

EMORY UNIVERSITY
Soc225/WGS231
SOCIOLOGY OF SEX AND GENDER

Spring 2022
TuTh 8:30 am -9:45 am
Office Hours: Tues 10:30 am – 12 pm
TA: Naomi Whitaker

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Course Description

This course is an introduction to the sociological study of sex & gender. We will do this in 6 modules. In the first module, we will unpack the two key concepts for the class – sex and gender -- and consider the social processes through which gender is constructed, enforced, and contested. In Module 2, we delve deeper into the social construction of gender by grounding our inquiry in Connell’s theory of gender and power. In Module 3, we will address the question of how children learn gender norms and expectations in the first place. This module allows us to consider the malleability of gender, and compare situational theories of gender with trait theories. We then turn from the micro-sociological processes covered in Module 3 to organizational and social processes through which gender intersects with class, race and sexuality in Module 4. We apply the intersectional theories from Module 4 to three important institutions—the labor market, the media, and the healthcare system (Module 5). Finally, in Module 6 we consider debates on the changes that are needed in the “gender system” and potential strategies to achieve these changes.

GOALS:

- *Content:* To learn about theories, debates and issues that are central to scholarship in the sociology of sex and gender.
- *Skills:* To build skills in critical analysis that will help you to effectively engage with the arguments presented in the readings and discussions, evaluate evidence, apply sociological theory and concepts to key issues, and articulate your own position.
- *Self-understanding:* To discover how the social constructions of gender, race, class and sexuality are at work in your own life, and to understand how your individual biography is related to broader economic, political and cultural forces.
- *Community:* To participate in creating a collaborative learning setting within our classroom, and understand how this approach enhances your own skill-building and learning.

Course Policies

A Note on Accessibility

This class, as is true with Emory University, is meant to be a safe and accessible space for all students. In order to maintain this environment, I encourage any of my students for whom a disability may impact your access to the classroom to contact the Office of Accessibility Services (OAS). OAS works with students individually to determine which kinds of accommodations would be most helpful and how they can be implemented most effectively. Should you already have a set of accommodations from OAS, **please inform me as soon as possible** as OAS accommodations are not retroactive. Alternatively, should accessing the classroom become (more) challenging due to interpersonal or systemic issues (e.g., racism, sexism, ageism, ableism, homophobia, transphobia, etc.), *please know that I can and want to be a resource*. Any discussion about classroom accessibility, be it regarding individual or interpersonal concerns, will be kept in **strict confidence**.

For additional information regarding OAS, please visit their website:

<http://accessibility.emory.edu/>

Emory Honor Code

The Emory Honor Code is in effect throughout the semester. You are expected to pursue all academic endeavors with honor and integrity.

<http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>

Please be aware that I must report any suspected Honor Code violation, including but not limited to plagiarism, deviating from the teacher's instructions about collaboration on work that is submitted for a grade, giving false information to a faculty member, and any other form of academic misconduct, to the Honor Council, where the case will be investigated and student given due process.

Writing Center

The Emory Writing Center (EWC) offers 45-minute individual appointments to students. EWC tutors can talk with you about your purpose, organization, audience, design choices, and/or use of sources at any stage of your writing process. They can also work with you on sentence-level concerns, but they won't proofread for you. Instead, they'll discuss strategies and resources you can use to become a better editor of your own work.

For more information about the EWC, or to make an appointment, visit:

<http://writingcenter.emory.edu/>

Course Policies, continued

A note on cellphone use and texting

You are an adult and are expected to act as such. You are not allowed to text or engage in other phone activity during class. If you do, I will ask you to discontinue and your participation grade will be impacted.

Late Assignments

Without appropriate documentation or prior approval, there will be a 2-point deduction for **each calendar day** an assignment is late. Read this syllabus carefully—some of your assignments are only worth 5 points. Therefore, if you miss the deadline by 3 days, you'll automatically earn a "0."

******** Please note that the assignments are due on different days at different times. You are responsible for making sure that you submit each assignment by the date & time that it is due. You also are responsible for managing your time so that you can successfully complete the assignments for this class if there are conflicting deadlines between the assignments for this class and for another class ********

Course Requirements and Grading

Make this syllabus your friend! This syllabus document contains a wealth of information that can help you succeed in this class. (Note that this “syllabus document” is different from the “Syllabus” tab on Canvas!). Want to know the important concepts for each day so that you can focus your reading? Look at the list of “key concepts” for each day. Want to know how to format your citations? Follow the full citations in your syllabus, which are formatted using the ASA citation style.

Grading

Please see the grading criteria on the last page of this syllabus. If you do a very good job on all of the course requirements, your grade will be a “B+” or a “B”. Only *exceptional* performance receives a grade of “A” or “A-”. I will post clear grading rubrics in Canvas that articulate the expectations for exceptional, good, and fair performance on each assignment. Also -- I have assigned a paper that received an “A” in a previous class so that you can see an example of an “exceptional” paper. (See the reading by Keng assigned on 3/5).

Attendance and Class Participation

You are not guaranteed a 100% participation grade simply for showing up—do not assume that you will earn 100% for “Attendance and Participation” if you simply have no absences. This class is a seminar, meaning that class discussion will be one of the main avenues for learning. Therefore, participation of each student is essential to the success of the class. The “Attendance and Participation” portion of your grade will be based on attendance and the contributions that you make to discussion and to the class as a whole.

Unless prior arrangements are made with me, any student entering class after 8:30 am will be marked late. Once a student is marked “late” four times, that will count as one unexcused absence. Also, *please do not leave the classroom during the class session*. This is disruptive to the other students and to me. If you must leave for an emergency, then please send me an email after class stating this. Otherwise, leaving the class during the class session will negatively impact your participation grade.

Should you need to miss class, please notify me ahead of time (at least 24 hours, if possible) to discuss if accommodations can be made for a late or missed assignment. In the event of an emergency or illness, please provide documentation (i.e. a copy of a doctor’s visit note; a copy of a police report; etc.) and we will discuss accommodations. If you become ill on the day that an assignment is due, you are expected to submit the part of the assignment that you completed before the due date (that is, you are expected to begin your assignments before the day that they are due).

Required Readings (part of participation grade/necessary for final paper)

- Cottom, Tressie McMillan. 2019 *Thick: And other essays*. The New Press.
- Articles on e-reserve

It is your responsibility to keep up with *all* of the assigned readings. If the reading is not on e-reserves or the link is down, you are responsible for obtaining the reading. As you do the readings, you should be *taking notes* and focusing on the key concepts. These notes will be *extremely helpful* for your memos and final paper (since you will be applying these concepts to your final project topic).

You are also expected to come to class prepared to discuss the material! Be prepared to bring *something* to the discussion of the readings. If you are unsure of the main argument, that's a great place to start! You could also think about discussing points such as: What was the article trying to do? How did you feel reading it? Did you buy their argument? Data? Methods?

Assignments

The assignments and final project are also designed to help you build your skills in synthesis, application, and critique of theories and concepts that we cover in the class. All of the assignments and the final project require that you synthesize material from the course and apply the concepts and theories from the readings to "real world" issues/examples/experiences. You will also help each other develop these skills; part of your assignment grade will be based on giving feedback to a peer through the Canvas Discussion Board. *Please note that the assignments are due on different days at different times. You are responsible for making sure that you submit each assignment by the date & time that it is due.*

You will complete three types of assignments: "Reading memos," "Toy store assignment" and "Final project assignments." Instructions for each assignment are available on Canvas.

Final project

There are no exams in this class. Instead, you will you will produce a poster and a paper on a topic of your choosing. I will give you detailed instructions on what information to include on the final project. To assist you in completing the final project successfully, I have included several staged assignments throughout the semester. These assignments will be incorporated into your final grade. The instructor, the TA, and your peers will give you feedback on these assignments so help guide you in your final project. Please remember that similar to a final exam, this final project should incorporate readings from your syllabus and *demonstrate that you have mastered the material.*

Annotated bibliography: You will produce an annotated bibliography of 5 scholarly articles on your final project topic. You should plan to integrate these studies into your final project.

Outline: You will produce a draft outline of your final paper.

Poster Session: You will present your poster during our official "final exam" timeslot, as decided upon by the University. Yes, that means there is **not a traditional final exam**;

however, your poster and paper act in place of a final “exam” and you absolutely **must be present for the poster session during our final exam timeslot—NO exceptions. If you’re not able to attend class and present your poster during our designated final exam timeslot, please drop the course.** The University has assigned this class a final exam timeslot of **Tuesday, May 3, 8:30 am – 10:30 am.** (This is the assigned day/time for our class’ final exam...)

Final paper: You will receive instructions on the final paper in a separate handout. By the time that you write the paper, you should have completed much of the preparation and be able to incorporate feedback from the instructor, the TA, and your peers into the version that you submit. I strongly suggest that you *leave time to revise the paper at least once.* As you’ll see from the grading rubric, part of your final paper grade will be based on your writing. (Communicating well is an important skill that you will need at Emory and beyond).

Please note that the assignments are due on different days at different times. You are responsible for making sure that you submit each assignment by the date & time that it is due. You also are responsible for managing your time so that you can successfully complete the assignments for this class if there are conflicting deadlines between the assignments for this class and for another class

Grade Breakdown

<u>Topic</u>	<u>Points Possible</u>	<u>Due Date</u>	<u>Time Due</u>
Attendance and Participation	12	Ongoing	8:30 am
Voicethread post #1	S/U	1/14	11:59 pm
READING MEMOS			
Reading memo #1	5	1/18	8:00 am
Reading memo #2	5	2/1	8:00 am
Reading memo #3 pt 1	2	2/8	8:00 am
Reading memo #3 pt 2	5	3/16	8:00 am
Reading memo #4	5	3/25	8:00 am
TOY STORE ASSIGNMENT			
Toy Store Assignment	40	2/27	11:59 pm
Peer feedback	2	2/28	noon
FINAL PROJECT ASSIGNMENTS			
Meeting with Prof. Browne	5	Sign-up	Sign-up
Preliminary Final Project topic	2	2/13	11:59 pm
Final Project topic	5	3/18	noon
Annotated bibliography	35	3/28	noon
Poster draft	10	4/19	8:00 am
Final paper outline (draft)	10	4/19	8:00 am
Peer feedback (in class)	2	4/14	8:30 am
Final paper	75	5/2	11:59 pm
Final poster	30	5/3	8:30 am Location TBA

Total points: 255

Teaching and learning during the pandemic

I realize that some of you may need to be off campus for some portion of the semester. I want our classroom community to thrive no matter the classroom delivery method or your individual methods of participating in class. I cannot guarantee an identical experience for students who cannot be physically in the classroom or an experience that is identical to pre-pandemic semesters, but my goal is to treat all students equitably and to ensure grading is clear, consistent, and fair for all of you.

As always, communication is important. I commit to responding to emails within 48 hours of receipt, and my intention to respond faster than that most of the time. I will likely be slower on weekends. Likewise, if your situation changes regarding health, housing, or in any other regard with respect to your ability to participate in the class, please contact the appropriate Emory student support organization first and then me as soon as feasible. It is easier for me to address your needs if I know about them as soon as they arise. This does not mean I can successfully respond to every request for consideration, but I emphasize that my goal is to treat you all equitably and do what I can to help you succeed in this course.

Classroom safety

Everybody must keep their face mask on at all times when they are indoors on campus, and this includes in our classroom. Your face mask must cover your nose, mouth, and chin, and should fit snugly. Due to the necessity of keeping your PPE on, eating and drinking is forbidden in the classroom. Please read this [Emory advice about quality and fit of mask](#). If you aren't complying with the masking requirement, I will have to ask you to leave the classroom to ensure my safety and the safety of your classmates. Keep in mind that some of your classmates may not be able to be vaccinated and/or are immunocompromised, so Emory's campus masking policy ensures everyone's safety without requiring anybody to disclose their personal situation.

Health considerations

At the very first sign of not feeling well, *stay at home* and reach out for a health consultation. Please consult the [campus FAQ](#) for how to get the health consultation. Recognize that Emory is using several layers of safety: the vaccine mandate, the indoor face mask requirement, and contact tracing.

Attendance policy

This semester due to the pandemic, some students might be sick or will need to go into isolation or quarantine. If you are sick, understand that I will be flexible about attendance. Please make sure to email me so that we can discuss your individual circumstances. For students in quarantine who are well, I will provide ways that you can keep up with your schoolwork. Please also contact me via email if you are in quarantine.

Stress management and mental health

As a student, you may find that personal and academic stressors in your life, including those related to remote study, COVID-19, economic instability, and/or racial injustice, are creating

barriers to learning this semester. Many students face personal and environmental challenges that can interfere with their academic success and overall wellbeing. If you are struggling with this class, please visit me during office hours or contact me via email at socib@emory.edu. If you are feeling overwhelmed and think you might benefit from additional support, please know that there are people who care and offices to support you at Emory. These services – including confidential resources – are provided by staff who are respectful of students' diverse backgrounds. For an extensive list of well-being resources on campus, please go to: <http://campuslife.emory.edu/support/index.html>. And keep in mind that Emory offers free, 24/7 emotional, mental health, and medical support resources via TimelyCare: <https://timelycare.com/emory>.

Other Emory resources include:

- [Counseling & Psychological Services](#)
- [Office of Spiritual & Religious Life](#)
- [Student Case Management and Interventions Services](#)
- [Student Health Services Psychiatry](#)
- [Support During A Crisis: A Guide for Faculty & Staff](#)
- [Emory Anytime Student Health Services](#)

Diversity & Inclusion

At its core, this course embraces a multiplicity of voices and perspectives. We respect people from all backgrounds and recognize the differences among ourselves, including racial and ethnic identities, religious practices, and gender expressions. Please let me know what name you like to be called and your gender pronouns.

Guidelines for engagement

- Listen respectfully, without interrupting.
- Respect one another's views, even when you disagree with them.
- Criticize ideas, not individuals.
- Commit to learning, not debating.
- Avoid blame and speculation. Support your argument with evidence.
- What is said in class stays in class. Hard conversations and statements should remain between members of the class creating a brave space.
- Speak from the "I" perspective: don't assume that you can speak for members of a group that you are a part of

COURSE SCHEDULE

Date	COURSE CONTENT AND ACTIVITIES
1/11 - Tu	Introductions
MODULE 1 WHAT IS GENDER?	
<p>OBJECTIVES: Explain what is meant by the concept, “the social construction of gender” and what it entails (differentiating individuals into a male/female binary through sex assignment at birth and markers of gender, normalizing the binary, assuming heterosexuality and creating inequality.) Explain how gender is a “social structure.” Explain the consequences of not conforming to gender norms.</p>	
1/13 - Th	<p>Sex and Intersex <u>Watch:</u> Clearway, Ajae. <i>Video - One in 2000</i> (outside of class)</p> <p><u>Read:</u> Reis, Elizabeth. 2007. “Divergence or Disorder? The Politics of Naming Intersex.”</p> <p><i>[key concepts: sex, intersex]</i></p>
11/14 - F	<i>Voicethread post #1 due</i>
1/18 - Tu	<p>The Social Construction of Gender: Key concepts* <i>(reading memo #1 due)</i></p> <p><u>Read:</u> Risman, Barbara J, and Georgiann Davis. “From Sex Roles to Gender Structure.” <i>Current Sociology</i> 61, no. 5–6 (September 2013): 733–55.</p> <p><u>In class lecture:</u> The Social Construction of Gender</p> <p><i>[key concepts: social construction of gender; gender structure; gender display; gender role; gender identity]</i></p>
1/20 - Th	<p><u>Watch:</u> <i>Frontline: Growing Up Trans (90 min.)</i> (outside of class)</p> <p><u>Read:</u> West, Candace and Don Zimmerman. 1987. “Doing Gender.” <i>Gender & Society</i>. 1:125-151.</p> <p><u>Watch:</u> Darwin, Helana. 2017. "Doing Gender Beyond the Binary: A Virtual Ethnography." http://tinyurl.com/y7odrxbd</p> <p><i>[key concepts: gender binary; transgender]</i></p>

1/25 - Tu	<p><u>Read:</u> Schilt, Kristen and Laurel Westbrook. 2009. "Gender Normals,' Transgendered People, and the Social Maintenance of Heterosexuality," <i>Gender & Society</i>.</p> <p><i>[key concepts: heteronormativity; research methods]</i></p>
1/27 - Th	** NO CLASS **
MODULE 2: MASCULINITIES, FEMININITIES, AND BEYOND	
<p>OBJECTIVES: Define "hegemonic masculinity" and "emphasized femininity" and provide examples for each concept. Explain how hegemonic masculinity and emphasized femininity are constructed and contested. Explain how hegemonic masculinity and emphasized femininity are related to heteronormativity and gender inequality.</p>	
2/1 - Tu	<p>Masculinities <i>(reading memo #2 due)</i></p> <p><u>Read:</u> McGuffy and Rich. "Playing in the Gender Transgression Zone"</p> <p><u>Read:</u> Harrington, Carol. (2020). "What is "Toxic Masculinity" and Why Does it Matter?" <i>Men and Masculinities</i>, 24(2):345-352.</p> <p><i>[key concepts; hegemonic masculinity; gender transgression zone]</i></p>
2/3 - Th	<p><u>Read:</u> Pascoe, <i>Dude, You're a F-g</i> (Preface and Chap 1)</p> <p><i>[key concepts: gender performance; "object identity;" "f-g discourse" & sexuality]</i></p>
2/8 - Tu	<p>Femininities <i>(reading memo #3 – pt 1 due)</i></p> <p><u>Read:</u> Domeneghetti, Roger. 2018. 'The Other Side of the Net': (Re)presentations of (Emphasised) Femininity during Wimbledon 2016." <i>Journal of Policy Research in Tourism, Leisure and Events</i>, 10(2): 151-163.</p> <p><u>Read:</u> Cottom, Tressie. "Dying to Be Competent," pp. 73-98 in <i>Thick</i>.</p> <p><i>[key concepts; emphasized femininity; agency; competence; gender nonconformity]</i></p>
MODULE 3 HOW DO WE LEARN GENDER NORMS AND MEANINGS?	
<p>OBJECTIVES: Describe the processes through which individuals are socialized into gender identities, learn about the cultural markers of gender and develop gender schemas. Explain</p>	

<p>the child's agency in gender socialization, especially in resistance to gender socialization. Explain the difference between gender as an "on- going accomplishment" and as a set of personality traits.</p>	
2/10 - Th	<p>Families</p> <p><u>Watch video:</u> Social Learning Theory (before class)</p> <p><u>Read:</u> Read, Barbara. 2011. "Britney, Beyoncé, And Me—Primary School Girls' Role Models and Constructions of the 'Popular' Girl." <i>Gender and Education</i> 23(1):1-13.</p> <p><u>Read:</u> Kane, Emily W. 2006. "'No Way My Boys are Going to Be Like That!' Parents' Responses to Children's Gender Nonconformity." <i>Gender & Society</i> 20(2): 149-176.</p> <p><u>Watch video (in class):</u> "They-bies"</p> <p><i>[key concepts: social learning theory; reinforcement; modeling]</i></p>
2/13 – Sun	<i>Preliminary final project topic due</i>
2/14 – Mon	<i>Peer response to preliminary topic due</i>
2/15 - Tu	<p><u>Watch:</u> Cognitive Developmental Theory (before class)</p> <p><u>Read:</u> Martin, C.L. and Ruble, D., 2004. "Children's Search for Gender Cues: Cognitive Perspectives on Gender Development." <i>Current Directions in Psychological Science</i>, 13(2), pp.67-70.</p> <p><u>Read:</u> "Cognition and Gender Development." 2019. Open University. https://www.open.edu/openlearn/body-mind/childhood-youth/childhood-and-youth-studies/childhood/cognition-and-gender-development</p> <p>Recommended: Cuncic, A. 2020. "An Overview of Gender Constancy." https://www.verywellmind.com/an-overview-of-gender-constancy-4688620</p> <p><i>[key concepts: cognitive developmental theory; stages; information-seeking]</i></p>
2/17 - Th	<p><u>Read:</u> Dow, Dawn Marie. 2016. "The Deadly Challenges of Raising African American Boys: Navigating the Controlling Image of the "Thug." <i>Gender & Society</i> 30(2): 161-188</p> <p>In class: Symbolic Interaction Theory</p>

	<i>[key concepts: symbolic interaction theory; meaning; looking-glass self; the “I” and the “me”.]</i>
2/22 - Tu	<p>Symbolic Interaction Theory, cont.</p> <p><u>Read:</u> Kaufman, “The Sociology of College Students’ Identity Formation.” <i>New Directions for Higher Education</i> 2014(166):35-42.</p> <p><u>Read:</u> Karen Hegtvedt and Cathryn Johnson. 2108. “The Individual in a Social World,” in <i>Social Psychology: Individuals, Interaction, Inequality</i>.</p> <p><i>Additional resource:</i> Beeman lecture, “Mead: I, Me, and Generalized Other.” https://www.youtube.com/watch?v=8goe-tCjX1E</p> <p><i>[key concepts: symbolic interaction theory; identity; meaning; looking-glass self; the “I” and the “me.”]</i></p>
2/24 - Th	<p>Schools</p> <p><u>Read:</u> Lopez, Nancy. 2002. “Latinas and Latinos in High School: Re-writing Race and Gender Lessons in the Classroom. <i>Teachers College Record</i> 104(6):1187-1203.</p> <p><u>Read:</u> Flores, Glenda Marisol and Pierrette Hondagneu-Sotelo. 2014. “The Social Dynamics Channeling Latina College Graduates into the Teaching Profession.” <i>Gender, Work and Organizations</i> 21(6):491-515.</p> <p><i>[key concepts: school practices that “race” and “gender” students; characteristics of under-resourced schools; race, class, & career decisions]</i></p>
2/27 – Sun 11:59 pm	<i>Toy Store Assignment due</i>
2/28 – Mon noon	<i>Peer response to toy store assignment due</i>
MODULE 4	
WHAT ARE INTERSECTIONAL APPROACHES TO GENDER?	
<p>OBJECTIVES: Explain the intersectionality perspective -- that gender intersects with race, class and sexuality. Provide examples of intersectionality at the macro and micro level. Describe some of the processes through which gender intersects with race, and how privilege and disadvantage can occur simultaneously for the same individual. Understand how intersectionality occurs at multiple levels of social life, including individual experiences and identities, institutional processes, and state policy.</p>	
3/1 - Tu	Race

	<p><u>Read:</u> Cottom, Tressie McMillan. 2019. "The Price of Fabulousness". Pp. 156-169 in <i>Thick</i>.</p> <p><u>Read:</u> Crenshaw, Kimberlé. 1989. "Demarginalizing the Intersection of Race and Sex." <i>University of Chicago Legal Forum</i> 139-167.</p> <p>In class: "Intersectionality"</p> <p><i>[key concepts: privilege; intersectionality: politics of respectability; status]</i></p>
3/3 - Th	<p><u>Read:</u> Keng, Samantha. 2016. "The Gendered Dimension of the Model Minority Myth: Negotiating Femininity, Sexuality, and Racial Identity in the Experience of Asian American Women." Final paper for WGS200, Fall 2016.</p> <p><i>[key concepts: intersectionality; controlling images; model minority myth]</i></p>
3/8 - 3/10	*** SPRING BREAK ***
3/15 - Tu	<p>Sexualities</p> <p><u>Read:</u> Lamont, Ellen. 2018. "Navigating Campus Hookup Culture: LGBTQ Students and College Hookups." <i>Sociological Forum</i>.</p> <p><u>Read:</u> Wilkins, Amy. 2004. "Puerto Rican Wannabes—Sexual Spectacle and the Marking of Race, Class, and Gender Boundaries." <i>Gender & Society</i> 18:103–21.</p> <p><u>In class:</u> Lisa Wade on hook-up culture</p> <p><i>[key concepts: intersections of gender, race, and sexuality; sexual scripts; agency]</i></p>
3/16 - W	<i>Reading memo #3 - pt 2 due</i>
3/17 - Th	<p>Social Class</p> <p><u>Read:</u> Fast Focus Policy Brief No. 53-2021 "The Complexity of LGBT Poverty in the United States." https://www.irp.wisc.edu/resource/the-complexity-of-lgbt-poverty-in-the-united-states/</p> <p><u>Read:</u> Cottom, "Black is Over (Or, Special Black)." Pp. 127-152 in <i>Thick</i>.</p> <p><u>Read:</u> Rao, "Business or Personal? Gendered Professional Pathways after Job Loss." http://www.wipsociology.org/2021/12/16/business-or-personal-gendered-professional-pathways-after-job-loss/</p> <p><u>In class:</u> finding articles for the annotated bibliography assignment</p> <p><i>[key concepts: definitions of social class; class inequalities; intersections of</i></p>

	<i>gender, race, and social class]</i>
3/18 - F	Submit final project topic
MODULE 5 HOW DO INSTITUTIONS SHAPE GENDER? HOW DOES GENDER SHAPE INSTITUTIONS?	
OBJECTIVES: Understand “structural” processes and “cultural” processes, and how they are inter-related. Identify and provide examples for the ways that the media promote ideal body types. Apply theories of gender and intersectionality to patterns in the media. Discuss and provide examples for the effects of the media’s body ideals on gender inequality and individual self-concepts.	
3/22 - Tu	Labor Market/Counter-theories <u>Read:</u> Kanazawa, Satoshi. 2005. "Is “Discrimination” Necessary to Explain the Sex Gap in Earnings?" <i>Journal of Economic Psychology</i> 26(2):269-287. <u>Read:</u> Gerstel, Naomi. 2000. “The Third Shift: Gender and Care Work Outside the Home.” <i>Qualitative Sociology</i> , 23(4):467-483.
3/24 - Th	Media <u>Read:</u> Cottom, Tressie. “In the Name of Beauty.” Pp. 33-72 in <i>Thick</i> . <u>Read:</u> Katz, Sydney. 1995. “The Importance of Being Beautiful.” <u>Read:</u> Huang, Eddie. “Bamboo Ceiling TV.” <i>[key concepts: beauty myth; media messages]</i>
3/25 - F	<i>Reading memo #4 due</i>
3/28 - M	<i>Annotated bibliography due</i>
3/29 - Tu	<u>Read:</u> Stephens, Dionne and Layli Phillips. 2003. “Freaks, Gold Diggers, Divas, and Dykes: The Sociohistorical Development of Adolescent African American Women’s Sexual Scripts.” <i>Sexuality and Culture</i> 7:3-49. <u>Read:</u> Dittmar, Helga. 2006. “Does Barbie Cause Girls to Want to Be Thin?” <i>Developmental Psychology</i> 42(2):283-292. <i>[key concepts: gender, race, and media effects]</i>
3/31 - Th	FILM (in-class): <i>Made in India</i>

4/5 - Tu	Healthcare System <u>Read:</u> Pande, Amrita. 2010. "Commercial Surrogacy in India: Manufacturing a Perfect Mother-Worker." <i>Signs</i> . 35(4): 969-992. FILM and discussion: <i>Made in India</i> , Pande
4/7 - Th	<u>Read:</u> Narayan, Uma. 1997. "Cross-Cultural Connections, Border-Crossings, and 'Death by Culture.'" In <i>Dislocating Cultures: Identities, Traditions, and Third World Feminisms</i> . NY: Routledge.
MODULE 6 WHAT ARE THE STRATEGIES TO FIGHT FOR GENDER JUSTICE?	
OBJECTIVES: Explain the ways that gender justice could be achieved. Demonstrate a comprehensive understanding of the course materials through completing the final project assignment.	
4/12 - Tu	<u>Read:</u> hooks, bell. "Dig Deep: Beyond Lean In" <i>The Feminist Wire</i> 10/28/2013. http://thefeministwire.com/2013/10/17973/
4/14 - Th	Workshop final projects (in-class outline and poster exercises)
4/19 - Tu	<i>Poster (draft) due</i>
4/19 - Tu	<i>Outlines (draft) due</i>
4/19 - Tu	Workshop outlines
4/21 - Th	LAST DAY
5/2 - M	Paper due
5/3 - Tu	Poster presentation (attendance required) 8:30 am – 10:30 am See full final exam schedule at: https://registrar.emory.edu/faculty-staff/exam-schedule/spring-2022.html