



**SOC 223/WMST 223**

**Section 002**

**Location: Parkinson 202**

**Day/Time: T/TH 9:35-10:50am**

**Instructor: Dr. Kristen Barber**

**Office: Faner 3436**

**Office Hours: T/TH 11-12; W 12-4pm**

**Phone: 453-7633**

**Email: barber@siu.edu**

**GA: Rebecca Staudt**

**Office: Faner 4337**

**Office Hours: W 9-12**

**& Th 12:30-3:30**

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### **COURSE DESCRIPTION**

This course serves as an introduction to gender as a major organizing principle of society. Given that definitions of sex and gender have changed over time and vary across cultures, we will look critically at essentialist claims and explore the ways gender is a *social* construction. We will read and discuss work from prominent gender scholars who have researched and written about the impact our definitions of “masculinity” and “femininity” (as well as “male” and “female”) have on our everyday lives. Importantly, we consider how contemporary ideas about gender operate as controlling mechanisms on an organizational and a structural level. By first introducing you to key theories in the sociology of gender and then to empirical work that looks at how gender operates on the ground, the goal of this course is to encourage you to think critically about gender and to better understand how it has been and continues to be wrapped up with social inequality. Gender is integral to every aspect of our lives as well as to larger contemporary social issues; therefore, we will read about gender in work, marriage, the family, the military, education, popular culture, the global economy, our relationship with animals, and more.

Further, we will be taking an intersectional approach to gender. This means that while we will focus on the construction of masculinity and femininity, and how these ideas and expectations impact our lives, we will also look at how gender intersects with race, class, and sexuality to shape experiences, expectations, and opportunities. We will consider globalization and look cross-culturally at issues of ethnicity. Keep in mind that there is a complicated web of inequality so that privilege and oppression manifest themselves differently for different groups of people.

**COURSE FORMAT**

This class will operate as an interactive lecture, which means that I will do some lecturing but expect everyone to participate in discussion. Therefore, regular attendance, student preparedness, and meaningful participation are expected of each student. This will allow you to better work through any difficult concepts and theories, and to apply these theories to your own experiences. Come prepared to participate and to share your thoughts and questions with the rest of the class.

**COURSE REQUIREMENTS**Attendance:

You are expected to attend class regularly and to arrive on time. Attending lectures and participating in class discussion are crucial to understanding the major themes in the reading as well as connecting what you learn to your everyday lives. You will receive an attendance grade, and the GA will send a sign-in sheet around at the beginning of each class. Come prepared and come often.

**10% of grade**

Participation:

Because the class will run as an interactive lecture, everyone is expected to participate regularly in class discussions. This will make for a more dynamic learning environment where students can work through ideas and questions with the rest of the class. The best way to participate is to keep up with the readings and to attend lecture regularly. I will expect you to be prepared if called upon. Also, as we move through the readings, watch for examples in your everyday life, in the media, and elsewhere that may contribute to discussions. \*Some of the readings and discussion topics are sensitive in nature, and so while I expect everyone to contribute to class conversations, I also expect you to be respectful of other religious beliefs, sexual orientations, gender presentations, etc.

**10% of grade**

Short Reflection Papers:

Throughout the semester you will turn in four short reflection papers that are each worth 10% of your total grade. Two of these papers will look closely at the movies shown in class while the other two will focus on newspaper articles you are responsible for finding. Each paper should be 2-3 pages in length, typed, double-spaced, and in Times New Roman font. You will need to properly cite sources both within the text as well as within an attached bibliography. See the below section on "Academic Honest" for more information on assembling a proper bibliography. I will collect these papers at the *beginning* of class on the day they are due.

**10% each x 4 = 40% of grade**

- *Newspaper Articles: Due on 9/22 and 10/27*

When looking for a newspaper article, make sure it is a major story and not an editorial piece. You will be graded on how well the article relates to the assigned topic and your ability to apply the concepts from course readings in a critical analysis of the story. Do not simply summarize the article. Introduce the article but spend the bulk of the short paper discussing how gender is a main component of the story. What can we learn about gender inequality? Social control? Who benefits from this inequality? Who loses out? What is the role of identity? Pleasure? Use 3 course readings to aid in your analysis of each article (with at least one coming from that week's readings). As part of your grade for this assignment, you will need to present your analysis to the class.

- *Videos: Papers Due 10/4 and 12/13*

You will watch two movies in this class: 1) *Born into Brothels* and 2) *Mardi Gras: Made in China*. Each video will relate to that week's readings, and you will be responsible for applying these readings in your written analysis of the movie. Do not simply summarize the movie. Instead, use the course readings to make sense of what is going on in the video using a *sociological* lens (i.e. apply major concepts from the readings). How is gender operating on a personal, organizational, and structural level? How does race/ethnicity, sexuality and/or class intersect with gender to shape the lives of the people in the videos? What do the videos teach us about gender inequality and how it operates? Do you think social change is possible for these people? Explain. Use 3 course readings to aid in your analysis of each video (with at least one coming from that week's readings).

Final Research Paper:

For your final, you may choose to write a paper on one of the provided topics OR a topic of your choice (see Choice "D" below). You will need to decide on (and report to me) a paper topic by Thursday, September 22nd. All students proposing a topic of their choice should submit on this date a one page proposal noting their *focused* topic, research question, and a brief description of how they will investigate this question. For each paper you will apply both course and outside academic readings in order to carefully and critically analyze your topic. You will be graded on your ability to apply the sociological concepts from course readings. All papers should be 12-15 pages (not including the bibliography), double-spaced, and in Times New Roman. See the below section on "Academic Honesty" for more information on how to cite in-text and construct a bibliography. The paper is due on Thursday, December 15<sup>th</sup> by 5:00 p.m. and should be turned into my office mailbox.

**40% of grade**

- *Choice A: "Is Mom Still Doing it All?"*

You should plan on conducting a content analysis of home and parenting magazines, looking at how men and women are similarly or differently portrayed in the advertisements. Choose one magazine and use at least three issues published within the last 12 months. You will need to conduct a quantitative (numeric, looking for patterns) and qualitative (descriptive) analysis--develop a scheme for organizing and counting the different advertisements. Use at least 3 relevant course readings as well as 5-6 outside academic sources in order to write up a sociological analysis of gender in these advertisements. You will want to ask yourself: Who tends to be represented in what sort of advertisements (cleaning products, food prep, etc.)? How are they represented? What can this tell us about domestic labor expectations for men and women? How is race, class, and sexuality also implicated in these magazines? What are the larger implications of the patterns you find?

- *Choice B: The Hottentot Venus, BET, and Ebony*

This paper will explore the relationship between race/ethnicity, gender, sexuality, and inequality. Part literature review and part content analysis, you will want to research Sarah Bartmaan--an African woman who in the 19th century was forcibly placed on exhibit--as well as relevant scholarship on gender and race in the media. Use this literature to help you make sense of how Black women are represented on BET and in Ebony magazine (or another magazine geared toward the Black community). Use at least two recent issues of Ebony and 4 hours of BET (take notes while you watch), and write a paper around what you observe--give examples! You will want to use at least 3 course readings and 5-6 outside academic sources to help you tell a sociological story about the patterns you find in your media analysis, and make sure you use the story of Sarah Bartmaan to make sense of how contemporary media images are informed by past ideas about Black women's bodies.

- *Choice C: Masculinity and Sports*

You will conduct an analysis of sports in the media in order to write a paper about the link between masculinity and sports. You will want to keep this paper topic narrow, so consider looking at one sport that is in season and/or one news outlet (ESPN, the sports page of the newspaper, Sports Illustrated, etc.). Make sure that you systematically organize the images you find in Sports Illustrated, for example, or your observations of television broadcasts (record what you watch, for how long, and what you observe). Make sure you look at four recent magazine/newspaper issues (within the last 6 months) OR analyze 6 hours of ESPN. Use at least 3 course readings as well as 5-6 outside academic sources related to your topic to help you analyze what sorts of messages about masculinity are being produced and promoted through the popular media.

- *Choice D: Topic of Your Choice*

This option gives you the freedom to explore a question related to the sociology of gender that is of interest to you. Make sure your topic is narrow, you have a specific research question, and are clear about what method (interview, observations, content analysis, literature review, etc.) you will use to address this question. I encourage you to talk to the GA or me during office hours *before* the proposal is due on September 22nd. This will give you a chance to flesh out your ideas and formulate a clear and strong plan for the paper.

Proposal: On Thursday, September 22nd you will turn in one-page proposal that includes a focused research question, which will guide your paper, as well as a short description of how you plan to investigate this question and what you expect to find. For example, you can interview women in your family about juggling work-family responsibilities, observe how children play at the park, analyze music videos on MTV or BET, collect and discuss newspaper articles on gay marriage, or investigate what scholars are saying about women in global sweatshops.

You will write a paper that focuses on gender as an organizing principle of society. Make sure to ask yourself: How is gender being defined? What are the larger expectations for men and women? How are performances of gender also raced, classed, and/or sexualized? Informed by ethnicity? How do the gendered practices of people reproduce or disrupt the sex/gender system? What is the role of larger institutions? What are the larger consequences in regards to gender equality? And keep your discussion focused on your specific topic.

You will need to use 8-10 academic sources (books or journal articles) to set the context for your paper and to develop your analysis. Make sure to organize your paper into clear and distinguishable sections: Introduction, Literature Review, Methods, Findings, and Conclusion, with the bulk of the paper consisting of the presentation and analysis of data. \*If you have questions or need further help in planning your project and paper, please see the GA or me as soon as possible.

## GRADING SCALE

<b>A</b>	93+	<b>B-</b>	80-82	<b>D+</b>	67-69
<b>A-</b>	90-92	<b>C+</b>	77-79	<b>D</b>	63-66
<b>B+</b>	87-89	<b>C</b>	73-76	<b>D-</b>	60-62
<b>B</b>	83-86	<b>C-</b>	70-72	<b>E</b>	0-59

I do not assign extra credit, so take advantage of the credit available for every assignment outlined above.

**POLICIES AND OTHER INFORMATION**Make Up and Late Work:

I do NOT accept late work. If you know ahead of time that you will not be in class when an assignment is due, then it is your responsibility to get it to me before or on the due date. If you miss an assignment because of an *emergency*, please see the GA or me during office hours as soon as possible.

Academic Honesty:

I expect every student to submit original work. This means that the student must do his or her own writing, present original thoughts, and cite all ideas that are not their own. All papers must be cited properly using APA, Chicago, or MLA guidelines (you may use any style but make sure you do so consistent throughout your work). You can find instructions on in-text and bibliographic documenting in the Bedford Handbook. To electronically access the Bedford Handbook, see the website: <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 E in the class and possibly expulsion from the school.

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/>.

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 <http://www.dps.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.

Contacting Me and the GA:

E-mail is the best way to reach the graduate assistant and me. Feel free to email any questions you may have regarding assignments or lectures. We will do our best to respond to emails promptly, but keep in mind that we may not receive your email until the next business day. Place “SOC 223” somewhere in the subject heading. Keep in mind that some questions are best answered in person as they may require some conversation and explanation. In this case, you may visit us during office hours—no appointment required. We will not discuss individual grades before or after class, these types of discussions must be handled in person during office hours.

Cellphones and Other Pet Peeves:

Make sure your CELL PHONE IS TURNED TO OFF! Not low, not vibrate, but OFF. This is a matter of common courtesy and one that I am not flexible on.

NO BROWSING THE INTERNET. I understand that some people prefer to take notes on their computers, and this is perfectly fine. However, wait until class is over to check your email, browse Facebook photos, or surf the Internet.

Watch your SPACING and MARGINS when writing a paper. Do not attempt to meet the page requirements for assignments by applying 1.5 spacing, for example, or by widening your margins.

Make sure all assignments you turn in are properly stapled. Papers that are loose and not secured with a staple run the risk of getting lost or disorganized. For this reason, I DO NOT ACCEPT UNSTAPLED PAPERS.

**REQUIRED TEXTS**Books:

1. Baca Zinn, Maxine, Pierrette Hondagneu-Sotelo, and Michael A. Messner. 2011. *Gender Through the Prism of Difference, 4th Edition*. Oxford: Oxford University Press.

There are a number of assigned readings that are not in the course textbook, these are marked with asterisks throughout the syllabus and can be found on electronic reserve at Morris Library.

\*Please give yourself plenty of time to read. All of the assigned readings are primary texts and some of them are theoretically dense. Come to class with questions you have about the readings so that we can work through them together.

## COURSE SCHEDULE

**8/23:** Introductions. Hand out and discuss syllabus.  
What is gender and why do we study it?

### The Impact of Feminist Thought on Sociology

**8/25:** \*England, Paula. 1999. The Impact of Feminist Thought on Sociology.  
*Contemporary Ethnography* 28(3): 263-268.

### Biology vs. Culture

**8/30:** *Ann Fausto-Sterling*, The Five Sexes, Revisited (pages 13-18).

\*Laqueur, Thomas. 1990. *Making Sex: Body and Gender from the Greeks to Freud*. Cambridge: Harvard University Press. (Chapter 5: Discovery of the Sexes--149-192).

**9/1:** \*Feinberg, Leslie. 1996. *Transgender Warriors: Making History from Joan of Arc to Dennis Rodman*. Boston: Beacon Press. (Chapter 3: The Give Away; Chapter 4: They Called Her "Hommasse"; Chapter 5: Our Sacred Past; Chapter 6: Why Bigotry Began—pages, 21-53).

### Gender on a Small and Large Scale

#### **9/6: Gender Socialization and "Doing" Gender**

\*West, Candace and Don Zimmerman. 1987. Doing Gender. *Gender & Society* 1: 125-151.

#### **9/8: Culture & Structure**

\*Connell, R.W. 2002. *Gender*. Cambridge: Polity. (Chapter 6: Gender on the Large Scale--pages 97-108).

\*Messner, Michael A. 2000. Barbie Girls versus Sea Monsters: Children Constructing Gender. *Gender & Society* 14(6): 765-784.

### Sex, Gender, and Difference/Intersectionality

**9/13:** \*Collins, Patricia Hill. 1986. Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought. *Social Problems* 33: 14- 32.

**9/15:** *Maxine Baca Zinn and Bonnie Thornton Dill*, Theorizing Difference from Multiracial Feminism (pages 19-25).

*Raewyn Connell*, Masculinities and Globalization (pages 38-50).



## Bodies and Embodiment

### **9/20: Making Men and Women**

*Kristen Barber*, *The Well-Coiffed Man: Class, Race, and Heterosexual Masculinity in the Hair Salon* (pages 87-99).

\*Pyke, Karen and Denise Johnson. 2003. Asian American Women and Racialized Femininities: "Doing" Gender Across Cultural Worlds. *Gender & Society* 17:33-53.

### **9/22: Control and Resistance**

*Betsy Lucal*, *What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System* (pages 72-81).

### **\*NEWSPAPER ARTICLE DUE: Breaking Gender Norms**

Bring to class article + 2 page paper (see assignment description above)

## Sexualities

### **9/27: Sexual Relationships, Intimacy, Power**

\*Barber, Kristen. "Sex and Power." In *Introducing the New Sexuality Studies: Original Essays and Interviews*, edited by Steven Seidman, Nancy Fischer, and Chet Meeks, 59-63. London, UK: Routledge.

*Rashawn Raw and Jason A. Rosow*, *Getting Off and Getting Intimate: How Normative Institutional Arrangements Structure Black and White Fraternities* (pages 147-162).

### **9/29: Kevin Bales, Because She Looks Like a Child** (pages 163-172).

*Julia O'Connell Davidson*, *The Sex Tourist, the Expatriate, His Ex-Wife, and her "Other": The Politics of Loss, Difference, and Desire* (pages 173-185).

VIDEO: *Born into Brothels* (2004)

### **10/4: Sexuality and Identity**

*Michael A Messner*, *Becoming 100% Straight* (pages 197-202).

*Gloria Gonzales-Lopez*, *Sex and the Immigrant Communities: Risky Opportunities, Opportune Risk* (pages 212-231).

### **\*PAPER DUE** (*Born into Brothels*)

## Bodies, Sexuality and Violence

**10/6:** \*Nagel, Joane. 2003. *Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers*. New York: Oxford University Press (Chapter 6: Sex and War: Fighting Men, Comfort Women, and the Military-Sexual Complex--pages 177-199).

## **10/11: FALL BREAK**

**10/13:** \*Martin, Patricia Yancy and R.A. Humer. 1989. Fraternities and Rape on Campus. *Gender & Society* 3: 457-473.

*Barbara Ransby*, Katrina, Black Women, and the Deadly Discourse on Black Poverty in America (pages 125-130).

## Weddings and Marriage

**10/18:** \*Chrys Ingraham. 1999. *White Weddings: Romancing Heterosexuality in Popular Culture*. London: Routledge (Chapter 3: Romancing the Clone: The White Wedding--pages 73-109).

CLASS EXERCISE: Creating Brides: A Sociological Look at the Wedding Industry

## **10/20: GUEST LECTURE**

### **10/25: Power and Inequality in Marriage**

\*Nock, Steven L. 1998. *Marriage in Men's Lives*. U.K.: Oxford University Press. (Introduction--pages 3-10).

\* Maushart, Susan. 2001. *Wifework: What Marriage Really Means for Women*. New York: Bloomsbury (Chapter 1. Wifework--pages 1-18 and Chapter 3: Meet the Wife: The Origins of Wifework--33-45).

*Kathryn Edin*, What Do Low-Income Single Mothers Say about Marriage? (pages 353-369).

### **10/27: Gay Marriage**

\* Stacey, Judith. 2011. *Unhitched: Love, Marriage, and Family Values from West Hollywood to Western China*. New York: New York University Press. (Chapter: Love, Sex, and Kinship in Gay El Lay--pages 13-48).

### **\*NEWSPAPER ARTICLE DUE: The Marriage Debate**

Bring to class article + 1-2 page paper (see assignment description above)

## Families

### **11/1: Motherhood and Fatherhood**

*Patricia Hill Collins*, *The Meaning of Motherhood in Black Culture and Black Mother-Daughter Relationships* (pages 271-281).

*Thomas Johansson and Roger Klinth*, *Caring Father: The Ideology of Gender Equality and Masculine Positions* (pages 309-323).

### **11/3: Work and Families**

\* *Arlie Hochschild*. *The Second Shift*. (Chapter 2: Marriage in the Stalled Revolution and Chapter 3: The Cultural Cover-up--pages 11-34)

*Elizabeth Higginbotham and Lynn Weber*, *Moving Up with Kin and Community: Upward Social Mobility for Black and White Women* (pages 344-352).

## Constructing Gender in the Workplace

**11/8:** *Adia Harvey Wingfield*, *Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work* (pages 373-385).

*Kristen Schilt*, *Just One of the Guys?: How Transmen Make Gender Visible at Work* (pages 386-402).

**11/10:** *Patti A. Giuffre and Christine L. Williams*, *Boundary Lines: Labeling Sexual Harassment in Restaurants* (pages 403-417).

\*Paap, Kris. 2006. *Working Construction: Why White Working-Class Men Put Themselves—and the Labor Movement—in Harm's Way*. Ithaca: Cornell University Press. *Chapter 5: "We're Animals...And We're Proud of It": Strategic Enactments of White Working-Class Masculinities* (pages 131-157).

## Education and Schools

**11/15:** *Ann Arnett Ferguson*, *Naughty by Nature* (pages 435-442).

*Carla O'Conner, R. L'Heureux, and Jennifer Mueller*, *The Culture of Black Femininity and School Success* (pages 443-454).

**11/17:** *Julie Bettie*, *Girls, Race, and Identity: Border Work Between Classes* (pages 455-463).

*C.J. Pascoe*, "Dude You're a Fag": Adolescent masculinity and the Fag Discourse (pages 464-475).

## Gender, Society, and Animals

**11/22:** \*Luke, Brian. 2007. *Brutal: Manhood and the Exploitation of Animals*. Champaign: University of Illinois Press. (Introduction: Gender and the Exploitation of Animals--pages 1-26).

\*Messner, Michael A. 2011. *King of the Wild Suburb: A Memoir of Fathers, Sons and Guns*. Austin: Plainview Press. (Prologue 9-12; Chapter 2: With the Men 23-31; Chapter 4: Guns 45-55).

## **11/24: THANKSGIVING HOLIDAY**

**11/29:** \*Adams, Carol J. and Josephine Donovan (eds). 1995. *Animals & Women: Feminist Theoretical Explorations*. Durham: Duke University Press. (Introduction—pages 1-8; Chapter 1: Sexist Words, Speciesist Roots, by Joan Dunayer--pages 11-31).

## Popular Culture

**12/1:** *Susan Jane Gilman, Klaus Barbie, and Other Dolls I'd Like to See* (pages 479-482).

*Rebecca Brasfield, Rereading Sex and the City: Exposing the Hegemonic Feminist Narrative* (pages 486-491).

CLASS EXERCISE: Gender in Advertisements

## Global Perspectives on Gender Inequality

**12/6:** *Barbara Ehrenreich and Arlie Hochschild, Global Woman* (pages 51-57).

\*Freeman, Carla. 2000. *Hightech and High Heels in the Global Economy*. Durham: Duke University Press. (Chapter 4: Myths of Docile Girls & Matriarchs: Local Profiles of Global Workers--pages 102-139).

**12/8:** VIDEO: Mardi Gras: Made in China (2005)

## Gender Politics and Social Change

**12/13:** *King-To and Mindy Stompler, Gay and Greek: The Identity Paradox of Gay Fraternities* (pages 495-504).

*Thomas Rogers, We're All Intersex* (pages 505-507).

\*PAPER DUE: (Mardi Gras: Made in China)

**12/15:** *Kathryn Kish Sklar*, A Woman's History Report Card on Hillary Rodham Clinton's Presidential Primary Campaign, 2008 (pages 527-531).

*Kevin Powell*, Confessions of a Recovering Misogynist (pages 532-536).

**\*FINAL PAPER DUE: December 15<sup>th</sup> by 5:00 p.m. in my office mailbox.\***

*HAVE A GREAT WINTER BREAK!*