

Special Topics: Gender and Social Change
SOC 530/WSS 591, Spring 2009, Section 1

Professor:	Dr. Whaley	Class location:	Faner 3410
Office:	Faner 3434 (SOC 3384)	Schedule:	TH 3:30 – 6:00
E-mail:	rwhaley@siu.edu	Office Hours:	TTH 10-12
Ofc Phone:	453-7631		T 3-4, W 1-2
Dept phone:	453-2494		& by appt.

This graduate seminar is a *sociology of gender* course that focuses on changes in the subfield itself and in peoples' lived experiences in terms of gender, gender relations, and gender stratification. Readings and discussions will trace the development of the sociology of gender over the last several decades. Major concepts and perspectives will be examined. The first part of the course is largely theoretical, taking us through these various ideas and theories. We will discuss how ideas changed over the years, how concepts were rejected outright or reshaped, how gender and feminist social scientists (with an emphasis on sociologists) define, problematize, and theorize about sex and gender as traits, identities, relations, structures, and systems. We will read about the earliest perspectives in sociology of gender and then will make our way through time to some of the contemporary views. The first part of the course seeks to answer the following questions:

How has the meaning of gender and sex changed over time for sociologists? Why?
How has the sociology of gender developed over time? Where did we start and where are we today?

In the remainder of the semester, we will explore 'objective' or actual change (or lack of change) related to gender in individuals, groups, and societies. To do this, readings are included that trace changes over time in attitudes about gender, degree of gender inequality, and connections between work, family, and gender to name a few. How have attitudes about gender, gender inequality, and women's rights changed over recent decades? How has gender stratification changed over time? How far have we come toward equality in various domains? Why?

A theme underlying the course relates to the treatment/consideration/analysis of gender within sociology as a discipline. What role does gender play in our research, methods, and analyses? Sociologists have examined gender (or gender relations or the gender system) in terms of just about every subfield within the discipline itself. Anthologies are divided into sections such as gender and intimate relations, gender and health, gender in the culture, gender and crime, gender and work and so on. Several semesters are needed to do the extensive literature any justice. For this semester I have emphasized major perspectives as they are noted in the field and I have chosen specific subtopics to highlight some of the work we do. The topics are in part based on my own interests but also my interpretation of some of the important areas that have been explored. To allow all of us the opportunity to go broader into the literature, students will examine and present on how different fields approach gender in their theoretical and empirical work today. Students will select a field of study that has involved gender in one way or another (as a categorical variable, as a central organizing theme, as critical theoretical entrée etc.). Students will select an area of interest (one that will be pursued in future research or teaching perhaps), and present a critical assessment of the involvement of gender in that field through an oral and written analysis. For example,

researchers have long acknowledged sex group differences in criminal behavior (or the gender gap in crime) but to what extent has that body of work developed and changed with the larger field of sociology of gender. Is gender simply a descriptive categorical variable, or have criminologists explored gender as an identity, a practice, an institution, or a system. What's been done and where should we go next? One goal of this course is to help students identify research questions (and theoretical inquiries) that utilize the ideas of sex/gender and lay out an exciting research agenda for themselves.

As a graduate level seminar, students are expected to read, discuss, and write at an advanced, sophisticated, and in-depth level, to participate in every discussion, to lead discussions, and to complete written and other assignments. IT IS NOT SUFFICIENT TO READ THE MATERIALS; as a future scholar/academic you need to understand what you read, be able to ask it questions, link it to other literature, situate it in the field as a whole, understand its implications for theory, research, and perhaps policy/action, and so on. Teaching yourself to read at this level takes practice and is a skill that will benefit you in your substantive exam and dissertation.

Materials.

1. Two required fiction books – to be read by the last class. *The woman on the edge of time* (1983) by Marge Piercy and *Herland* (1992 (1915)) by Charlotte Perkins Gilman.
 - a. *Handmaid's Tale* (1985) by Margaret Atwood is recommended but not required by week 6 when we will watch the movie based on the book
2. A set of articles, essays, and chapters are also required. All such materials are on reserve in the Sociology office for three hour loan periods. Please share and make your own copies as needed. Many articles are available on-line through our library; you may print these on your own printers. My recommendation is to print these on-line articles on your personal printer and to have the other readings copied by a local copy store to create a packet. I expect discussions to refer specifically to readings, sections, quotes; as such you may want to bring copies of the readings to class (if not, then detailed notes and referent page numbers will be necessary).

Student responsibilities.

1. Attend all classes, complete required reading assignments, and come prepared to ask questions, answer questions, and generally take part in discussions. Participation in discussions is required. 20% of grade.
2. Students (individually or as pairs) will lead the discussion of a set of readings once in the semester. A brief analysis/summary of the readings will need to be distributed to all members of the course, and several discussion questions need to be posed (outline format, 1-2 pages total). The leader will facilitate the discussion by asking provocative questions and also by offering initial or potential answers, and by following up on classmates' contributions. See #3 for more guidelines. Your presentation should be no more than 15 minutes but you will continue to play a role after the introduction by helping facilitate discussion, linking comments together, and so on. 10% of grade. Students will rank order a short list of preferred sessions and dates will be scheduled by week 2 if not earlier.
3. Two discussion/reaction papers. In about 2 paragraphs, twice in the semester, write about the set of readings for a particular session. The format of this short paper is

similar to what is expected of you to prepare (in note form, not to be turned in) every week. First identify the major contributions of the readings, the concepts, evidence, or theory that interested you the most (for its strengths or its weaknesses). You should situate the readings in the larger literature read in previous weeks (how do they stem from other readings, or how do the readings move beyond other material) and identify the connections between readings on your assigned night. Second, discuss the questions you feel are raised by the readings. (what intrigued you? What puzzled you? What did you agree/disagree with? What issue would you want to talk to friends about?) 5% each for 10% of grade

4. Short paper. Students will write a 5-7 page essay that explores one theme that connects required readings (course material) with the fiction books. Instructions will be distributed in class. A good "chunk" of course material should be incorporated into the essay. Due Monday, May 4 by noon. 20% of grade
5. Students will write a 20 page paper that explores, critiques, and/or questions a subfield that has incorporated sex/gender, feminist perspectives, or the sociology of gender. The paper will be due in Week 13 (4/16) when student presentations begin. Topics and presentation dates will be chosen/assigned by the 3rd week of the semester. The presentation and subsequent student facilitated discussion will be 5% of grade. The presentation and the discussion will each be 10 minutes. Students may work in pairs on the research and presentation, but students will right individual (unique) papers. The paper will be 35% of grade.

Other information:

1. Please be aware of the following emergency procedures. Southern Illinois University Carbondale is committed to providing a safe and health 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, available on BERT's website at www.bert.siu.edu, Department of Safety's website www.dps.siu.edu (disaster drop down), and in Emergency Response Guideline 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 Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
2. Please make yourself aware of the university's definition of plagiarism. Learn and use a proper citation format. Correctly paraphrase, quote, or otherwise write about the readings (see me to borrow a writing guide if you have any doubts or want to learn more about writing in sociology).
3. See me in office hours whenever you have questions about the course.

Tentative Schedule

1/15 Week 1.

No readings

1/22 Week 2. Overview of the field

Stacey and Thorne. 1985. The missing feminist revolution in sociology. *Social Problems*, 32(4):301-

Ward, Kathryn and Linda Grant. 1985. The feminist critique and a decade of published research in sociology journals. *Social Problems*, 26(2):139-157.

Acker, J. 1992. From sex roles to gendered institutions. *Contemporary Sociology*, 21:565-69.

Anderson, Margaret. 2005. Thinking about women: A quarter century's view. *Gender & Society*, 19 (4): 437-455.

Recommended

Richardson, Laurel, Mary Margaret Fonow, and Judith A. Cook. 1985. From Gender Seminar to Gender Community. *Teaching Sociology*, 12(3): 313-324.

1/29 Week 3. Past and present perspectives on the sexes, sex differences, and biology

Rossi, Alice. 1984. Gender and parenthood (1983 ASA Presidential Address). *ASR*, 49(1):1-19).

Lorber, J. 1994. Ch. 3. Believing is seeing: Biology as ideology. pp. 37 – 54. in Lorber. *Paradoxes of Gender*.

Fausto-Sterling, A. 2009(2000). Dueling dualisms. p. 6-21 in Ferber, Holcomb, and Wentling (eds.), *Sex, gender, and sexuality*. NY: Oxford.

Vines, Gail. 1992. Last Olympics for the sex test? *New Scientist*, July 4.
<http://www.newscientist.com> (no longer available on-line)

Thomas, Katie. 2008. A lab is set to test the gender of some female athletes. *New York Times*, July 30.

Finney Boylan, Jennifer. 2008. The XY games. *New York Times*, August 3.

2/5 Week 4. More on biological views

Udry, J. R. 2000. Biological limits of gender construction. *ASR*, 65:443-57.

Comments on Udry (2000) in *American Sociological Review*, Aug2001, Vol. 66 Issue 4.

Miller, E. and Costello, C. Yang. The limits of biological determinism. p592-598

Merz, Sabine N.; Lorber, Judith; Kennelly, Ivy. What is gender?. p598-605,

Risman, B. J. Calling the bluff of value-free science. p605-611,

Udry, J. R. Feminist critics uncover determinism, positivism, and antiquated theory. p611-618,

Firebaugh, Glenn. The ASR review process. p619-621.

Video – Handmaid’s Tale (1990)

Weeks 5 and 6. Learning and doing gender (learning and constructing gender and transgender lives)

2/12 Week 5

Gould & Kern-Daniels. 1977. Toward a sociological theory of gender and sex. *The American Sociologist*, 12: 182-189.

Thorne, Barrie. 1997 (1990). Children and gender: Constructions of difference. p. 39-50, In Baca Zinn, Hondagneu-Sotelo, and Messner. *Through the prism of difference: Readings on sex and gender*. Boston: Allyn and Bacon.

Connell, R. W. 1987. Hegemonic masculinity and emphasized femininity. p. 183-188 in *Gender and Power*.

Navarro, M. 2009 (2003). Becoming *La Mujer*. P. 209-212. in Ferber, Holcomb & Wentling (eds.) *Sex, Gender, and Sexuality*. New York: Oxford University Press.

Fausto-Sterling, A. 1993. The five sexes: Why male and female are not enough. *The Sciences*, March/April: 20-25.

Spiegel, Alix. 2008. Two families grapple with sons’ gender preferences. And Parents consider treatment to delay son’s puberty. Part 1 and 2 NPR series. May 7 and 8, <http://www.npr.org/templates/story/story.php?storyId=90247842> and <http://www.npr.org/templates/story/story.php?storyId=90273278>

Wentling, Tre. 2009. Am I obsessed? Gender identity disorder, stress, and obsession. p. 263-272. in Ferber, Holcomb & Wentling (eds.) *Sex, Gender, and Sexuality*. New York: Oxford University Press.

Recommended

Kelly, Maura. 2007. Intersex. *Sociologists for Women in Society* Fact Sheet. Spring. <http://www.socwomen.org/socactivism/intersexMarch2007.pdf>

Rosin, Hanna. 2008. A boy’s life. *The Atlantic Online*, November. <http://www.theatlantic.com/doc/print/200811/transgender-children>.

2/19 Week 6. Doing gender/social construction of gender

West & Zimmerman. 1987. Doing gender. *Gender & Society*, 1: 125-51.

Lorber, J. 1994. Ch. 1. “Night to his day”: The social construction of gender. pp. 13 – 36. in Lorber. *Paradoxes of Gender*.

Lucal, Betsy. 2004. Ch. 4 What it means to be gendered me. P. 52-63 in Spade & Valentine, (eds.). *The kaleidoscope of gender: Prisms, patterns and possibilities*.

McGuffey & Rich. 1999. Playing in the gender transgression zone: Race, class, and hegemonic masculinity in middle childhood. *Gender & Society*, 13(5):608-627.

Deutsch, Francine M. 2007. Undoing gender. *Gender & society*, 21 (1): 106-127.

Recommended

Thorne, Barrie. 1993. Chapter 3. Boys and girls together...but mostly apart. And Chapter 4. Gender separation: Why and how? p. 29-61. In her *Gender Play: Girls and Boys in School*. New Brunswick: Rutgers University Press.

2/26 Week 7. Intersections

Hill Collins, Patricia. 2004 (1993). Toward a new vision: Race, class, and gender as categories of analysis and connection. p. 83 – 89. in Spade and Valentine (eds.). *The kaleidoscope of gender: Prisms, patterns and possibilities*.

Ferguson, Ann Arnett. 2004 (2000) Ch. 20 Bad boys: Public schools in the making of black masculinity. p. 193 – 204. in Spade and Valentine (eds.). *The kaleidoscope of gender: Prisms, patterns and possibilities*.

Hill Collins, Patricia. 2009 (2004). Prisons for our bodies, closets for our minds: Racism, heterosexism and black sexuality. p. 115-136 in Ferber, Holcomb & Wentling (eds.) *Sex, Gender, and Sexuality*. New York: Oxford University Press.

Ferber, Abby. 2009. Keeping sex in bounds: Sexuality and the (De)construction of race and gender. p. 136-142. in Ferber, Holcomb & Wentling (eds.) *Sex, Gender, and Sexuality*. New York: Oxford University Press.

Pyke, K. 2004 (1998). Class-based masculinities: The interdependence. P. 439-447. in Spade and Valentine (eds.). *The kaleidoscope of gender: Prisms, patterns and possibilities*, Thompson Wadsworth.

3/5 Week 8. Gender Institutionalized and Gender as an Institution, Structure, System

Martin, Patricia Yancey. 2004. Gender as a social institution. *Social Forces*, 82: 1249-73.

Lorber, J. 1994. Preface and Introduction. pp. ix – 10. in Lorber. *Paradoxes of Gender*.

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

Ridgeway, C. & S. Correll. 2004. Unpacking the gender system: A theoretical perspective on gender beliefs and social relations. *Gender & Society*, 18:510-531.

Pyle, Jean L. and Kathryn Ward. 2003. Recasting our Understanding of Gender and Work During Global Restructuring. *International Sociology* 18:461-489.

Break 3/9 to 3/13

3/19 Week 9. Stratification (theories, perspectives)

Huber, Joan. 1999. Comparative Gender Stratification. p65-80 in Chafetz (ed.) *Handbook of the Sociology of Gender*, New York : Kluwer Academic/Plenum Publishers

Chafetz, Janet Saltzman. 2004. Gendered power and privilege: Taking Lenski one step further. *Sociological Theory*, 22(2): 269 – 277.

Collins, R, J. S. Chafetz, R. L. Blumberg, S. Coltrane, & J. Turner, 1993. Toward an integrated theory of gender stratification. *Sociological Perspectives*, 36:185-216.

Feree, Myra Marx, and Elaine J. Hall. 1996. Rethinking stratification from a feminist perspective: Gender, race, and class in mainstream textbooks. *ASR*, 61:929-950.

Manza, J, and D. Van Schyndel. 2000. Still the missing feminist revolution? Inequalities of race, class, and gender in introductory sociology textbooks. (A Comment on Ferree and Hall, *ASR*, December 1996.) *ASR*, 65:468-75.

Feree, M. M. and E. J. Hall. 2000. Gender stratification and paradigm change. (A reply to Manza and Van Schyndel, *ASR*, 65). *ASR*, 65: 475-481.

Recommended

Huber, J. 1990. Macro-micro links in gender stratification. *ASR*, 55: 1-10.

3/26 Week 10. Gender roles, identity, attitudes then and now.

Please note, the readings for week 10 may change. Stay tuned for an announcement

Brewster and Padavic. 2000. Change in gender-ideology, 1977-1996: The contributions of intracohort change and population turnover. *Journal of Marriage and Family*, 62(2):477-487.

Powers, Suito, Guerra, Shackelford, Mecom, and Gusman. 2003. Regional Differences in Gender–Role Attitudes: Variations by Gender and Race. *Gender Issues*, Spring

R. Pitt, R. and E. Borland. 2008. Bachelorhood and Men’s Attitudes about Gender Roles. *The Journal of Men’s Studies*, Vol. 16, No. 2, Spring: 140-158.

Kleinfeld and Reyes. 2007. Boys left behind: Gender role changes in Alaska. *Journal of Boyhood Studies*, 1(2): 179-190.

Lopez-Springfield, C. 2001. *Cuando Fuiste Mujer*: Remaking ‘Woman’ in Latino cultures. 4867-495 In Vannoy (ed.) *Gender Mosaics*. CA: Roxbury Publishing Company.

Emerson. 2002. “Where are my girls at?” Negotiating black womanhood in music videos. *Gender & Society*, 16(1):115-135.

Lee. 2009 (1999). The third sex: Asian-American men in popular culture. *Sex, Gender, and Sexuality*.

4/2 Week 11. Inequality and stratification then and now.

To be announced.

4/9 Week 12. Work, family, parenting.

To be announced.

4/16, 4/23 Weeks 13 and 14. Presentations.

Subfield paper due Week 13.

Presentation.

Continue reading the fiction books.

Attendance on both days of presentations required.

4/30 Week 15. Where do we go from here?

Herland by Charlotte Perkins Gilman 1992 (1915).

Woman on the Edge of Time by Marge Piercy (1983).

Alway, J. (1995). The Trouble with Gender: Tales for the Still-Missing Feminist Revolution in Sociological Theory. *Sociological Theory*. 13(3): 209-228.

Johnson, Allan. 2004 (1997). Unraveling the gender knot. p. 511 – 520. in Spade and Valentine (eds.). *The kaleidoscope of gender: Prisms, patterns and possibilities*.

Lorber, Judith. A world without gender: Making the revolution. p. 537-544. in Ferber, Holcomb & Wentling (eds.) *Sex, Gender, and Sexuality*. New York: Oxford University Press

Feinberg, Leslie. We are all works in progress. p. 548- 552. in Ferber, Holcomb & Wentling (eds.) *Sex, Gender, and Sexuality*. New York: Oxford University Press.

5/4 noon: Short paper due.