

Irene Browne  
Soc585/WGS586R  
Sociology of Sex and Gender  
Spring 2012

## **SYLLABUS**

This course is an overview to the sociological study of sex and gender. We explore how sociologists answer the questions, “What is gender?” “How is gender related to race, class and sexual orientation?” “How does gender influence social institutions, social interactions, and individual experiences?” “How do these institutions and interactions influence the construction of gender?” Specific topics include: sexualities, schools, families and relationships, work and organizations, migration and social movements and politics. Throughout the course, we will take an intersectional approach, looking at intersections of gender with race, class and sexuality. We will focus on how traditional sociological theory and feminist theory can be useful in understanding gender construction and gender inequality, highlighting the implicit as well as explicit debates in the sociology of gender. We will also consider questions about sociological methods and evidence.

### **COURSE REQUIREMENTS\***

This course is organized as a seminar. Regular attendance and participation of each student is key to developing a rich learning environment for everyone. You are expected to attend class every week, come prepared to discuss the readings, and constructively participate in class discussion.

#### **A) Attendance**

To maintain continuity and build upon class discussion, attendance every week is important. Please inform me ahead of time if you will be missing class. Unexcused absences or chronic tardiness will lower your grade.

#### **B) Class Participation and Discussion**

You are expected to actively and constructively participate in class discussions. This requires that you arrive prepared to discuss the assigned readings. Of course, class discussion should be both informed and respectful; moreover, it should be a forum wherein all can raise questions, explore ideas, and express misgivings.

#### **C) Weekly Memos**

You will prepare a 3-page memo for each week's readings (typed and double-spaced). You should approach these memos as an opportunity to explore ideas rather than as finished products. At a minimum, the memos should demonstrate that you read the material and present some critical engagement with what you read. Use them to digest each week's readings and to respond with questions, criticisms, and new ideas. Please bring your memo to class and submit it at the end of the class period. Late memos will not be accepted. *Memos on the day you facilitate the seminar should be 5 pages.*

#### **D) Seminar Facilitator**

Each student will be responsible for leading discussion during one of the weeks of class. You should distribute discussion questions to the class via email one week before your assigned day to facilitate.

#### **E) Final Paper or Exam**

You are required to write a final paper for the class. The paper can assume one of three formats.

Students must inform me by Thursday, March 29 which type of final paper they will complete.

- 1) An empirical research paper. Your paper should include data, with the goal of revising it for publication. You can revise a paper that you have already written for this requirement, as long as the revisions are substantial. You will need permission from the instructor if you want to revise an existing paper.
- 2) A research proposal. If you do not have data to analyze, you might want to write a research proposal. The proposal should describe a study that you could feasibly conduct and submit for funding.
- 3) A final “exam.” The exam will require that you answer 2-3 “prelim-like” questions.

**Grading:**

Participation:	20%
Weekly memos:	20%
Seminar facilitator:	20%
Final paper:	40%

**Required readings:**

Collins, Patricia Hill. 2000. *Black Feminist Thought*, 2<sup>nd</sup> edition. NY: Routledge Press.

Ridgeway, Cecilia. 2012. *Framed by Gender*. Oxford University Press.

Pascoe, CJ. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, CA: University of California Press.

Kang, Milliann. 2010. *The Managed Hand: Race, Gender and the Body in Beauty Service Work*. Berkeley, CA: University of California Press.

Lan, Pei Chia. 2006. *Global Cinderellas: Migrant Domestic Workers and Newly Rich Employers in Taiwan*. Durham, NC: Duke University Press.

Klawiter, Maren, 2009. *The Biopolitics of Breast Cancer: Changing Cultures of Disease and Activism* (University of Minnesota Press)

Articles on EUCLID electronic reserve.

## COURSE SCHEDULE

Amin Ghaziani (University of British Columbia) and Delia Baldassarri (New York University), "Cultural Anchors and the Organization of Differences: A Multi-method Analysis of LGBT Marches on Washington," *American Sociological Review* (2011) 76(2): 179-206

### INTRODUCTION

Jan 19 INTRODUCTIONS

### WHAT IS GENDER?

Jan 26 Collins, Patricia Hill. *Black Feminist Thought*, 2<sup>nd</sup> edition.  
[Intersectionality; matrix of domination]

Feb 2 Choo, Hae Yeon and Myra Marx Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions and Institutions in the Study of Inequalities." *Sociological Theory* 28:129-49.  
Browne, Irene and Joya Misra. 2003. "The Intersection of Gender and Race in the Labor Market." *Annual Review of Sociology* 29:487-513.  
McCall, Leslie. 2005. "The Complexity of Intersectionality." *Signs* 30(3):1771-1800  
Freeman, Carla. 2010.  
Wingfield, Adia. 2009. "Racializing the Glass Escalator," *Gender & Society* 23(5): 5-26.  
[multiple approaches to intersectionality]

Feb 9 Greenberg, Julie. 2002. "Deconstructing Binary Race and Sex Categories." *San Diego Law Review* 39:917-942.  
Connell, R.W. and James Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept," *Gender & Society* 19(6): 829-859.  
Schild, Kristen and Laurel Westbrook. 2009. "Doing Gender, Doing Heteronormativity." *Gender & Society*.  
Hird, Myra. 2002. "For a Sociology of Transsexualism." *Sociology* 36: 577-595.  
Udry, Richard. 2000. "Biological Limits of Gender Construction." *American Sociological Review* 65:443-457. (see next page for more on Udry)  
Kennelly, Merz, and Lorber. 2001. "Comment: What is Gender?" *ASR* 66.  
Udry. "Reply: Feminist Critics Uncover Determinism, Positivism, and Antiquated Theory." *ASR* 66.  
[social construction of gender, gender/sexuality/power]

Feb 16 Ridgeway, Cecilia. 2011. *Framed by Gender*.  
[Social Psychological Theory of gender inequality; linking micro, macro, meso]

### HOW DO INSTITUTIONS SHAPE GENDER? HOW DOES GENDER INFLUENCE INSTITUTIONS, IDENTITY AND EXPERIENCE?

***Sexuality/Schools***

Feb 23 Pascoe, CJ. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, CA: University of California Press.

***Schools, cont.***

- Mar 1 Lopez, Nancy. 2002. "Rewriting Race and Gender High School Lessons: Second-Generation Dominicans in New York City." *Teachers College Record* 104(6):1187-1203.
- Bettie, Julie. 2000. "Women without Class: Chicas, Cholas, Trash and the Presence/Absence of Class Identity." *Signs* 26(1):1-25.
- Steidl, Christina. 2011. "The Horizontal Pipeline: Institutional Effects of Race, Class and Gender Stratification in STEM Fields." Unpublished manuscript, Emory University.
- Mickelson, Roslyn. 1989. "Why Does Jane Read and Write So Well?" *Sociology of Education* 62(1):47-63.
- Mickelson, Roslyn. 2011. "Gender and Education." In *Schools and Society: A Sociology Approach*, edited by Jeanne H. Ballantine and Joan Z. Spade. Sage.

### ***Families and Relationships***

- Mar 8 Biblarz, Timothy and Judith Stacey. 2010. "How Does the Gender of Parents Matter?" *Journal of Marriage and Family*. 7(2):3-22.
- Carla Shows and Naomi Gerstel. 2009. "Fathering, Class, and Gender: A Comparison of Physicians and Emergency Medical Technicians." *Gender & Society*. 23(2): 161-187.
- Sarkisian, Natalia, Mariana Gerena, and Naomi Gerstel. 2007. "Extended Family Integration Among Euro and Mexican Americans: Ethnicity, Gender, Class." *Journal of Marriage and Family*. 69: 40-54.
- McGuffey, C. Shawn. 2008. "'Saving Masculinity: Gender Reaffirmation, Sexuality, Race, and Parental Responses to Male Child Sexual Abuse.'" *Social Problems*. 55(2): 216-237.
- Pande, Amrita. 2010. "Commercial Surrogacy in India: Manufacturing a Perfect Mother-Worker." *Signs*. 35(4): 969-992.
- Chesley, Noelle. 2011. "Stay-at-Home Fathers and Breadwinning Mothers: Gender, Couple Dynamics, and Social Change." *Gender & Society* October.

### ***Work and Organizations***

- Mar 15 \*\* Spring Break \*\*
- Mar 22 (no class: individual meetings with instructor M-W)
- Mar 29 Lan, Pei Chia. 2006. *Global Cinderellas*  
*DUE: Final paper format and topic.*
- Apr 5 Kang, Miliann. 2010. *The Managed Hand.*

### ***Culture and Mass Media***

- Apr 12 Craig, Maxine Leeds. 2006. "Race, Beauty and the Tangled Know of a Guilty Pleasure." *Feminist Theory* 7(2):159-177.
- Mears, Ashley. 2010. "Size Zero High-End Ethnic: Cultural Production and the Reproduction of Culture in Fashion Modeling." *Poetics* 38(1): 21-46 (2010).
- Baumann, Shyon. 2008. "The Moral Underpinnings of Beauty: A Meaning-Based Explanation for Light and Dark Complexions in Advertising." *Poetics* 36 (1): 2-23.
- Matlon, Jordanna. 2011. "Il Est Garçon: Marginal Abidjanais Masculinity and the Politics of Representation," *Poetics* 39(5):380-406.
- Taylor, Verta, Katrina Kimport, Nella Van Dyke and Ellen Andersen, "Culture and Mobilization: Tactical Repertoires, Same-Sex Weddings, and the Impact on Gay Activism," *American Sociological Review* 74(6): 865-890.

### ***Politics and Social Movements***

- Apr 19 Klawiter, Maren, *The Biopolitics of Breast Cancer: Changing Cultures of Disease and Activism* (University of Minnesota Press)
- Apr 26 LAST DAY OF CLASS