

## **SOCIOLOGY 300GF SOCIOLOGY OF GENDER**

This course is an introduction to the sociological study of gender in contemporary U.S. 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. For example, sociologists study 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.

This course critically examines how gender difference and gender inequality are socially constructed through socialization practices, through interactions with others, and through the influence of major social institutions. We will read and discuss theories of gender, with a focus on how gender is experienced intersectionally with other social categories that shape our lives, including social class, race, and sexuality. Our work will focus on the social construction of gender, privilege, and difference; social institutions and gender; intimacy and the body; and sexism and violence. We will identify patterns of gender oppression and we will discuss possible responses to gender inequality.

Throughout the semester, students will:

- Understand the major theories used in the sociological study of gender and demonstrate the ability to critically evaluate these theories in writing and class discussion.
- Apply theoretical concepts from class to their own lives through making connections between concepts and everyday experiences.
- Make connections between empirical practice and theory by developing research questions and proposing studies to address these questions.

### **Course Components**

#### ***Required materials:***

Pascoe, C.J. 2012. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, CA: University of California Press.

Bettie, Julie. 2003. *Women without Class: Girls, Race, and Identity*. Berkeley, CA: University of California Press.

Other readings will be available through the course web page on Blackboard.

## ***Evaluation***

Your course grade is based upon your in-class participation, reading groups, midterm exam, and four writing assignments. Brief descriptions of each component of your grade are outlined below. I will provide additional grading rubrics in class.

- 1) **Class attendance and participation:** The success of this class depends on the quality of our discussions—this is not a lecture class. You should be prepared to bring your insight and analysis to bear on the readings every day. While some students may feel more comfortable speaking, I expect participation from everyone. You will have varied opportunities to present your point of view in class discussions and small group activities. In order to facilitate your participation and discussion, I will often post reading guides, particularly on days in which you are not meeting with your reading groups. While answering the questions in these guides is not required (I will not collect your notes), I highly recommend doing so.
- 2) **Reading groups:** At the beginning of the semester, students will be assigned to reading groups with five to six members each. These reading groups will meet each Monday at the beginning of class to discuss the reading assigned for that day. At these reading group meetings, each of five roles will be rotated: discussion leader, passage master, creative connector, devil’s advocate, and reporter. When performing one of the first four roles, students will be responsible for uploading materials in preparation for class by the end of the day on Sunday. Reporters will upload their materials by Tuesday at noon. Specific instructions for each role will be disseminated and discussed in class on Wednesday, January 29<sup>th</sup>. Although the success or failure of these reading groups depends on the thoughtful participation of every group member, evaluations will be performed on an individual basis (ie, in terms of your completion of materials and participation in the group).
- 3) **Midterm exam:** We will have one midterm exam covering the first half of class material. The purpose of the midterm is to make sure that you are keeping up with the readings, grasping the major concepts of the course, and able to apply them to new situations. Exams will be composed of short answer and essay questions.
  - a) The midterm must be taken during the class in which it is scheduled on the syllabus. If an emergency arises, notification along with documentation must be provided in order for the student to be allowed to sit for the exam at a later time; otherwise the exam will be graded as a “0”. In-class and make-up exams will be different in form and content.
  - b) If a student arrives late to class on the day of the exam, they will be allowed to sit for the exam provided no other student has already completed the exam and left the room. The time given to complete an exam will not extend beyond the end of the regular class time, regardless of the time the student initially showed.
- 4) **Application and analysis papers:** Students will write four 5-7 page papers during the semester. These papers will require students to apply the theories we read and discuss to a particular question or situation. I will review the particular requirements of each paper in detail. These papers will be due on Fridays so that completion of the assignment does not interfere with your reading assignments for class. You will upload these papers to blackboard.

## DUE DATES

Paper 1 is due Friday, February 14

Paper 2 is due Friday, March 7

Paper 3 is due Friday, April 18

Paper 4 is due Friday, May 9

### ***Grading summary***

Attendance and class participation	10%
Reading groups/responses	15%
Midterm	15%
Application and analysis papers	60%
<b>Total</b>	<b>100%</b>

### ***Grading Scale***

I do not grade on a curve and I do not offer extra credit. The percentage of total possible points you earn will be rounded to the nearest whole number (e.g. 89.9% will be rounded to 90% and 89.4% will be rounded to 89%). At the end of the term, you will receive a letter grade, based on the following scale:

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

### ***Rules of the road***

1. We start and end class on time
2. Silence your cell phones and store them out of sight during class
3. Be respectful of others. Refrain from side conversations and distracting behavior.
4. Check your email account regularly
5. Check Blackboard regularly

### ***Attendance***

Achieving success in this class requires consistent daily attendance. If you cannot make it to class you will still be held responsible for the information covered. If an emergency arises on an exam day, you must provide documentation in order to make up an exam.

### **Academic Integrity**

All students are required to read and follow the academic integrity standards as outlined in the Code of Student Conduct. Please visit the following URL:

[http://www.umkc.edu/catalog/Student\\_Conduct.html](http://www.umkc.edu/catalog/Student_Conduct.html) for an explanation of this code.

Any student who plagiarizes on an assignment by using another's words or work as his or her own without proper acknowledgement and citation will receive a 0 for that assignment. Cheating on an exam by using or providing unauthorized assistance will receive a 0 for that exam.

We will cover proper use of citations in class, when needed for assignments. A useful site is also available at: <http://www.lib.unc.edu/instruct/citations/>. However, the student is always responsible for being aware of the Code of Conduct and avoiding plagiarism and cheating.

### **Classroom Climate**

Harassment based on race, ethnicity, gender, class, religion, sexual orientation, age, disability, rank, or any other characteristic is wrong, against university policy, and in many cases against the law. You deserve respect, and your instructors and peers are legally and morally bound to show you that respect. If harassment occurs, report this immediately to the department chair, the office of the Dean, and/or the Affirmative Action Office. The Affirmative Action Office, which is ultimately responsible for investigating all complaints of discrimination or sexual harassment, is located at 218A Administrative Center, 5115 Oak Street; the office may be contacted at 816-235-1323. All formal complaints will be investigated and appropriate action taken.

### **Services for Students with Disabilities**

In addition, students with disabilities are entitled to reasonable adjustments in class requirements to ensure that the requirements of this class are not discriminatory. If you need such adjustments, please come to see me as soon as possible so they can be made. You must also notify UMKC's Office of Services for Students with Disabilities at least six weeks' notice if an accommodation is needed. Please see their website for further guidance and the necessary forms:

<http://www.umkc.edu/disability/>

### **Notification of changes:**

*I reserve the right to change any portion of the syllabus, the assignments and due dates, and class policies. If changes occur, every effort will be made to notify the entire class as soon as possible.*

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Wednesday 1/22	Introduction	No reading
Monday 1/27	MLK Keynote Lecture	No reading
		<i>DUE 1/28: one-page reflection on Melissa Harris-Perry's talk</i>
Wednesday 1/29	Theory	Lorber, "'Night to His Day': The Social Construction of Gender", pp. 33-45

		Risman, "Gender as a Social Structure", pp. 10-16
Monday 2/3	Theory	Lorde, "Age, Race, Class, and Sex: Women Redefining Difference", pp. 239-244
		Dill and Kohlman, "Intersectionality: A Transformative Paradigm in Feminist Theory and Social Justice", pp. 64-72
Wednesday 2/5	Transgressing gender	Kessler, "The Medical Construction of Gender", pp. 3-26
		Levy, "Either/Or: Sports, Sex, and the Case of Caster Semenya" ( <i>New Yorker</i> ), 13 pages
Monday 2/10	Transgressing gender	Meadow, "'A Rose is a Rose': On Producing Legal Gender Classifications", pp. 814-832
		Dozier, "Beards, Breasts, and Bodies: Doing Sex in a Gendered World", pp. 297-314
Wednesday 2/12	Masculinity	Pascoe, DYAF, pp. vii-51
		<i>PAPER 1 DUE FRIDAY, FEBRUARY 14</i>
Monday 2/17	Masculinity	Pascoe, DYAF, pp. 52-114
		Ramirez and Flores, "Latino Masculinities in the Post-9/11 Era", pp. 259-266
Wednesday 2/19	Masculinity	Pascoe, DYAF, pp. 115-193
Monday 2/24	Gender and family	Tichenor, "Thinking About Gender and Power in Marriage", pp. 407-416
		Edin, Kefalas, and Reed, "A Peek Inside the Black Box: What Marriage Means for Poor Unmarried Parents", pp. 1007-1014
Wednesday 2/26	Gender and family	Shows and Gerstel, "Fathering, Class, and Gender: A Comparison of Physicians and Emergency Medical Technicians", pp. 442-452
		Edin and Kefalas, "When I Got Pregnant..." from <i>Promises I Can Keep</i> , pp. 50-70
Monday 3/3	Children	Meadow, "'Deep Down Where the Music Plays': How Parents Account for Childhood Gender Variance", pp. 725-743
		Kane, "'No Way My Boys Are Going to be Like That!': Parents' Responses to Children's Gender Nonconformity", pp. 149-174
Wednesday 3/5	Children	Martin, "Hetero-Romantic Love and Heterosexiness in Children's G-Rated Films", pp. 153-163
		Nelson, "The Pink Dragon is Female: Halloween Costumes and Gender Markers", pp. 217-225

*PAPER 2 DUE FRIDAY, MARCH 7*

Monday 3/10	Gender and work	England and Folbre, "The Cost of Caring", pp. 39-49  Glenn, "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor", pp. 1-37
Wednesday 3/12	Gender and work	Cohen, "The Gender Division of Labor: 'Keeping House' and Occupational Segregation in the United States", pp. 239-250  Stone, "The Rhetoric and Reality of 'Opting Out'", pp. 14-19  Whittier, "Median Annual Earnings of Full-Time, Year-Round Workers by Education, Race, and Hispanic Origin, 2009", pp. 206
Monday 3/17	Gender and work	Kang, "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons", pp. 207-218  Schilt, "Just One of the Guys? How Transmen Make Gender Visible at Work", pp. 386-401
Wednesday 3/19	Exam #1	<i>No reading.</i>
Monday 3/24	SPRING BREAK	
Wednesday 3/26	SPRING BREAK	
Monday 3/31	Gender and social class	Bettie, WWC, pp. 1-56
Wednesday 4/2	Gender and social class	Bettie, WWC, pp. 57-138
Monday 4/7	Gender and social class	Bettie, WWC, pp. 139-206
Wednesday 4/9	Gender and the media	Mulvey, "Visual Pleasure and Narrative Cinema", pp. 57-68  hooks, "The Oppositional Gaze", pp. 115-131  hooks, "Selling Hot Pussy: Representations of Black Female Sexuality in the Cultural Marketplace", pp. 122-132
Monday 4/14	Gender and the media	Bordo, "Beauty (Re)discovers the Male Body", pp. 129-177  Hatton and Trautner, "Equal Opportunity Objectification? The Sexualization of Men and Women on the Cover of <i>Rolling Stone</i> ", pp. 292-305
Wednesday 4/16	Beauty, bodies, and value	Almeling, "Selling Genes, Selling Gender: Egg Agencies, Sperm Banks, and the Medical Market in Genetic Material", pp. 319-338

Glenn, "Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners", pp. 281-299

*PAPER 3 DUE FRIDAY, APRIL 18*

Monday 4/21	Sexism and violence	Bales, "Because She Looks Like a Child", pp. 163-172  Davidson, "The Sex Tourist, the Expatriate, His Ex-Wife, and Her 'Other': The Politics of Loss, Difference, and Desire", pp. 5-22
Wednesday 4/23	Sexism and violence	Giuffre and Williams, "Boundary Lines: Labeling Sexual Harassment in Restaurants", pp. 403-416
Monday 4/28	Sexism and violence	Naaman, "Brides of Palenstine / Angels of Death: Media, Gender, and Performance in the Case of the Palestinian Female Suicide Bombers", pp. 131-141  Schaffner, "Violence Against Girls Provokes Girls' Violence: From Private Injury to Public Harm", pp. 386-395
Wednesday 4/30		NO CLASS
Monday 5/5	Social movements	Crossley, Taylor, Whittier, and Pelak, "Forever Feminism: The Persistence of the U.S. Women's Movement, 1960-2011", pp. 498-511
Wednesday 5/7	Social movements	Lawston, "'We're all sisters': Bridging Legitimacy in the Women's Antiprison Movement", pp. 511-524  Voice Mail Magazine, "The Rio Declaration of Gender Independence", pp. 508-510

FINAL PAPERS DUE: FRIDAY, MAY 9<sup>TH</sup>