



**SOC 423/WMST 442**

**Section 001**

**Location: Life Science II 450**

**Day/Time: T/TH 12:35-1:50**

**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**

**Email: rstaudt@siu.edu**

## **COURSE DESCRIPTION**

This course explores the social constructedness of sex and gender. This means that we will look at the ways in which sex and gender are *social* phenomena that change over time and vary across cultures. We will critically examine the idea that sex and gender are fixed biological realities and discuss what feminist scholars have contributed to our understanding of gender as a major organizing aspect of society. Course readings focus on feminist theories and the empirical applications of these theories to show how gender arises out of our everyday interactions and is shaped by larger institutions such as education, work, and the family. We will discuss how gender inequalities are revealed through social patterns, and examine how the hierarchical gender system is both reproduced and challenged through the link between social structure and interpersonal experiences. Other topics include: race and class, the body, sexuality, education, work, and transgenderism.

For many of you, the ideas presented in this class will challenge the way you think about gender. I ask that you keep an open mind, read texts closely, and come prepared to work through the ideas presented in these texts. Be respectful of other peoples' opinions and experiences.

## **COURSE FORMAT**

This class will operate as an interactive lecture, which means that I will do some lecturing but the bulk of each class will run as a group discussion. Therefore, regular attendance, student preparedness, and meaningful participation are expected of each student. This will allow you to better work through 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

### Participation:

Because the class will run as an interactive lecture, everyone is expected to participate regularly in discussions. This will make for a more dynamic learning environment where students can talk through their thoughts and questions. 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.

**10% of grade**

### Class Discussion Leader:

Each student will have the chance to lead class discussion. You will sign up for one class during which you will come prepared to engage your fellow students in the course readings. Mark your calendar and come prepared! Make sure you have done the reading and are ready to discuss the main points and pose questions. In preparing to lead the class in discussion, you will want to ask yourself: What are the authors' main objectives/research questions? What methods did they use to explore this question? What were their main findings? What do their findings teach us about how gender operates on a micro and macro level? How do the readings build upon or challenge other works we have read thus far? You will need to bring a 1-2 page handout for the class that outlines your discussion points (brief summary of the reading and important questions you want the class to think about). This assignment is worth a large portion of your total grade, so do not miss your day to lead class! Further, do not switch days with another student without first receiving permission.

**20% of grade**

### Midterm: Your Gendered Self

For many of you, this course will motivate you to reflect on the ways you “do” and experience gender everyday. For this paper, you will need to develop an understanding of yourself as a gendered person. You should analyze and answer the following questions:

- How do you construct a gendered self within your everyday interactions with others?
- How is your body implicated in your performances of gender?
- How are your performances of gender also raced, classed, and sexualized? Informed by your ethnicity?
- How are you rewarded or disadvantaged for the way you “do” gender everyday?
- How are your performances wrapped up with structural/hierarchical issues? Impacted by organizations?

Strong papers will be detailed and focus on particular examples instead of being vague and broad in scope. That is, give concrete examples of how you “do” gender everyday. You might want to focus on a particular situation you experienced in which gender was

prominent. You should integrate 4-5 course readings to help make sense of your examples (including one on interactionist theory and another on structural theory). These sources should be appropriately cited in the text as well as listed in an attached bibliography. See the below section on “Academic Honesty” for more information about assembling a bibliography. This paper should be 5-6 pages (not including the bibliography). The paper is due on Thursday, October 13<sup>th</sup> at the *beginning of class*.

**30% of grade**

Final Paper: Ethnographic Paper OR Reflection Papers

For your final, you may choose to conduct ethnographic observations in a public place and write a paper using course/outside readings to analyze your findings OR you may write two shorter reflection papers. You will need to let me know which assignment you choose by Thursday, September 22<sup>nd</sup>. At this time, you will tell me in what public space you will conduct observations (and the main question you are hoping to answer) OR which two essays you will write. See below for a more detailed description of each assignment choice.

**40% of grade**

\*Graduate students can design their own final that is discipline-specific as long as it focuses on the issue of gender and applies the sociological concepts we have learned in class. This could include a literature review for a Master’s thesis, a preliminary research project, art installation, content analysis, creative writing project, etc. Graduate students must submit a formal project proposal of 1-2 pages for approval by me on Thursday, September 22<sup>nd</sup>.

- *Choice A: Ethnography*

You should plan on participating in ethnographic observations sometime during the semester (preferably after the mini-lecture on ethnography Tuesday, September 13<sup>th</sup>) and then write a paper that applies 3-4 course readings to support your interpretation of these observations. You will also need to incorporate 7-8 outside academic sources to frame your issue/topic. These sources should be appropriately cited in the text as well as listed in an attached bibliography. You might choose to observe at a shopping mall, football field, hair salon, gym, playground, restaurant, your classroom, or any number of other *public* areas. You should observe for 10-15 hours (not all in one sitting) and take diligent notes on what you see happening in that setting. This paper should be 14-16 pages (not including the bibliography). See the below section on “Academic Honesty” for more information about assembling a bibliography. The paper is due on Thursday, December 15<sup>th</sup> by 5:00 p.m. and is to be turned into my office mailbox. You should:

-Approach the site as if you are an alien and know nothing about it. Assume nothing and write *everything* down. You should take notes on the physical setting, what people are wearing, how they use the space, how they interact, and what they say. Be particularly aware of how gender is shaping the meaning of the space and interactions.

-Use your notes to write a paper about how people “do” gender in that particular setting. This is both a descriptive and analytic undertaking. Categorize and organize your observations, and then use course material to help you make sense of what people are doing in that setting. Focus on how people are producing and/or challenging gender in their interactions and through their bodies.

-You will also want to take an intersectional approach and discuss how the “doing” of gender is tied up with race, ethnicity, class, and sexuality.

-Discuss how the gendered practices of people reproduce or disrupt the sex/gender system. How do particular social and organizational institutions impact your findings? What are the structural implications of their actions and interactions?

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.

- *Choice B: Reflection Papers*

Choose two of the following four papers to write. These papers necessitate a close reading of course material and a clear, concise, and critical discussion. These may be turned in anytime throughout the semester (separately or together), but no later than Thursday, December 15<sup>th</sup> by 5:00 p.m. Each paper should be 6-8 pages—not including the bibliography—and placed in my office mailbox. All sources must be cited appropriately, please see the section on “Academic Honesty” for more information about assembling a bibliography.

1. Paper on “The 801 Cabaret”: In your paper, consider how performances of drag both reproduce *and* complicate taken-for-granted (biological) assumptions on sex, gender, and sexuality. Discuss how race intersects with the experiences of the drag queens to generate a particular gendered experience. What affects do these gendered and sexualized performances have on the Key West community? What can queer theory contribute to our understanding of what is going on in the 801 Cabaret? What are the implications of drag on the larger sex/gender order? Use at least three additional course readings to support your discussion.

2. Paper on “Pumping Iron”: In your paper, discuss how the male bodybuilders in this video “do” gender. How does masculinity arise out of men’s interactions with one another and their relationships to their bodies? Consider how sexuality is complicated through the men’s gendered performances. Discuss what Connell (1999), Kimmel, Messner (1992), and Bird can teach us about gender in the world of bodybuilding and what is going on in the video.
3. Paper on “Working Construction”: In your paper, consider how the men in Paap’s study occupy a position that is simultaneously raced, classed, and gendered. What practices do they participate in to “become” gendered? How do their class and race influence their gendered selves? How do they rely on performances of race, class, and gender in order to create “others?” How does sexuality come into play? What purpose do these displays of masculinity serve? Use at least three additional course readings to support your discussion.
4. Paper of *Your Choice*: Submit a 1-page proposal to me (outlining a focused topic, guiding question, and relevant course/outside literature you will use to explore your question) for approval on Thursday, September 22<sup>nd</sup>.

### 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

### POLICIES AND OTHER INFORMATION

#### Attendance:

There is no attendance grade for this class. This is an upper-division class and you are responsible for your own success in the course. However, you will be given a grade for participation, which necessitates regular attendance and active engagement with the text.

#### Make-Up and Late Work:

I do NOT accept late work. If you know that you will not be in class when an assignment is due, 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 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 can find instructions on in-text and bibliographic documenting in the Bedford Handbook. To electronically access the Bedford Handbook, visit: <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 a failing grade 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 and is available on the BERT website at <http://www.bert.siu.edu/>, 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 (GA) 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 423" somewhere in the subject heading. Some questions are best answered in person as they may require 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. Bettie, Julie. 2002. *Women without Class: Girls, Race, and Identity*. Berkeley: University of California Press.
2. Paap, Kris. 2006. *Working Construction: Why White Working-Class Men Put Themselves—and the Labor Movement—in Harm's Way*. Ithaca: Cornell University Press.
3. Rupp, Leila J. and Verta Taylor. 2003. *Drag Queens at the 801 Cabaret*. Chicago: University of Chicago Press

Electronic Reserve:

All other readings for this course are available online through electronic reserve at Morris Library.

\*I am assigning a number of foundational texts in the sociology of gender, and many of them can be quite dense. Please give yourself plenty of time to read, especially the theoretical works. Come to class with questions so that we can tackle your questions.

\*This is an upper-division course, and so there is quite a bit of reading. Pace yourself and give yourself plenty of time to read each piece thoroughly before coming to class.

**COURSE SCHEDULE****Week 1: Introduction and Overview of Course**

**8/23:** Introductions. Handout and discuss syllabus.  
What is Gender and why should we study it?

**8/25: Sex vs. Gender: Tackling Biology**

- Fausto-Sterling, Anne. 2000. *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books. (Chapter 1: Dueling Dualisms--pages 1-29)

**Week 2: The Social Construction of Gender****8/30: Socio-Historical Constructions**

- 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: Cross-Cultural Constructions**

- 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)

**Week 3: Gender Theory****9/6: Feminist Interactionist Theory**

- West, Candace and Don Zimmerman. 1987. Doing Gender. *Gender & Society* 1: 125-151.
- Garfinkle, Harold. 1967. Passing and the Managed Achievement of Sex Status in an 'Intersexed' Person. In *Studies in Ethnomethodology*. New Jersey; Prentice Hall. (pages 116-140)

**9/8: Feminist Structural Theory**

- Connell, R.W. 2002. *Gender*. Cambridge: Polity. (Chapter 6: Gender on the Large Scale--pages 97-114)

**Week 4: Gender Theory, Cont.****9/13: Feminist Theory on Structure/Agency**

- Risman, Barbara J. 2004. Gender as Social Structure: Theory Wrestling with Activism. *Gender & Society* 18: 429-450.

\*MINI-LECTURE ON ETHNOGRAPHY (ethnography handouts)



**9/15: Feminist Theories on the Cultural/Symbolic Order**

- Kirkham, Pat. 1996. *The Gendered Object*. Manchester University Press. (Chapter 1: Introduction--pages 1-11)
- Messner, Michael A. 2000. The Barbie Girls versus the Sea Monsters: Children Constructing Gender. *Gender & Society* 14(6): 765-784.

**Week 5: Intersectionality****9/20: Race, Class, Gender and...**

- West, Candace and Sarah Fenstermaker. 1995. Doing Difference. *Gender & Society* 9: 9-37.
- Collins, Patricia Hill. 1986. Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought. *Social Problems* 33: 14-32.

**9/22: ... Sexuality**

- Messner, Michael A. 1999. Becoming 100% Straight. In *Inside Sports*, edited by Jay Coakley and Peter Donnelly, 104-110. London: Routledge.
- Trautner, Mary Nell. 2005. Doing Gender, Doing Class: The Performance of Sexuality in Exotic Dance Clubs. *Gender & Society* 19(6): 771-788.

**\*FINAL PAPER TOPIC DUE** (paper outline handouts)

**Week 6: The Body and Embodiment****9/27: Gender and the Body**

- Connell, R.W. 1999. Making Gendered People: Bodies, Identities, Sexualities. In *Revisioning Gender*, edited by Myra Marx Ferree, Judith Lorber, and Beth Hess, 449-471. Thousand Oaks: Sage Publication.
- Young, Iris Marion. 1980. Throwing Like a Girl: A Phenomenology of Feminine Body Comportment Motility and Spatiality. *Human Studies* 3: 137-56.

**9/29: Women and Racialized Bodies**

- Pyke, Karen D. and Denise L. Johnson. 2003. Asian American Women and Racialized Femininities. *Gender & Society* 17: 33-53.

**Week 7: The Body and Embodiment, Cont.****10/4: No Reading**

VIDEO: Good Hair: Sit Back and Relax (2009)

**10/6: Masculinity and Bodies, Cont.**

- Anderson, Elijah. 1990. *Streetwise: Race, Class, and Change in an Urban Community*. Chicago: University of Chicago Press. (Chapter 5: The Black Male in Public--page, 190-206)
- Barber, Kristen. 2008. The Well-Coiffed Man: Class, Race, and Heterosexuality Masculinity in the Hair Salon. *Gender & Society* 22: 455-476.

**Week 8: Race, Class, Gender and Sexuality at School**

Bettie, Julie. 2002. *Women without Class: Girls, Race, and Identity*. Berkeley: University of California Press.

**10/11: FALL BREAK**

**10/13:** Chapters 1 and 2 Portraying Waretown High; Women without Class (pages 1-56).

**\*MIDTERM DUE****Week 9: Race, Class, Gender and Sexuality at School, Cont.**

Continue Reading: Bettie, Julie. 2002. *Women without Class: Girls, Race, and Identity*. Berkeley: University of California Press.

**10/18:** Chapters 3 and 4: How Working-Class Chicas get Working-Class Lives; Hard-Living Habitus: Settled-Living Resentment (pages 57-138).

**10/20:** Chapter 5: Border Work between Classes (pages 139-166).

**Week 10: Race, Class, Gender and Sexuality at School, Cont.**

Continue Reading: Bettie, Julie. 2002. *Women without Class: Girls, Race, and Identity*. Berkeley: University of California Press.

**10/25:** Chapters 6 and 7: Sameness, Difference, and Alliance; Conclusion (pages 167-206).

**10/27: Men and Masculinity: Homophobia and the Repudiation of the Feminine**

- Connell, R. W. 1995. *Masculinities*. Berkeley: University of California Press. (Chapter 3: The Social Organization of Masculinity--pages, 67-86)
- Kimmel, Michael. 1994. Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity. In *Theorizing Masculinities*, edited by Harry Brod and Michael Kaufman, 119-141. Thousand Oaks: Sage.

**Week 11: Men and Masculinity, Cont.****11/1: Masculinity and Sports**

- Messner, Michael A. 1992. *Power at Play*. Boston: Beacon Press. (Chapter 4: The Embodiment of Masculinity--61-84).
- Gillett, James and Philip G. White. 1992. Male Body Building and the Reassertion of Hegemonic Masculinity: A Critical Feminist Perspective. *Play & Culture* 5: 358-369.

**11/3: Homosociality**

- Bird, Sharon R. 1996. Welcome to the Men's Club: Homosociability and the Maintenance of Hegemonic Masculinity. *Gender & Society* 10: 120-132.

VIDEO: Pumping Iron (1977)

**Week 12: Race, Class, Gender and Sexuality at Work**

Paap, Kris. 2006. *Working Construction: Why White Working-Class Men Put Themselves—and the Labor Movement—in Harm's Way*. Ithaca: Cornell University Press.

**11/8:** Introduction and Chapter 1: Working Construction; The Political and Economic Relations of the Construction Industry (pages 1-48).

**11/10:** Chapters 2 and 3: The Social Relations of Production; “A Bitch, a Dyke, or a Whore...”: How Good Men Justify White and Male Dominance (pages 49-107).

**Week 13: Race, Class, Gender and Sexuality at Work, Cont.**

Continue reading: Paap, Kris. 2006. *Working Construction: Why White Working-Class Men Put Themselves—and the Labor Movement—in Harm's Way*. Ithaca: Cornell University Press.

**11/15:** Chapters 4 and 5: Bodies at Work: The Social and Physiological Production of Gender; “We’re Animals...And We’re Proud of It”: Strategic Enactments of White Working-Class Masculinities (pages 108-157).

**11/17:** Chapter 6 and 7: The Bodily Costs of This Social Wage; The Wages—and Costs—of White Working-Class Masculinities (pages 158-190).

**Week 14: Queer Theory and the end of Gender?****11/22: Undoing Gender**

- Deutsch, Francine M. 2007. Undoing Gender. *Gender & Society* 21: 106-127.
- Catherine Connell. 2010. "Doing, Undoing, or Redoing Gender? Learning From the Workplace Experiences of Transpeople." *Gender & Society* 24(1): 31-55.

**11/24: THANKSGIVING BREAK****Week 15: Queer Theory and the end of Gender?, Cont.****11/29: Queer Theory**

- Sullivan, Nikki. 2003. Queering Popular Culture. In *A Critical Introduction to Queer Theory*, 189-206. New York: New York University Press.

**12/1: The Politics of Drag**

- Rupp, Leila J. and Verta Taylor. 2003. *Drag Queens at the 801 Cabaret*. Chicago: University of Chicago Press--Introduction and Section I: "I'm Beautiful, Dammit!" (pages 1-46).

**Week 16: The Politics of Drag, Cont.**

Continue Reading - Rupp, Leila J. and Verta Taylor. 2003. *Drag Queens at the 801 Cabaret*. Chicago: University of Chicago Press.

**12/6:** Section II: "Take Me or Leave Me" (pages 47-92).

**12/8:** Section III: "Life is a Cabaret" (pages 93-150).

**Week 17: The Politics of Drag, Cont.**

Continue Reading - Rupp, Leila J. and Verta Taylor. 2003. *Drag Queens at the 801 Cabaret*. Chicago: University of Chicago Press.

**12/13:** Section IV: "We are Family" (pages 151-178).

**12/15:** Section V: "Free Your Mind" (pages 179-221).

VIDEO: Normal (2003)

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

*HAVE A GREAT WINTER BREAK!*