

Sociology of Sex and Gender

(Tues, Thurs, Fri 10:00-10:50 a.m. Tarbutton 105)

Instructors: Dr. Ashlee Bledsoe
Office: Tarbutton Hall, room 232
Hours: Tuesdays and Thursdays 11:00-12:00 & by appointment
Email: sbledso@emory.edu
TA: Melinda Dawn Johnson Office: Tarbutton Hall, room 202
Hours: By Appointment Email: melinda.dawn.johnson@emory.edu

Course Objectives

The main objective of this course is to introduce you to the sociological perspective on sex and gender and enable you to critically apply this perspective. This will begin with developing an understanding of what sociologists mean when they call gender a “social construct”. We then apply that knowledge to examining how sex and gender impacts social interactions, culture, and social institutions. To close the course we consider how race, class, and sexuality complicate the effects of gender. Over the course of the semester students should develop an awareness of how gender, power, and social inequality are related.

By the end of the course you will be able to answer the fundamental question: What are sociological approaches to the concept of gender?

Additionally, we examine how gender shapes the social world in which we live:

How does gender shape our experiences and behaviors? Here we focus on the role of gender in our social interactions and how status, processes, and “doing gender” results in social inequality.

How does gender shape our cultural experiences? To answer this question we examine how gender shapes the arts, media, and gender inequality.

Then we consider how is gender enacted in institutions and organizations? We concentrate here on how gender inequality is manifested in social institutions, from work to education to the family.

Next we will explore how does gender intersect with the other dominant forms of social inequality: such as race, class, and sexuality? Such intersectionality creates different outcomes for differently composed groups.

And finally we ask: how are men’s experiences of the social world impacted by gender? This will focus on the privileges and demands made of males and how men perform masculinity.

Throughout the course, you will be asked to apply key sociological concepts to the reading as well as your own experiences. You will also be asked to attempt to test one or more of these concepts through empirical research. To meet these objectives, I require that you complete each day's assigned readings prior to class, participate in class discussions, and actively look for applications to the material outside of the classroom.

Course Readings

All assigned **readings** should be completed *before* class to ensure active participation in class discussions and activities.

Readings and lecture materials: Available on course Canvas site, sorted by date.

Course Requirements

Description	Dates (tentative)	% of Grade
Exam 1: Gender Theory, Socialization, Interaction	Fri, February 16	20
Exam 2: Gender and Culture & Gender and Institutions	Tues, March 27	20
Exam 3: Masculinity & Intersectionality	Tues, May 8, 8:00AM	20
Paper: Discussion of Paper Ideas/Materials (optional) Completed paper	Fri, Mar. 23 Fri, Apr. 13	30
Participation		10

Participation (worth 10% of your grade)

Attendance is strongly encouraged. I will use lectures to give you additional information not found in the readings, and I will also provide frameworks for understanding and integrating the readings with the lecture material. All assigned readings should be completed before class to ensure active participation in class discussions and activities.

Your participation grade will be based on attendance and your contributions to class discussion. Attendance is worth a total of five points. Participation is worth an additional five points. (That is, if you always attend class but never participate, you do not receive the points for "participation." If you miss a few classes but are an active and constructive participant, you receive the points for participation.) Your attendance will be graded as follows:

- 0-2 classes missed: 5 points
- 3 classes missed: 4 points
- 4 classes missed: 3 points
- 5 classes missed: 2 points
- 6 classes missed: 1 points
- 7 + classes missed: 0 points

Exams (Each exam is worth 20% of your grade)

There will be three exams during the semester (60% of your grade in total). Each exam covers materials presented in readings, films, lectures, discussions, etc., for one part of the course (i.e., the exams are not cumulative). Exams include multiple choice and short answer questions. See policies below with regard to make-up exams.

Paper (worth 30% of your grade)

For your term paper you will undertake your own, small empirical study that examines some aspect of gender. The paper for this project will be approximately 6-8 pages in length. It involves a research project that you will complete over the course of the semester. You may choose a project format from the options I provide, including content analysis, observation, literature review, or you may propose a format of your choosing (subject to my approval by March 9th).

- An optional but *strongly recommended* discussion of your draft should take place by March 23rd.
- The completed paper is due on Friday, April 13th.

Policies

Make-Up Policy: Makeup exams will only be allowed in a situation of an excused absence (e.g., family emergency). If you are going to miss an exam, please make an effort to notify me before the missed class. A mutually convenient time will be arranged for you to make up the exam.

Late assignments: ...are papers that are turned in to me any time after which they are due. Papers will be docked 5 points per day.

Honor Code: The Emory University honor code applies fully to this course. When you sign an exam or submit your assignments, you are pledging to the honor code. For reference, please consult <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>

Disabilities: Students with disabilities must contact the Office of Accessibility Services (<http://www.equityandinclusion.emory.edu/access/>; 727-1126) to obtain proper documentation if accommodations are needed. Please do this early in the semester in order to make sure that everything is in order. Students requiring accommodations for exams are required to receive approval for their accommodation *for each exam*. If the exam is to be taken at OAS it is the student's responsibility to ensure that the instructor is made aware of the date and time the student will be taking the exam.

Canvas: We will use the Canvas site for this course regularly. Please check the site several times a week in order to ensure that you are aware of class announcements and so forth. We may also use the site to arrange discussions with your colleagues in the course.

Email: Email is the best way to reach me. While I generally respond quickly, please allow at least 24 hours for replies to emails Monday – Friday, and longer over the weekends. It is helpful, though not required, if you put the course name or number in the subject of the email. Please do not message me on Canvas because I do not check the Canvas messages. Email **should not** be

used to submit assignments unless prior arrangements have been made with the instructor. Any questions about an exam should be sent no later than 5 p.m. the day before the exam to ensure a response.

Syllabus Subject to Change: This syllabus is subject to change with advance notice, but you will not be given extra work. If any changes are made they will likely be along the lines of reading substitutions or deletions.

Digital Citizenship: *The use of cell phones is not permitted in this class. Please completely silence your phones before entering the classroom. Students who do not follow this policy will receive a deduction in their grade.*

Course Schedule

SECTION ONE: WHAT IS GENDER? HOW DO WE BECOME GENDERED? AND HOW DO WE STAY GENDERED?

January 18: Introductions

The Sociological Perspective:

January 19: Durkheim, Emile. 1982. "What is a Social Fact?" *The Rules of the Sociological Method*. New York: Free Press, pp. 1-13.

January 23: Goffman, Erving. 1977. "The Arrangement between the Sexes." *Theory and Society*, 4(3): 301-331.

January 25: Risman, Barbara J. 2004. Gender as Social Structure: Theory Wrestling with Activism. *Gender & Society* 18(4): 429-450.

January 26: Burke, Phyllis. 2013. "Gender Shock: Exploding the Myths of Male and Female." in *Men's Lives*, 9th edition. Pp. 199-208.

Lorber, Judith. 2004. "Night to His Day: The Social Construction of Gender" reprinted in *Feminist Frontiers*, 6th edition, edited by Laurel Richardson, Verta Taylor, and Nancy Whittier, McGraw Hill: New York

January 30: Lucal, Betsy. 1999. "What It Means to Be a Gendered Me: Life on the Boundaries of a Dichotomous Gender System." *Gender & Society* 13(6): 781-797.

Socialization and Interaction:

February 1: West, Candace, and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2):125-51.

February 2: Ridgeway, Cecilia L. 2009. "Framed Before We Know It How Gender Shapes

Social Relations.” *Gender & Society* 23(2):145–60.

February 6: Martin, Karin A. 1998. “Becoming a Gendered Body: Practices of Preschools.” *American Sociological Review* 63:494-511.

February 8: Eder, Donna. 1985. “The Cycle of Popularity: Interpersonal Relations Among Female Adolescents.” *Sociology of Education* 58(3): 154–65.

February 9: Correll, Shelley J. 2004. “Constraints Into Preferences: Gender, Status and Emerging Career Aspirations.” *American Sociological Review* 69(1):93-113.

February 13: *Mean Girls*

February 15: *Mean Girls*

February 16: EXAM

SECTION TWO: GENDER AND SOCIAL INSTITUTIONS – WORK, FAMILY, AND EDUCATION

Paid Work:

February 20: Kanter, Rosabeth. 1977. “Numbers: Minorities and Majorities.” Chapter 8 in *Men and Women of the Corporation*.

February 22: Acker, Joan. 1990. “Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations.” *Gender & Society* (4.2):139-159.

Unpaid Work and Family:

February 23: Hochschild, Arlie. 1989. *The Second Shift* excerpts. Viking Penguin: New York.

February 27: Chesley, Noelle. 2011. “Stay-at-Home Fathers and Breadwinning Mothers: Gender, Couple Dynamics, and Social Change.” *Gender & Society* 25(5): 642-664

Education:

March 1: Mickelson, Roslyn. 1989. “Why Does Jane Read and Write So Well? The Anomaly of Women's Achievement.” *Sociology of Education* 62(1): 47-63.

March 2: Susan Dumais. 2002. “Cultural Capital, Gender, and School Success: The Role of Habitus.” *Sociology of Education* 75(1): 44-68.

SECTION THREE: GENDER'S RELATIONSHIP WITH CULTURE

Arts:

March 6: Tuchman, Gaye and Nina E. Fortin. 1984. "Fame and Misfortune: Edging Women Out of the Great Literary Tradition." *American Journal of Sociology* 90(1): 72-96.

March 8: Schmutz, Vaughn, and Alison Faupel. 2010. "Gender and Cultural Consecration in Popular Music." *Social Forces* 89(2):685-707.

Media:

March 9: Mears, Ashley. 2010. "Size Zero High-End Ethnic: Cultural Production and the Reproduction of Culture in Fashion Modeling." *Poetics* 38(1): 21-46.

March 20: Lindner, Katharina. 2004. "Images of Women in General Interest and Fashion Magazine Advertisements from 1955 to 2002" *Sex Roles* 51(7/8): 409-421

March 22: *Film*

March 23: *Film*

March 27: EXAM

SECTIONS FIVE: INTERSECTIONALITY: THE IMPACT OF RACE, CLASS, AND SEXUALITY ON GENDER

Sexuality:

March 29: Greenberg, Julie. 2002. "Deconstructing Binary Race and Sex Categories." *San Diego Law Review* 39:917-942

March 30: Schilt, Kristen. "Just One of the Guys?: How Transmen Make Gender Visible at Work" in (ML art. 18)

April 3: Biblarz, Timothy and Judith Stacey. 2010. "How Does the Gender of Parents Matter?" *Journal of Marriage and Family*. 7(2):3-22.

Race and Class:

April 5: King, Deborah K. 1988. "Multiple Jeopardy, Multiple Consciousness: The Context of Black Feminist Ideology." *Signs* 14:42-73.

April 6: Craig, Maxine Leeds. 2006. "Race, Beauty and the Tangled Knot of a Guilty Pleasure." *Feminist Theory* 7(2):159-177.

April 10: Bettie, Julie. 2000. "Women without Class: Chicas, Cholas, Trash and the Presence/Absence of Class Identity." *Signs* 26(1):1-25.

SECTION SIX: HOW MASCULINITY SHAPES MEN'S LIVES

Masculinity:

April 12: Connell, R.W. and James Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." *Gender & Society* 19(6): 829-859.

Socialization:

April 13: Kane, Emily W. "'No Way My Boys Are Going to Be Like That!': Parents' Responses to Children's Gender Nonconformity" in (ML art. 7)

April 17: Kimmel, Michael. 2006. "Ritualized Homosexuality in a Nacirema Subculture." *Sexualities* 8(3):329-346.

Paid Work:

April 19: Williams, Christine. "The Glass Escalator: Hidden Advantages for Men in the "Female" Professions in (ML art. 15)

Wingfield, Adia Harvey. "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work" in (ML art. 16)

Performance and Interaction:

April 20: Pascoe, C. J. 2005. "Dude You're a Fag: Adolescent Masculinity and the Fag Discourse." *Sexualities* 8(3): 329-346.

April 24: Superbad

April 26: Superbad

April 27: Wrap Up

May 8: FINAL EXAM – 8:00 AM