

SOC 223/ WGSS 223: Women and Men in Contemporary Society  
Fall 2012  
Section: 003  
Location: Faner 1326  
Day/ Time: MWF 12-12:50

***Course Information***

Instructor: Amanda Buday  
Faner 3435 (Office)  
[abuday@siu.edu](mailto:abuday@siu.edu)

Office Hours: M:11-12 and 2-5 TR:1-2 F:11-12

***Course Description and Objectives***

“What are little boys made of?  
Snips and snails and puppy dog tails  
That’s what little boys are made of!  
What are little girls made of?  
Sugar and spice and everything nice  
That’s what little girls are made of!”

This course is designed to make you reconsider notions like those described in the poem above and see them as culturally informed, socially constructed scripts about gender. In this course, we will challenge taken-for-granted understandings of why men and women “are the way they are,” complicate the relationship between biology and behavior, and critically evaluate power relations in order to see the consequences of the gendered, raced, classed, and sexualized hierarchies present in our society. This course approaches the topic of gender from a constructionist standpoint. In other words, in this course we will examine how gender is defined, negotiated, performed, and interpreted as a result of interactive social processes. This perspective of gender may be different from conventional understandings about gender which, as illustrated in the quote above, tend to see gender as “what naturally is” instead of recognizing the effects of social interactions on the manner in which men and women negotiate their social worlds.

After completing this course, you should be familiar with the idea of gender as a social construction and as a performance we give and receive from others. You will also understand how gender, race, social class, and sexuality intersect to form matrices of domination and oppression. You will know how to read an article, summarize its important points and key concepts, and evaluate the merit of the claims the author makes. Finally, you will be able to take the concepts discussed in class and apply them to your everyday life and to make connections between class material and contemporary culture.

***IMPORTANT!*** In this class, we will often discuss controversial subjects. Opinions and perspectives which you disagree with may be expressed. It is expected that an appropriate level of respect be maintained at all times during discussions. Further, the goal of this course is NOT to convince you to adopt a liberal perspective or to argue the supremacy of a particular opinion. I ask that you move away from seeing issues through lenses of “right” and “wrong” and instead exercise some open-mindedness. My goal for you as a student in this course is that you set aside- temporarily- your usual attitudes and opinions about social issues and attempt to imagine the world from the perspective of someone with a personal biography different from your own. If you adopt an attitude of curiosity and are willing to explore how seeing the world through someone else’s eyes can allow your own perspectives to grow and expand, you will be fine. If, however, you are resistant to this idea or are unwilling to arrest your judgments and engage your tolerance for diversity, you should probably drop this class immediately.

### ***Required Text***

Baca Zinn, Maxine, Pierrette Hondagneu-Sotelo, and Michael A. Messner (Eds.) 2011. *Gender Through the Prism of Difference 4<sup>th</sup> Edition* New York: Oxford University Press.

### ***Course Requirements***

Assessment for this course is based on the quality of completion of the following four requirements:

**Participation (40%):** This class will follow a discussion format, which means you should come to class prepared to talk about the assigned readings for the day and related topics. Participation points will necessarily include **attendance (15%)**, as well as any **in-class exercises, assignments, and quizzes (10%)** (*which may not be announced ahead of time and you may not make up if you are absent*), and **weekly reading responses or briefs (15%)**.

**-Reading Responses:** Each week, you should submit a response to the reading selections assigned for that week. Your response can be a written statement of what was most interesting or provocative to you about the day's reading; questions you have regarding the reading; or a media clip (newspaper, journal, video, blog, website) making a connection between a reading topic and contemporary culture. Reading responses will be collected at the beginning of class. You can choose which day you want to submit a reading response (Monday, Wednesday, or Friday), but you must submit **one reading response every week, except on weeks when a brief is due**, in which case the weekly reading response will be waived.

**-Briefs:** A brief is a writing exercise that requires you to engage with class readings on a conceptual level- what is the author's argument? How does the author support this argument? How does this reading connect to other assigned readings? How does it connect to what we have been learning about in class? What difficulties did you have with the reading? How does it relate to your field of interest? You should begin your journal with a *short* summary of the reading you choose to write about (no more than 2 sentences!) Then you should go into your assessment, answering the questions stated above. The lengths of briefs will vary, but your assessment should take two or three paragraphs (about 1 page, double spaced 12 point font). Briefs will be collected at the start of class on days designated in the course schedule.

**Writing Assignments, Including the Final Exam (40%):** Throughout the semester there will be **three short paper assignments (8% each)** on various topics (TBA) related to class discussions. All papers should be double-spaced, 12 point font, 1 inch margins. Paper length will vary and will be specified in a detailed handout distributed two weeks before the paper is due. A page counts as full when it is at least  $\frac{3}{4}$  full, using standard spacing and font. Papers must be handed in at the start of class on the due date indicated below in the tentative course schedule. No late papers will be accepted. The goal of written assignments is to give you an opportunity to develop your understanding of the concepts discussed in class as well as to improve your ability to organize and communicate your thoughts through your writing. Papers will be graded based on your demonstration of your ability to apply, critically evaluate, and expand upon class discussions in your writing on the assigned topic.

**\*\*\*Electronic submissions of weekly reading responses, briefs, or papers will only be accepted in special circumstances, if approved in advance.\*\*\***

**The Final Exam (16%)** will be a short answer/ essay exam designed to evaluate your comprehension of key course concepts and your ability to apply and analyze them. The final will take place during the scheduled final exam time period, and blue books will be provided. A study guide will be provided one week before the exam.

**Mass Media or The Mall (20%):** The purpose of this exercise is to allow you the opportunity to apply class readings and discussions to your surroundings in order to think critically about gender norms and stereotypical portrayals of gender in the mass media (option A) or in public spaces such as the shopping mall (option B). Whichever option you select, your purpose is to observe in everyday life the social and cultural processes by which gender roles and gender stratification are being maintained and/or changed. Regardless of option, you should write a four (4) page essay to describe and analyze your activities. Your paper should be double spaced, 12 point font with one inch margins. Be certain to attach your “field notes” to the back of your essay.

**OPTION A: Stereotypical portrayals of gender in the mass media:** You are required to investigate the ways in which the popular media portray gender in stereotypical ways. Look for stereotypes associated with women or men as a whole and/or stereotypes associated with particular groups of women (or men) based on race, class, sexual orientation, physical ability, etc. You may choose to do *one* of the following: (i) listen to a radio station which plays music for one hour, (ii) listen to 10 songs by one group or artist, (iii) listen to one CD, (iv) watch TV for one hour and focus on *either* the commercials *or* the programming, (v) look at *either* articles (content) *or* ads in three recent issues of one magazine, or (vi) choose four video games. Be sure to jot down relevant information about the media either during or immediately after your observations (these are your “field notes”). Your analysis should be organized as follows:

a) State which of the above (i-vi) you selected, and briefly describe the stereotypical references that you found.

b) How do the stereotypes portray women versus men? If relevant, discuss as well how the stereotypes portray particular categories of women or men (based on race, class, sexual orientation, physical ability, etc.) to be the subordinates of those from dominant groups.

c) What do you think are the purposes of these stereotypes?

d) How do these portrayals benefit certain groups while disadvantaging other groups? How do the stereotypes maintain the gender system?

e) Are there any portrayals that counter these stereotypes or that act as examples of resistance against misogyny?

f) Drawing from assigned course readings and class discussions, discuss how the work of *at least three* of the scholars we have read in class) can be used to analyze the stereotypical portrayals you found. In other words, how does their work help you better understand the meaning and consequences of stereotyping in the mass media? How do these authors help you think about gender in more complex ways—i.e., as *not simply* consisting of *norms* about femininity and masculinity but as a *process*, a *stratification system or structure*, and an *institution* in and of itself? Finally, how do these authors help you understand gender, race, class, and sexual orientation as *interlocking systems of oppression*?

**OPTION B: Gender at the mall**

You are required to go to your local enclosed shopping mall (e.g., Oak Court Mall). There, you will spend at least *one hour* observing and taking notes on your surroundings. Complete *at least five (5)* of the following observations individually (although you may coordinate your mall visit with other students in the class). (If you enter a store or area that already has another class member in it, move on.) Under each store or location listed below are ideas to help you begin your observation at that site. You will be able to make many other gender-relevant observations as well. For example, you may be able to observe people (either customers or clerks) interacting with each other or with store merchandise in gender-relevant ways. As you leave each observed area, stop for a few moments to jot down what you saw (these are your “field notes”).

1. Toy store or toy section of a store:

a. Look at the store/section layout. Identify the sections and the toys in each;

b. Note the colors, words, and pictures used to depict gender-relevant information;

c. What roles or activities are these toys training or encouraging for girls and boys?

d. Identify two examples indicating that gender stereotypes may be changing.

2. Go to a department store (a store with many departments) that has clerks in the departments (e.g., Dillards, Goldsmith's-Macy's, Sears, JC Penney):
  - a. Which departments are staffed by women? by men? by both?
  - b. Do you notice any differences in the actual jobs being carried out by women and men in this store?
  - c. Estimate the proportion of the store that is devoted to purely female interest items, to purely male-interest items, to items of interest to both.
3. Infant and toddler clothing store or section in department store:
  - a. What colors are available for boys and for girls?
  - b. What activities are youngsters wearing gender-appropriate clothing most likely to do: the boys wear what kinds of clothing? and can do what? the girls wear what kinds of clothing? and can do what?
4. Music Store and take five minutes to peruse album covers:
  - a. Note the portrayals of males and females;
  - b. What kinds of music is most likely to be performed by females? By males? By either?
5. Video Arcade:
  - a. How many customers are male? how many female?
  - b. How are men/boys and women/girls characterized by the games? what activities are they doing?
  - c. Play one of the most popular games. What is the object of the game? What more do you learn about "b" above?
6. Mall Directory: Whenever you pass a directory, use the directory and your knowledge of the stores to compare the number of female clothing stores with the number of male clothing stores. What do you discover?
7. Food Court:
  - a. Who does what? Note the jobs being carried out by food court employees. Are there any gender differences?

What stores or areas seem *least* affected by gender? Go to one and see if gender is operating there too. Record other gender-relevant observations you may make in the mall area but outside of a store. After you visit five of these locations, you should reflect on and expand your field notes so that you capture relevant information about the location, time (date, times), actors and the setting. Use diagrams or drawings in your field note, if helpful. Based on your observations at the mall, your essay should include several aspects of how gender roles and male dominance are manifested in the particular aspects of the mall you explored. Briefly describe your process of observation and note-taking. Discuss how your mall observations support (or do not support) research findings reported in our course materials. Include specific observations from your field notes and supportive information from course material. Drawing from assigned readings and class discussions, discuss how the work of *at least three* of the scholars from assigned course readings can be used to analyze what you observed. In other words, how does their work help you better understand the meaning and consequences of gender in public settings? How do these authors help you think about gender in more complex ways—i.e., as *not simply* consisting of *norms* about femininity and masculinity but as a *process*, a *stratification system or structure*, and an *institution* in and of itself? Finally, how do these authors help you understand gender, race, class, and sexual orientation as *interlocking systems of oppression*?

### ***Courtesy Reminder***

It is expected that you will respect other members of this class as well as the instructor. This means that you will keep distracting behaviors, such as side-talking and engagement with technological apparatuses, to a minimum. Please be on time to class as it is distracting to the instructor and other students when someone comes in late. In addition, in this course we will discuss controversial subject matter which may result in discussions of opinions which you disagree with or find offensive. While I hope to engage everyone in passionate discussion of topics, *disrespect will NOT be allowed in this class*. If you cannot participate in discussion in a respectful manner you will be asked to leave the room and will lose participation points for the day.

### ***Academic Honesty***

I expect that you will do your own work, present original thoughts, and properly cite all ideas that are not your own. All papers must be cited using APA, Chicago, MLA, or ASA guidelines (so long as you are consistent with your choice of format throughout the paper). For instructions on in-text and bibliographic documenting you should refer to the Bedford Handbook at <http://www.dianahacker.com/resdoc/>. Plagiarism will NOT be tolerated and students who turn in work that is not their own will be sanctioned according to the University's policies on academic dishonesty. This will result in an F in the class and possibly expulsion from the school.

### ***Emergency Procedures:***

SIUC is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus as well as on the BERT website at <http://www.bert.siu.edu/>, the Department of Public Safety's website at <http://www.bert.siu.edu/>, (disaster from down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

### ***Students with Disabilities:***

Special accommodations will be made for students with disabilities. Please contact me as soon as possible and in person (after lecture or during office hours) to discuss accommodations. See SIUC's Disability Support Service website for more information including guidelines and forms: <http://disabilityservices.siu.edu/>.

***Tentative Course Schedule (subject to change-watch SIU on-line for updated reading/assignment schedules)***

\*Denotes readings located on SIU On-Line

**Introduction to Sociological Perspectives**

**M 8/20**

Introduction to course

**W 8/22**

Complete for Class:

\* Kate Bornstein, "Welcome to Your Gender Workbook"

Read:

\* Anonymous, "Thinking Outside the Box"

\* Adrienne Rich, "Claiming an Education"

**F 8/24**

Read:

1. \*Raewyn Connell, "The Question of Gender"

2. \*Riki Wilchins, "It's Your Gender, Stupid"

**M 8/27**

Read:

1. \*Michael Kimmel, "Inequality and Difference: The Social Construction of Gender Relations"

2. \*Evin Taylor, "Cisgender Privilege: On the Privileges of Performing Normative Gender"

**W 8/29**

Read:

1. \*bell hooks, "Feminism: A Movement to End Sexist Oppression"

2. \*Patricia Hill Collins, "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought"

3. \* Cherríe Moraga, "La Güera"

**Biology Vs. Culture**

**F 8/31**

Read:

1. \*Leslie Feinburg, "The Give Away"; "They Call her 'Hommasse'"; "Our Sacred Past"

2. Raewyn Connell, "Masculinities and Globalization" (text pg 38-50)

**M 9/3**

**Labor Day- No Class**

**W 9/5**

Read:

1. \*Thomas Laqueur, "Discovery of the Sexes"

2. Ann Fausto-Sterling, "The Five Sexes, Revisited" (text pg 13-18)

**Learning and Doing Gender**

**F 9/7**

**Brief 1 Due**

Read:

1. \* Emily Kane, "No Way My Boys Are Going to Be Like That!"

2. \* Lori Baker-Sperry and Liz Grauerholz, "The Pervasiveness and Persistence of the Feminine Beauty Ideal in Children's Fairy Tales"

**M 9/10**

Read:

1. Betsy Lucal, "What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System" (text pg 72-81)
2. \* Rain Dozier, "Beards, Breasts, and Bodies"

**W 9/12**

In Class: Doing Gender on *Seinfeld*

Read:

1. Don Sabo, "Doing Time, Doing Masculinity: Sports in Prison" (text pg 82-86)
2. Kristen Barber, "The Well-Coifed Man" (text pg 87-99)
3. \*Julia Serano, "Performance Piece"

**F 9/14**

Read:

1. \* Lori Girshick, "Gender Policing"
2. \*Natan McCall, "Trains"

**Gender and Power****M 9/17**

Read:

1. \*Cecilia Ridgeway, "Framed Before We Know It: How Gender Shapes Social Relations"
2. \*Dorothy Smith, "A Peculiar Eclipsing: Women's Exclusion from Man's Culture"

**W 9/19**

Read:

1. \*Leslie Feinberg, "Why Bigotry Began"; "Natural Becomes 'Unnatural'"; "Not Just Passing"

**F 9/21**

Read:

1. Rashawn Ray and Jason Rosow, "Getting Off and Getting Intimate" (text pg 147-162)
2. Kevin Bales, "Because She Looks Like a Child" (text pg 163-172)

**M 9/24**

Read:

1. \*Timothy Jon Curry, "Fraternal Bonding in the Locker Room"
2. \*Fatema Mernissi, "Size 6: The Western Woman's Harem"
3. \*Kyle Lukoff, "Taking Up Space"

**Gender and Violence****W 9/26**

Read:

1. \*Elizabeth A. Armstrong, Laura Hamilton, and Brian Sweeney, "Sexual Assault on Campus"
2. \*A. Ayres Boswell and Joan Z. Spade, "Fraternities and College Rage Culture: Why are Some Fraternities More Dangerous Places for Women?"

**F 9/28****Paper 1 Due**

In Class: *The Vagina Monologues*

**M 10/1**

Read:

1. \*Kate Bornstein, "Gender Terror, Gender Rage"
2. \*Christine Smith, "Princess"
3. \*Alesha Durfee, "I'm not a Victim, She's an Abuser"

## **Institutionalizing Gender**

### **Gender and the Family**

#### **W 10/3**

Read:

1. Michael Messner and Suzel Bozada-Deas, "Separating the Men from the Moms: The Making of Adult Gender Segregation in Youth Sports" (text pg 330-343)
2. Kathryn Edin, "What do Low-Income Single Mothers Say about Marriage?" (text pg 353-370)

#### **F 10/5**

Read:

1. Thomas Johansson and Roger Klinth, "Caring Fathers: The Ideology of Gender Equality and Masculine Positions" (text pg 309-323)
2. \*Allie Lie, "Passing Realities"

#### **M 10/8 No Class- Fall Break**

#### **W 10/10**

Read:

1. Patricia Hill Collins, "The Meaning of Motherhood in Black Culture and Black Mother-Daughter Relationships" (text pg 271- 281)
2. Pierrette Hondagneu-Sotelo, and Ernestine Avila, "'I'm Here, but I'm There': The Meanings of Latina Transnational Motherhood" (text pg 294-308)

#### **F 10/12**

Read:

1. \* Gillian Dunne, "Opting Into Motherhood: Lesbians Blurring the Boundaries and Transforming the Meaning of Parenthood and Kinship"
2. \* j Wallace, "The Manly Art of Pregnancy"

### **Gender and Work**

#### **M 10/15**

#### **Brief 2 Due**

Read:

1. Adia Harvey Wingfield, "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work" (text pg 373-385)
2. Kristen Schilt, "Just One of the Guys?: How Transmen Make Gender Visible at Work" (text pg 386-402).

#### **W 10/17**

Read:

1. Sheila Jeffreys, "Keeping Women Down and Out: The Strip Club Boom and the Reinforcement of Male Dominance" (text pg 418-431)
2. \*Stephen Benard and Shelley Correll, "Normative Discrimination and the Motherhood Penalty"

#### **F 10/19**

Read:

1. \*Leslie Irvine and Jenny Vermilya, "Gendered Work in a Feminized Profession: The Case of Veterinary Medicine"

### **Gender and Education**

#### **M 10/22**

Read:

1. Ann Arnett Ferguson, "Naughty by Nature" (text pg 435-442)
2. Carla O'Connor, R. L'Heureux Lewis, and Jennifer Mueller, "The Culture of Black Femininity and School Success" (text pg 443-454)
3. Julie Bettie, "Girls, Race, and Identity: Border Work Between Classes" (text pg 455-463)



**W 10/24**

Read:

1. C.J. Pascoe, “‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse” (text pg 464-476).
2. \*Patricia Brown, “Supporting Boys or Girls When the Line Isn’t Clear”

**F 10/26**

**No Class- Work on Paper 2**

### **Gender and Popular Culture**

**M 10/29**

**Paper 2 Due**

Read:

1. Susan Jane Gilman, “Klaus Barbie, and Other Dolls I’d Like to See” (text pg 479-482)
2. \*Toni Calasanti and Neal King, “Firming the Floppy Penis: Age, Class, and Gender Relations in the Lives of Old Men”

**W 10/31**

Read:

1. \*Sarah Banet-Weiser, “Girls Rule!: Gender, Feminism, and Nickelodeon”
2. \* Michael Messner, Michele Dunbar, and Darnell Hunt, “The Televised Sports Manhood Formula”

### **Gender and Sport**

**F 11/2**

Read:

1. \*Eric Anderson, “I Used to This Women Were Weak”
2. \*Susan Cahn, “Coming on Strong”

### **Gender and Sexuality**

**M 11/5**

Read:

1. Dennis Altman, “The Globalization of Sexual Identities” (text pg 186-196)
2. Michael Messner, “Becoming 100% Straight” (text pg 197-202)
3. \*Robin Maltz, “Fading to Pink”

**W 11/7**

Read:

1. \*Amy Wilkins, “Stigma and Status”
2. \*A.P. Andre and Luis Gutierrez-Mock, “In Our Skin”

**F 11/9**

**Brief 3 Due**

Read:

1. \*Henry Rubin, “Transsexual Trajectories”
2. Yen Le Espiritu, “Americans Have a Different Attitude” (text pg 203-211)

### **Gendered Identities**

**M 11/12**

Read:

1. Audre Lorde, “Age, Race, Class and Sex: Women Redefining Difference” (text pg 239-244)
2. Jen’Nan Ghazal Read and John P. Bartkowski, “To Veil or Not to Veil?” (text pg 245-258)

**W 11/14**

Read:

1. \*Shannon Elizabeth Bell and Yvonne A. Braun, “Coal, Identity, and the Gendering of Environmental Activism in Central Appalachia”
2. Hernan Ramirez and Edward Flores, “Latino Masculinities in the Post- 9/11 Era” (text pg 259-268)

**F 11/16**

**Paper 3 Due**

1. \*Shannon Minter, "Do Transsexuals Dream of Gay Rights?"

**M 11/19**

Read:

1. \*Rosemary Gillespie, "Childfree and Feminine"
2. King-To Yeung and Mindy Stompler, "Gay and Greek" (text pg 495-504)

**W 11/21 No Class- Turkey Day**

**F 11/23 No Class- Turkey Day**

**Breaking the Binaries**

**M 11/26**

**Mass Media or The Mall Due**

In Class: Movie

**W 11/28**

Read:

1. \*Jason Crowell, "Queering the Binaries"
2. \*simon iris, "make me a vessel for anomaly"

**F 11/30**

Read:

1. \*Tristen Bridges, "Men Just Weren't Made to Do This"
2. \*Esmé Rodríguez, "Glitter, Glitter, on the Wall, Who's the Queerest of Them All?"

**Gendered Horizons**

**M 12/3**

1. \*Verta Taylor and Leila Rupp, "Learning From Drag Queens"
2. \*StormMiguel Florez, "Dear Austin Special Needs Bathroom"
3. Kathryn Kish Sklar, "A Women's History Report Card on Hillary Rodham Clinton's Presidential Primary Campaign, 2008" (text pg 527-530)

**W 12/5**

Read:

1. "The Rio Declaration of Gender Independence" (text pg 508-510)
2. Kevin Powell, "Confessions of a Recovering Misogynist" (text pg 532-536)
3. \*Gwendolyn Ann Smith, "We're All Someone's Freak"

**F 12/7**

In Class: Exam Review

**Final Exam: Friday December 14, 10:10 am – 12:10 pm**