sexuality and Sexual Orientation

Assigned Reading

- 1. R. W. Connell, Making Gendered People: Bodies, Identities, Sexualities (12 pages)**
- 2. Emily Kane and Mimi Schippers, Men's and Women's Beliefs about Gender and Sexuality (8 pages)**
- 3. Wendy Chapkis, The Meaning of Sex (12 pages)**

Tuesday, April 16th: Sexuality and Sexual Orientation

Assigned Reading

- 1. View the film, *Tongues Untied*, by Marlon Riggs at Milner Library (on reserve on the 6th floor) prior to coming to class**
- 2. Arlene Stein, Introduction: A Question of Identity (12 pages) and From Old Gay to New: Symbolic Struggles and the Politics of Lesbian Identity (12 pages) and Difference, Desire, and the Self: Three Stories (11 pages)**

Thursday, April 18th: Sports

Assigned Reading

- 1. Michael A. Messner, "Boyhood, Organized Sports, and the Construction of Masculinities" (15 pages)**
- 2. Shari Dworkin and Michael A. Messner, "Just Do. . . What? Sports, Bodies, Gender" (11 pages)**

Tuesday, April 23rd: Religion

Assigned Reading

- 1. Susan Starr Sered, Woman as Symbol and Women as Agents: Gendered Religious Discourses and Practices**
- 2. Jen'Nan Ghazal Read and John P. Bartkowski, To Veil or Not To Veil? A Case Study of Identity Negotiation among Muslim Women in Austin, Texas (12 pages)**

Thursday, April 25th: Gender and Globalization

Assigned Reading

1. Valentine Moghadam, "Gender and the Global Economy," (33 pages)
2. R. W. Connell, Masculinities and Globalization (11 pages)

Tuesday April 30th: Gender and Globalization

Assigned Reading

1. Pierrette Hondagneu-Sotelo and Cynthia Crawford, Gender and Migration (23 pages)
2. Jean L Pyle, Third World Women and Global Restructuring (25 pages)

Thursday, May 2nd: Last Day of Class, Summary

Assigned Reading: none

Course evaluations will be conducted today

Reminder: Your final papers are due at the time our final exam is scheduled: Wednesday, May 8th by 3:10 p.m.

Marla R. H. Kohlman
GENDER STRATIFICATION

Course Description:

This course examines theoretical and empirical literature on the social roles of men and women at both the social-psychological and structural levels of society. We will discuss in particular concepts such as socialization, attitudes, interpersonal behavior, work roles, stratification by race and class as related to gender, and social problems which arise due to gender inequality.

This course also satisfies a requirement of the Women's and Gender Studies Concentration.

Required Texts:

Altink, Sietske (1995). *Stolen Lives: Trading Women into Sex and Slavery*. Harrington Park Press.

Davis, Angela Y. (1981). *Women, Race, and Class*. Random House.

Kemp, Alice Abel (1994). *Women's Work: Degraded and Devalued*. Prentice-Hall.

Nelson, Jill (1999). *Straight, No Chaser: How I Became a Grown Up Black Woman*. Penguin.

Ostrander, Kate (1986). *Women of the Upper Class*. Philadelphia: Temple University Press.

Saadawi, Nawal El (1975). *Woman at Point Zero*. New York: Zed Books Ltd.

Tokarczyk, Michelle M. and Elizabeth A. Fay (1993). *Working Class Women in the Academy: Laborers in the Knowledge Factory*. Boston: university of Massachusetts Press.

Turshen, Meredith and Briavel Holcomb (1993). *Women's Lives and Public Policy*. Westport, CT: Praeger.

Recommended Texts:

Davis, Kathy (1991). *The Gender of Power*. Sage.

Class Participation and Attendance

This course will be taught as an advanced seminar. This means that we will cover a large amount of material through class discussion; thus, you will find that your grade for this course will be adversely affected if you are habitually unprepared to participate in class discussions. Indeed, you cannot possibly do well in this course if you have not gained sufficient information from the readings to meaningfully participate in class discussions. It is self-evident that if you are not in attendance, then you are not able to meaningfully participate in class discussions.

Class Leadership Expectations

Each of you will be in charge of leading discussion of the course material for one class session during the semester. At this time, you will be in charge of organizing the class meeting and discussion for an entire class period.

Organizing the class discussion involves presenting a critical review of the required readings for the week, raising specific questions and issues for the week, and relating the material to previous readings and class discussions. I do not want you simply to summarize the material, but to respond to it critically. As discussion leader, you must provide a list of questions for the class by the Friday **preceding** the class session you organize. These questions should help focus your classmates as they do the readings, and provide a partial basis for class discussion.

I will evaluate discussion-leadership using the following criteria:

- (1) Is the class session organized well?
 - Relates material to previous course readings
 - Provides internal summaries and transitions
 - Summarizes and distills main points at end of class
 - Paces class session appropriately
 - Appears well-prepared
- (2) Does the discussion leader present the material well?
 - Speaks audibly and clearly
 - Communicates enthusiasm
- (3) Is the discussion leader credible in his/her role?
 - Shows competent understanding of the material
 - Able to admit insufficient knowledge
 - Shows respect for others' viewpoints/criticisms
- (4) How is the substantive content discussed?
 - Integrates text material into discussion
 - Presents views other than her own
 - Explains difficult terms
 - Presents background information for ideas
- (5) How is the discussion leader's rapport with the other class members?
 - Encourages participation
 - Corrects misunderstandings of material
 - Encourages class members to respond to one another
 - Requires class members thought and participation
 - Solicits and responds constructively to class members opinions
 - Treats members equitably
 - Acknowledges different approaches
 - Recognizes when others are confused

Seminar Papers

Each of you are also required to submit 2 seminar papers to me during the course of the semester. One of these papers is to cover the material for the week during which you are responsible for organizing class discussion. The other seminar paper is to be handed in any

other week of the semester you choose. The papers are to be handed in at the beginning of the class session during which we will cover the material at issue.

These papers are to critically evaluate the readings for the week in question. Basically, a critical evaluation of the material should consist of a brief summary of the authors' main theses, a paragraph or two placing these authors within the larger context of the literature, and a critical evaluation of the arguments the authors make. You should evaluate the material in terms of the authors' ability to present well-supported, sound arguments. These papers should be between 7-10 pages.

In my evaluation of your writing for these papers I will consider: clarity of topic (is it well conceptualized?), whether the topic is addressed in a systematic and convincing manner, writing style, technical writing flaws, and demonstrated theoretical understanding of material.

Deadlines

The deadlines set will be strictly enforced. Late papers will not be accepted. There will be no exceptions to this policy.

Disabilities, Special Needs and Accommodations

Let me know about them immediately. I cannot be of assistance to you if I do not know that it is required. In addition to this, you MUST contact the Coordinator of Disability Services to advise her of any needs PRIOR to seeking assistance from me in this course.

Academic Honesty

All students are expected to adhere to the applicable provisions of the Principles of Rules and Behavior as set forth in the Kenyon College Student Handbook.

Grade Components

2 Seminar Papers	50%
Class Leadership	15%
Research Paper	20%
Class Participation	15%

CALENDAR OF EVENTS

*Selections marked with an asterisk are in the reading packet.

You are expected to complete the applicable readings *prior*** to class

discussions.

Aug. 29 Introductions all around

September 5 Locating and Recognizing Historical Precedent

*Sojourner Truth, *Ain't I a Woman*

*Virginia Woolf, excerpts from *A Room of One's Own* and *Three Guineas*

*Smith, Dorothy E., excerpts from *The Everyday World as Problematic*

Sept. 12 Kemp

- Sept. 19 Theoretical Explanations
 *Becker, excerpt from *A Treatise on the Family*
 *Bergmann, "Becker's Theory of the Family: Preposterous Conclusions"
 *Blau and Ferber, excerpts from *The Economics of Women, Men, and Work*
- Sept. 26 Theoretical Discourse on Proscribed Gender Roles
 *Gilligan, Carol. "Woman's Place in Man's Life Cycle"
 *MacKinnon, Catherine. "On Difference and Domination"
 *Acker, Joan, "Gendered Institutions: From Sex Roles to Gendered Institutions"
 *West and Zimmerman, "Doing Gender"
- Oct. 3 A Woman's Place Is...?
 Saadawi

Oct. 10 October Break

- Oct. 17 Issues of "Place" Within the Academia
 Tokarczyk and Fay
 Williams, Patricia, excerpts from *The Alchemy of Race and Rights*
- Oct. 24 Are There Constraints Within Class Privilege?
 Ostrander
- Oct. 31 Recognizing Intersecting Forces of Oppression
 Davis
- Nov. 7 International Issues
 Turshen and Holcomb
- Nov. 14 International Issues (cont.)
 Altink
- Nov. 28 Issues of Employment and Identity
 Nelson

Nov. 18-26 Thanksgiving Break

- Dec. 5 Issues of Employment and Identity (cont.)
 *Enloe, Cynthia "It Takes More Than Two: The Prostitute, the Soldier, the State, and the Entrepreneur"
 *Hartmann, Heidi. "Capitalism, Patriarchy and Job Segregation by Sex."
 *Eson, Cyndi. "In Praise of Macho Women: *Hopkins v. Price Waterhouse*"
 *Higginbotham, Elizabeth. "Black Professional Women: Job Ceilings and Employment Sectors"
 *Sokoloff, Natalie. "Motherwork and Working Mothers"

Final papers due on ??? (in lieu of final exam).

INSTRUCTIONS FOR FINAL PAPER

Choose a movie⁴ that you believe best exemplifies the gender relations concepts as we have discussed this semester.

I. GUIDELINES FOR ABSTRACT

(Due at the beginning of class on ???.)

These abstracts must be typed--NO EXCEPTIONS!!!

There are several reasons for requiring you to hand in an abstract of your paper in advance of when the actual paper is due. First, composing this abstract will give you a head start in organizing your thoughts and ideas in accordance with the material covered in the course materials and in class discussions prior to the time that you actually sit down to write the paper. Second, it gives me an opportunity to review your ideas for the finished product in order to ensure that you have chosen a relevant topic and that your thoughts follow a logical pattern which will not become unduly burdensome as you transform these ideas into the final written product.

You will find that having composed a clear abstract of the movie you have chosen, and the major points you wish to convey, prior to writing the paper will make the writing process itself much less time consuming.

Please note that you must use at least two (2) outside sources to assist you in your analysis of the movie you have chosen and the application of course concepts thereto. These sources must be from an **academic** journal (*American Sociological Review, Social Forces, Signs*, etc.) that you believe offers a valuable perspective on your specific topic. As part of this assignment, you are required to list at least three possible journal articles that you may potentially use in your paper to further develop your point. Again, you are only expected to use two of the three articles you list in the final draft of your paper.

II. GUIDELINES FOR FINAL PAPER

(Put in my mailbox at Palme House by ??? on ???)

General instructions:

Using your sociological imagination, write a thoughtful, yet analytical essay about one feature

⁴ Please keep in mind that whatever medium you use is to be chosen with the aim of enlightening, informing, and/or educating your classmates. Do not choose a medium only for its entertainment appeal, graphic violence, gender sensitivity or lack thereof, comic relief, etc. Choose something which can be appropriately placed in a historical context and linked to major concepts covered in class discussion and readings. Feel free to consult with me if you have any questions or concerns regarding your movie choice.

film. Our sociological imagination is “the means by which we understand how individual and ethnic group ‘biographies’ or experiences are linked to wider social forces” (L.J. Dance, citing C. Wright Mills). The specific details to be included in your analysis are as follows:

1. *Summary*: Identify which movie you chose, summarize the events depicted therein, and discuss why you selected this particular medium. If this medium covers more than one major event, then choose one event as the main focus of discussion, explaining which major event will be the focus of your paper and why. (If the medium you chose is an elaboration of one major event, then that event is the focus of your paper.) Be sure to select an event that you can substantiate based upon films, notes from class discussion, and course readings.
2. *Socio-Structural Precedents*: Discuss historical events, social forces, and group dynamics that preceded or “set the stage” for the major event upon which you have decided to focus your paper. Be sure to focus particularly upon those historical, social, and group dynamics that help us to understand why the event took place. The diagram below should be useful for organizing this section. This diagram is meant to guide your discussion; thus, you are expected to give details for those items relevant to the event you selected, NOT for every item listed below.

Socio-Structural Precedent	Inter-Group Dynamics	Major Event
Historical circumstances upon entrance into labor market	Dominant-Subordinate	The event upon which you have chosen to focus
	Subordinate-Subordinate	
Labor market circumstances	Conflict	
Noteworthy/influential events	Resistance	
Discrimination (historical and/or contemporary)	Gender “solidarity”	
Migration/emigration/etc	Matrix of Domination	
Process of gender stratification	Dehumanization	
Consequences of socialization	Degree of similarity to dominant group	
etc.	etc.	

The diagram above lists general themes, you should discuss the **actual or factual or specific** socio-structural precedents and group dynamics that culminated into the event you have chosen as the focus of your discussion. **In writing this section, you may either start with the event and move backward:**

Socio-structural Precedents ← Group Dynamics ← Major Event

or start with the socio-structural precedents and move forward:

Socio-structural Precedents → Group Dynamics → Major Event.

3. Major concepts: Discuss the major concepts from this course which are exemplified/represented in the medium you have chosen. It is acceptable for you to simply list the concepts and state how/where in the medium there are represented.
4. Critique of Movie:
 - Assess the historical accuracy and authenticity of the medium. To assess the historical accuracy of your medium you must use the materials read for this course; i.e., Anderson, articles, chapters from Lorber, Wolf, Morrison, et. al. and at least two outside journal articles approved by the professor.
 - In light of empirical evidence, whether or not you would make alterations to the medium and why/why not.
 - Gender Sensitivity Rating. On a scale of 1(lowest) to 5 (highest) rate the following aspects of the movie/documentary.
 - ✓ Character development. Were the characters fully developed, were they stereotypes, or were they “real-life” people? Were they convincing?
 - ✓ Gender Perspective. To what degree, if any, was the story line presented from the appropriate perspective? Why or why not?
5. Implications for Gender Relations Today (on a macro-level): Discuss whether or not the event(s) portrayed in the medium you have chosen (NOT just the event which you chose as the focus of your paper) have negative and/or positive (or no) consequences for gender relations today. Be sure to substantiate your claims with cogent and concise argument.
6. Policy Suggestions for Kenyon (micro level): Make some (policy) suggestions regarding how you could/would use this medium to encourage productive discussions about gender relations at Kenyon College.

Please note that you must use at least two (2) outside sources to assist you in your analysis of the medium you have chosen and the application of course concepts thereto. These sources must be from an **academic** journal (*American Sociological Review, Social Forces, Signs*, etc.) that you believe offers a valuable perspective on your specific topic.

Overall, your final papers are to be no more than 12 pages in length. **They must also be typed, and double-spaced with one-inch margins all around the text.** Also, make sure that you put your name and the date on the first page of your paper (or cover page, if you prefer). **DO NOT PUT YOUR NAME ON EVERY PAGE OF THE PAPER.**

Dawn Baunach
SOCIOLOGY OF GENDER

Gender is one of the most basic societal ordering mechanisms. Indeed, anthropological research has shown that some degree of gender differentiation exists even in the most egalitarian societies. The scholarly literature pertaining to gender and related issues of subordination and domination suggests that gender is integrally related to the broader social context. This context generally includes cultural and economic conditions that support gender-based societal divisions. In this course we will explore the social organization of gender from diverse theoretical and empirical perspectives. We will find that the study of men and women from a sociological perspective reveals an array of global, racial, class, and sexual interrelations.

Gender informs every substantive area studied by sociologists. Our semester-long investigation will highlight only a sample of possible topics, including: various theoretical perspectives on gender; the social construction of gender; patriarchy and gender ideologies; gender stratification in the labor market and at home; the gendering of deviance; cultural representations of gender; and cultural conflicts over gender. Each of these topics is worthy of and could be its own separate course, but time limitations require that we take a survey approach to the topic of gender. This means that some possible topics cannot be covered, such as: gender in law and politics; gender in religious systems; gender in the educational system; gender and health; gender and sexuality; and gendered violence. If you are interested in some of these other topics, the Sociology department offers numerous related courses: Family Violence, Family, Sexuality, Life Course Sociology, and Birth and Parenthood.

COURSE GOALS

1. To further understanding of gender in our own culture.
2. To further understanding of gender in societies that are structurally and culturally different from our own.
3. To further understanding of the uses of gender in systems of subordination and domination.
4. To become aware of the relevance of gender in studying a variety of sociological topics.
5. To understand and critique the extant theoretical explanations of gender differentiations in society.
6. To be aware of and participate in current epistemological and methodological debates in the study of gender.
7. To analyze the economic, social, political, historical, cultural, and racial forces on the lives of men and women.

COURSE REQUIREMENTS

The course requirements include weekly reaction papers, a research proposal, book review, term paper, and discussion leadership for one class meeting. These assignments are described below and will be discussed more fully in class.

Each week you are asked to bring a Reaction Paper to class with you addressing the readings assigned for that class meeting. Each reaction paper should be 2-4 pages long. Reaction papers will be graded on a check system: +, , or -. A check-plus will be assigned if the paper does more than simply summarizing and reacting to a set of readings, perhaps by

synthesizing the readings and analyzing them in relation to previous readings or class topics/discussion. You are permitted one "free week" of not turning in a reaction paper.

The Research Proposal, due early in the semester **ON FEB 17**, is a 3-4 page statement (or outline) describing your term paper project. The research proposal should include the following elements: an introduction to your subject (including any relevant research questions); a brief literature review (what have others done on this topic); a statement of the *sociological* importance of your topic; and if necessary a description of your methodology, data, and analytic technique(s). Your proposal will be graded partly on the sophistication of your idea(s) (*i.e.*, "content") as well as its professional presentation (*i.e.*, "form").

The Book Review, due at the approximate "halfway point" of the semester **ON MARCH 17**, is a five-page critical book review of a sociological book on the topic of gender. Students are to select the book themselves and check their selection with the instructor. The book chosen should not be too dated; that is, the book should be no older than 1985. Book reviews should both summarize and critique the book. Your book review will also be graded on "content" and "form." I suggest that you examine sample book reviews from *Contemporary Sociology* or *Social Forces* before (and during) writing your book review.

The Discussion Leadership grade will be assigned based on how effectively you lead class discussion for (at least) one class meeting. On the first day of class we will decide which day(s) each student will be the "discussion leader." While discussion leader, the student is responsible for (1) *briefly* summarizing each reading; (2) analyzing each reading with regard to theory, method, conclusions, etc.; and most importantly (3) lead/stimulate/mediate discussion regarding the readings. Students should provide a 2-3 page handout. The handout should very briefly summarize the main points of each reading, identify important questions generated by each reading, and connect each reading to the others for that day (and to others previously read). Grading will be based on how well the student leads class discussion. Remember, the goal of class discussion is to allow each and every student to participate (no monopolizing of the discussion), with particular emphasis on drawing out analyses, conclusions, evaluation, and critique.

The Term Paper is a 20-30 page scholarly paper on a research topic of the student's choice. The paper should be of publishable quality. Original research is not necessary, but a simple literature review of a topic is not sufficient. One of three basic formats for the term paper are suggested: (1) an exhaustive and critical review of theory and research on a general topic, including specific suggestions for further research; (2) a research proposal (*i.e.*, a dissertation or grant proposal), including a critical review of studies related to a specific unanswered question in the field of gender studies, plus a detailed account of how you would address the question (data, method, variables and measures, hypotheses, and anticipated findings); (3) a journal quality research paper involving the above and data analysis. Papers will be graded on both "content" and "form." Any of the scholarly articles read for the class can serve as an example of the kind of paper that can be written. I encourage students to turn in a rough draft of the paper one week before the paper is due **ON MAY 1**. Please use a

consistent citation style throughout the paper (I recommend the style used in *American Sociological Review*).

The Paper Presentation is a 15-minute presentation of your term paper. You should approach this presentation as you would any presentation at a professional meeting (*e.g.*, the meetings of the American Sociological Association or the Southern Sociological Society). Presentations usually include a brief summary of the literature cited or background. Your presentation should focus not on what others have said on your paper topic (cover this material only briefly) but should focus on what you have done, *i.e.*, your original contribution to the field. At the conclusion of your presentation we will provide time for a question and answer session. The paper presentations will take place during the scheduled final exam period for the class **AT 1:00 ON MAY 6.**

The Class Participation grade will reflect how well you participate in class discussion throughout the quarter. Participation should not be a monopoly. Students are encouraged to participate heavily in the class discussions, but should do so without cutting off or interrupting fellow students. You should strive to not only advance your own understanding of gender but also contribute to the knowledge of your fellow students. Your participation grade will reflect both the “quantity” and “quality” of your participation, with emphasis on the latter. You are expected to have read and *thought about* each and every assigned reading as you come to class. You are then expected to participate in the class’ discussion on those readings, bringing in your own analysis and connections to other materials read for this class and for other classes. Class is not the time to get into lengthy discussions and descriptions on personal matters. Remember that this is a graduate sociology seminar, not Oprah (and certainly not Jerry Springer). **This class will be tolerant of all opinions/analyses expressed. Discrimination, harassment, intimidation, and personal attacks and criticisms will not be tolerated. Any student that is not respectful of their fellow students may be asked to leave.**

COURSE FORMAT

This course will be conducted as a seminar; as such, it is designed to maximize group discussion and class members' responsibility for its content. This means that each of us must commit ourselves to prepare for discussing all of the assigned readings for each week. The reading content is heavy but also quite inspiring and provocative. Discussion guidelines are designed to promote an atmosphere of respect and support for all class members. We shall all strive to create an environment in the class in which we all feel free to talk.

Class participation and attendance will be stressed in the course. As a graduate seminar, your discussion and written work are expected to exceed that in lower level (undergraduate and graduate) courses. Each student will be permitted one “free absence.” This absence will not detract from your final grade in the class. Thereafter, absence will affect your class participation grade - after all you cannot participate if you are not present.

As a courtesy to your fellow classmates, I ask that you turn off your cellular phones and beepers during class. You should refrain from discussing non-class related issues with fellow students during class. Also, please inform me ahead of time if you will be arriving late or leaving early.

You are responsible for all of the material presented and discussed in class as well as all of the readings. Students are expected to have read all materials before class time and be able to refer to them in class discussions. The grade percentage breakdown is as follows:

Research proposal	5%
Weekly reaction papers	10%
Book review	10%
Term paper	25%
Discussion leadership	25%
Class participation	20%
Paper presentation	5%
Total	100%

A ten-point grading scale is used: 90-100 is an A; 80-89 a B; 70-79 a C; etc.

UNIVERSITY POLICY ON ACADEMIC HONESTY

Policies on cheating, plagiarism, etc. follow those of the Georgia State catalog. Please see the catalog for a description of rights and remedies.

“PLAGIARISM. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects prepared by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility. ...

UNAUTHORIZED COLLABORATION. Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.”

(Taken from [http://www.gsu.edu/~wwwreg/LK_4.html#Academic Honesty](http://www.gsu.edu/~wwwreg/LK_4.html#Academic%20Honesty))

COURSE MATERIALS

- Tong, Rosemarie Putnam. 1998. Feminist Thought: A More Comprehensive Introduction, 2nd edition. Boulder, CO: Westview.
- England, Paula (ed). 1993. Theory on Gender. Feminism on Theory. NY: Aldine de Gruyter.
- Messner, Michael A. 1992. Power at Play: Sports and the Problem of Masculinity. Boston: Beacon.
- Lerner, Gerda. 1986. The Creation of Patriarchy. NY: Oxford.
- Lorber, Judith. 1994. Paradoxes of Gender. New Haven, CT: Yale University Press.
- Kanter, Rosabeth Moss. 1977. Men and Women of the Corporation. NY: Basic Books.
- Collins, Patricia Hill. 1991. Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment. NY: Routledge.
- Faludi, Susan. 1991. Backlash: The Undeclared War Against American Women. NY: Doubleday.

NOTE: The instructor reserves the right to change or modify this syllabus throughout the course.

CLASS SCHEDULE

The readings schedule follows.

Jan 13 INTRODUCTION TO THE CLASS

PART I: THEORETICAL PERSPECTIVES ON GENDER

Jan 20 MACRO-PERSPECTIVES ON GENDER

- Tong, "Liberal Feminism" in *Feminist Thought*
- Tong, "Radical Feminism: Libertarian and Cultural Perspectives" in *Feminist Thought*
- Tong, "Marxist and Socialist Feminism" in *Feminist Thought*
- Shelton & Agger, "Shotgun Wedding, Unhappy Marriage, No-Fault Divorce? Rethinking the Feminism-Marxism Relationship" in *Theory on Gender*
- Ward, "Reconceptualizing World System Theory to Include Women" in *Theory on Gender*
- Dunn et al., "Macrostructural Perspectives on Gender Inequality" in *Theory on Gender*
- Johnson, "Functionalism and Feminism: Is Estrangement Necessary" in *Theory on Gender*

Jan 27 MICRO-PERSPECTIVES ON GENDER

- Tong, "Psychoanalytic and Gender Feminism" in *Feminist Thought*
- Tong, "Postmodern Feminism" in *Feminist Thought*
- Friedman & Diem, "Feminism and the Pro-(Rational-)Choice Movement: Rational-Choice Theory, Feminist Critiques, and Gender Inequality" in *Theory on Gender*
- West & Fenstermaker, "Power, Inequality, and the Accomplishment of Gender: An Ethnomethodological View" in *Theory on Gender*
- Ridgeway, "Gender, Status, and the Social Psychology of Expectations" in *Theory on Gender*
- Denzin, "Sexuality and Gender: An Interactionist/Poststructural Reading" in *Theory on Gender*
- Smith-Lovin & McPherson, "You are Who You Know: A Network Approach to Gender" in *Theory on Gender*

Feb 3

MULTICULTURAL PERSPECTIVES ON GENDER

- Tong, "Multicultural and Global Feminism" in *Feminist Thought*
- Collins, *Black Feminist Thought*
- Garcia, "The Development of Chicana Feminist Discourse, 1970-1980" on [reserve](#)

Feb 10

THEORETICAL DEBATES IN GENDER STUDIES

- Tuana, "With Many Voices: Feminism and Theoretical Pluralism" and replies in *Theory on Gender*
- Molm, "Toward Integrating Micro and Macro, Structure and Agency, Science and Feminism" and replies in *Theory on Gender*
- Folbre, "Micro, Macro, Choice, and Structure" and replies in *Theory on Gender*
- Wilson, "The Subject Woman" and replies in *Theory on Gender*
- Kimmel, "From 'Conscience and Common Sense' to 'Feminism for Men:' Pro-Feminist Men's Rhetorics of Support for Women's Equality" from *Feminism and Men* on [reserve](#)
- Shepherd, "Feminism, Men, and the Study of Masculinity" from *Feminism and Men* on [reserve](#)
- hooks, "Men: Comrades in Struggle" from *Feminism and Men* on [reserve](#)

PART II: THE CONSTRUCTION OF GENDER IDEOLOGIES, GENDERED PERSONS, AND GENDERED BODIES

Feb 17

EGALITARIANISM AND THE ORIGINS OF PATRIARCHY

- Lerner, *The Creation of Patriarchy*
- Lepowsky, "Gender in an Egalitarian Society" from *Beyond the Second Sex* on [reserve](#)
- Shostak, "Women and Men in !Kung Society" from *Gender in Cross-Cultural Perspective* (2nd edition) on [reserve](#)
- Engels, "Private Property and the World Historic Defeat of the Female Sex" from *The Woman Question* on [reserve](#)

Research Proposal/Outline Due

Feb 24 THE SOCIAL CONSTRUCTION OF GENDER

- Lorber, *Paradoxes of Gender*

Mar 3 GENDERED PERSONS AND BODIES

- Watson, "The Named and the Nameless: Gender and Person in Chinese Society" from *Gender in Cross-Cultural Perspective* (2nd edition) on [reserve](#)
- Lee, "Menarche and the (Hetero)sexualization of the Female Body" from *The Politics of Women's Bodies* on [reserve](#)
- Morgan, "Women and the Knife: Cosmetic Surgery and the Colonization of Women's Bodies" from *The Politics of Women's Bodies* on [reserve](#)
- Thorne, "Girls and Boys Together ... but Mostly Apart: Gender Arrangements in Elementary School" from *Men's Lives* (4th edition) on [reserve](#)
- Connell, "Live Fast and Die Young" from *Masculinities* on [reserve](#)
- Tolman, "Doing Desire: Adolescent Girls' Struggles for/with Sexuality" from *Feminist Frontiers IV* on [reserve](#)
- Tiefer, "The Medicalization of Impotence: Normalizing Phallocentrism" on [reserve](#)

Mar 10 NO CLASS - SPRING BREAK

PART III: GENDER AND WORK

Mar 17 ETHNOGRAPHIC STUDIES OF GENDER IN THE WORKPLACE

- Kanter, *Men and Women of the Corporation*
- Paules, "Up a Crooked Ladder" from *Dishing It Out* on [reserve](#)
- Segura, "Inside the Work Worlds of Chicana and Mexican Immigrant Women" from *Feminist Philosophies* on [reserve](#)
- Chow, "Asian American Women at Work" from *Women of Color in U.S. Society* on [reserve](#)

Book Review Due

Mar 24 GENDER INEQUALITY IN THE WORKPLACE

- Epstein, "Tinkerbells and Pinups: The Construction and Reconstruction of Gender Boundaries at Work" from *Cultivating Differences* on [reserve](#)
- England & Browne, "Trends in Women's Economic Status" on [reserve](#)
- Ferree, "She Works Hard for a Living: Gender and Class on the Job" from *Analyzing Gender* on [reserve](#)
- Glenn, "Racial Ethnic Women's Labor: The Intersection of Race, Gender, and Class Oppression" from *Gender, Family, and Economy* on [reserve](#)
- Williams, "The Glass Escalator: Hidden Advantages for Men in the 'Female' Occupations" from *Men's Lives* (4th edition) on [reserve](#)

- Brinton, "Gender Stratification in Contemporary Urban Japan" on [reserve](#)

Mar 31

THE TRIPLE OVERLAP: GENDER, WORK, AND FAMILY

- Hochschild, *The Second Shift* excerpts on [reserve](#)
- Sharma, "Public Employment and Private Relations: Women and Work in India" from *Work, Employment and the Family in the International Division of Labour* on [reserve](#)
- Nelson, "Public and Private Politics: Women in the Middle-Eastern World" from *Gender in Cross-Cultural Perspective* (2nd edition) on [reserve](#)
- Cowan, "Women's Work, Housework, and History" from *Families and Work* on [reserve](#)
- Ferree, "The View from Below: Women's Employment and Gender Equality in Working Class Families" from *Women and the Family* on [reserve](#)
- Massey et al., "Women, Men, and the 'Second Shift' in Socialist Yugoslavia" on [reserve](#)

PART IV: GENDER REPRESENTATIONS

Apr 7

GENDERED RECREATION

- Messner, *Power at Play*
- Hargreaves, "Femininity or 'Musculinity'? Changing Images of Female Sports" from *Sporting Females* on [reserve](#)
- Cahn, "From the 'Muscle Moll' to the 'Butch' Ballplayer" from *The Politics of Women's Bodies* on [reserve](#)

Apr 14

GENDER, CULTURE, AND THE MEDIA

- Press, "Work, Family, and Social Class in Television Images of Women" from *Women Watching Television* on [reserve](#)
- Radway, "The Ideal Romance: The Promise of Patriarchy" from *Reading the Romance* on [reserve](#)
- Schickel, "Gender Bender: A White-Hot Debate Rages over Whether Thelma & Louise Celebrates Liberated Females, Male-Bashers - or Outlaws" from *Time* on [reserve](#)
- Simon, "Move of the Moment" from *National Review* on [reserve](#)
- Cantor, "Popular Culture and the Portrayal of Women: Content and Control" from *Analyzing Gender* on [reserve](#)
- Cunningham, "Barbie Doll Culture and the American Waistland" from *Feminist Frontiers IV* on [reserve](#)
- Mullings, "Images, Ideology, and Women of Color" from *Women of Color in U.S. Society* on [reserve](#)
- Clark et al., "Of Caldecotts and Kings: Gendered Images in Recent American Children's Books" on [reserve](#)

Apr 21

GENDERED DEVIANCE

- Karlson, "The Demographic Basis of Witchcraft" and "Handmaidens of the Devil" from *The Devil in the Shape of a Woman* on [reserve](#)
- Chadwick & Little, "The Criminalization of Women" from *Women's Studies Essential Readings* on [reserve](#)
- Arnold, "Black Women in Prison: The Price of Resistance" from *Women of Color in U.S. Society* on [reserve](#)
- Groneman, "Nymphomania: The Historical Construction of Female Sexuality" on [reserve](#)
- Avicoli, "He Defies You Still: The Memoirs of a Sissy" from *Women, Culture, and Society: A Reader* on [reserve](#)
- Millman, "Images of Deviant Men and Women" from *The Woman Question* on [reserve](#)

Apr 28

GENDER AND AMERICAN CULTURAL CONFLICT

- Faludi, *Backlash*
- Sommers, "The Backlash Myth" from *Who Stole Feminism?* on [reserve](#)

May 1

Term Paper Due by 5:00

May 6

Paper Presentations at 8:30 pm