

SOC 225/ WS 231: Sociology of Sex and Gender
Spring 2016
Tues/ Thurs 2:30-3:45
Tarbutton 105

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Office Hours: Wednesday 9-10am and by appointment (White Hall 300)

COURSE DESCRIPTION AND OBJECTIVES:

This course is designed to familiarize you with key concepts, paradigms, and debates that have guided the sociology of sex and gender over the past several decades. We will begin from the basic premise of the sociology of gender: that biological sex and socially constructed gender are distinct. Taking this distinction as our starting point, we will explore a variety of questions, including: How is gender socially constructed? Do gender and sex always “match”? How do other social categories, such as race and sexuality, influence sex and gender?

In the first part of the course, we will explore sociological theories of gender, including explanations of the ways that gender intersects with other social categories, such as race, class, sexuality, and dis/ability. In the second part of the course, we will explore the relationships between gender and social institutions including work, education, the media, the family, and the legal and political systems. Throughout the course, we will focus on understanding how people learn about, experience, and “do” gender in everyday life.

Note on course content: This course will include open, frank, and sometimes challenging conversations about inequalities, experiences of discrimination, and constructions of deeply personal experiences including but not limited to families, sexualities, and relationships. We will examine representations of gender in contemporary culture and media, which include sexual language, imagery, and behaviors. As with any scholarly endeavor, the point of our inquiry is critical understanding. You will be expected to participate in our class discussions in a way that is respectful of others, and that relies on sociological rather than anecdotal evidence. If you do not feel comfortable hearing about, viewing, and discussing controversial topics including gender and sexualities in a scholarly context, please reconsider your intention to take the course.

COURSE MATERIALS:

The textbook for this course, Mary Holmes’ *Gender and Everyday Life* (Routledge, 2009), is available at the campus bookstore.

All other readings for the course are available on Reserves Direct at:
<https://ereserves.library.emory.edu/reserves2/index.php>.

COURSE REQUIREMENTS

REQUIREMENT	WEIGHT
2 Analysis Papers @ 10% each	20%
Doing Gender Group Project and Presentation	25%
Quizzes	25%
Final Exam	30%

Analysis Papers (2 @ 10% each)

Each analysis paper will provide you with the opportunity to use the concepts you have learned in the course to analyze gender from a sociological perspective. Each paper should be 1,200-1,800 words (not including the bibliography), and should be typed, double-spaced, with your name, the course number and section number, and the assignment name at the top. You should draw on at least two course readings (one may be the textbook) in your analysis. Grades will be based on the depth of the analysis, the accurate application of sociological concepts in the formulation of the analysis, and the clarity of the writing.

Violating a Gender Norm Paper

Due Thurs Feb 11

Brief description (1-2 sentences) of norm to be violated due Tues Jan 26

You must receive approval of your norm before you conduct your violation exercise.

In your paper, you should clearly describe the norm you have chosen to violate. How do we know it is a *gender* norm? How are people socialized to this norm? How, if at all, does this norm vary across settings; imagine other settings in which you might have enacted this behavior; would this behavior constitute a gender norm violation in those settings? Is this norm the same for people of all ages, abilities, socioeconomic statuses, and race/ethnicities? What reactions, if any, did you receive in response to your norm violation?

Gender in Advertisements Paper

Due Thurs Mar 17

This paper gives you the opportunity to apply what you've learned in the course to conduct a sociological analysis of representations of gender. Select at least three advertisements for a similar type of product (e.g. three advertisements for clothing). You may choose print or digital ads; if you choose print ads, please staple them to the back of your paper; if you choose digital ads (a TV or web ad), please write a few sentences describing the ad and staple the description to the back of your paper. What messages about gender, if any, does the advertisement contain? What, if anything, does it tell us about who people are or should be in terms of gender? Does the ad rely on a binary construction of gender? Would the ad work if the models were of a different gender or genders? How, if at all, would the message of the ad change if the gender(s) of the models were different? In what ways might this ad contribute to gender socialization?

Doing Gender Project and Presentation (25%)

Due Tues Apr 12

This project will provide you with the opportunity to conduct sociological research. Along with your group members (each group will have approximately 5 members), you will collect and analyze observational data on how people “do gender” in a particular social setting. Your group will sign up for a general social setting (e.g. a restaurant) and each group member should select a different location (e.g. fast food restaurant, casual diner, upscale restaurant) to allow for comparison across locations. Each group will give a presentation on their findings and analysis. More details about this project are available in the Doing Gender Project handout.

Quizzes (25%)

Several unannounced quizzes will be given during the semester. Quizzes will cover both readings and lectures. Quizzes may not be made up except in the case of an absence for an Emory-sponsored event or a documented emergency. Your lowest quiz grade will be dropped.

Final Exam (30 %)

The final exam will cover material from the entire course.

GRADING SCALE		
A	93-100	Achievement <i>outstanding</i> relative to the level necessary to meet course requirements
A-	90-92	
B+	88-89	
B	83-87	Achievement <i>significantly above</i> the level necessary to meet course requirements
B-	80-82	
C+	78-79	
C	73-77	Achievement meeting the <i>basic</i> course requirements in every respect
C-	70-72	
D+	68-69	
D	63-67	Achievement <i>worthy of partial credit</i> that does not meet the basic requirements
D-	60-62	
F	60 and below	Performance <i>failing</i> to meet the basic course requirements

COURSE POLICIES

Attendance Policy

You are allowed two “freebie” absences. Each absence beyond the two allowed will result in a loss of one point on your final grade. You must be present at the beginning of class when I pass around the sign-in sheet to sign in and be counted as present for the day. Late papers will incur a 10 point penalty per 24-hour period from when they are due. Quizzes, the group presentation, and the final exam may not be made up except in the case of a documented emergency.

If you miss class, please do not e-mail me to find out what you missed; get lecture notes and any information you may have missed from a classmate:

Classmate #1 contact info: _____

Classmate #2 contact info: _____

Electronic Devices

Please remember to turn off all electronic devices (e.g. mp3 players, cell phones, etc.) before coming into class. If I see you texting during class, you will be asked to leave class and will be marked as absent for the day. If you have a special situation that requires you to have a cell phone or beeper on during our class (e.g. sick family member, on-call sexual assault volunteer), please notify me before class. The use of laptops is permitted only by arrangement through the Office of Access, Disability Services, and Resources (ADSR).

Disability Accommodations

If you are in need of accommodation for this class, please notify me as soon as possible so that we can make arrangements that will facilitate your full participation in this course. For more information, please see the ADSR website at:

<http://equityandinclusion.emory.edu/access/students/index.html>.

Honor Code/ Plagiarism

Every student enrolled in Emory College is bound by the university's honor code, which prohibits any form of academic dishonesty, including cheating and plagiarizing. Violations of the honor code will immediately be referred to the Honor Council.

Office Hours and Instructor Availability

You are always welcome to use office hours or make an appointment to discuss questions or concerns about our class or any other issue that affects your life at Emory. Also remember that you can talk to a trained counseling staff member—free and confidentially—at the Emory counseling center at any point during your academic career. For more information, see

<http://www.emory.edu/SCOUNSEL>.

It's fine to use e-mail for quick questions about concerns not addressed on the syllabus, but questions about assignments, your course performance, or concepts from lectures, discussions, and readings should take place during office hours. I check e-mail regularly and will do my best to reply to your messages promptly (usually within 48 hours). I do not read e-mails without subject lines.

Grade Review Policy

If you feel that the grade you have earned on an assignment/ assessment is inaccurate, you may request a grade review by submitting a written explanation of why you feel your grade is inaccurate along with the original graded assignment/ assessment within 2 class periods from when the grade is returned to you (e.g. if I return a quiz a paper in class on Tuesday, you must submit a written appeal by the next Tuesday). Once I have reviewed your original grade and your written appeal, I will schedule an appointment with you to discuss the outcome of the review. I reserve the right to raise or lower the grade under review.

Syllabus Subject to Change

This syllabus is subject to change with advance notice.

COURSE SCHEDULE

Tues Jan 12: Introductions

Thurs Jan 14: Sociology of Sex and Gender

Winterson, Lives of Saints

Holmes, Introduction, p. 1-5

Tues Jan 19: Sociology of Sex and Gender

Goffman, the Arrangement Between the Sexes

Thurs Jan 21: Sociology of Sex and Gender

Lorber, Night to His Day: The Social Construction of Gender

Lorde, Age, Race, Class, and Sex: Women Redefining Difference

Tues Jan 26: Learning and Doing Gender

Holmes, Learning and Doing Gender p. 34-57

Barnett and Rivers, Men and Women are from Earth

Norm violation description due

Thurs Jan 28: Learning and Doing Gender

West and Zimmerman, Doing Gender

Tues Feb 2: Learning and Doing Gender

Kessler, the Medical Construction of Gender: The Case Management of Intersexed Infants

Holmes, Sexed Bodies p. 15-33

Thurs Feb 4: Learning and Doing Gender

Ridgeway, Framed Before We Know It: How Gender Shapes Social Relations

Tues Feb 9: Learning Gender: the Media

Katz, Eminem's Popularity is a Major Setback for Girls and Women

Thurs Feb 11: Learning Gender: the Media, cont'd

Ruby, Women's 'Cock Rock' Goes Mainstream

DeLeon, If Women Ran Hip Hop

Violating Gender Norm Paper due

Tues Feb 16: Gender as Structure

Johnson, What Patriarchy?

Frye, Oppression

Thurs Feb 18: Gender as Structure

Johnson, Patriarchy, the System: An It, Not a He, a Them, or an Us

Tues Feb 23: Sexual Violence

Sheffield, Sexual Terrorism

Pelka, Rape: A Male Survivor Breaks His Silence

Sunday, Pulling Traing
Anonymous, the Rape of Mr. Smith

Thurs Feb 25: Families

Gerson, Dilemmas of Involved Fatherhood
Warner, the Myth of the Perfect Mother

Tues Mar 1: Families

Lorde, Man Child: a Black Lesbian Feminist Response
Kane, No Way My Boys Are Going to be Like That!: Parents' Responses to Children's Gender Nonconformity

Thurs Mar 3: Friendships and Relationships

Walker, I'm Not Friends the Way She's Friends: Ideological and Behavioral Constructions of Masculinity in Men's Friendships
England et al., Hooking Up and Forming Romantic Relationships on Today's College Campuses

Tues Mar 8: Spring Break

Thurs Mar 10: Spring Break

Tues Mar 15: Education

Kimmel, What About the Boys?: What the Current Debate Tells Us—and Doesn't Tell Us—
About Boys in School

Thurs Mar 17: Education

Morris and Daniel, Perceptions of a Chilly Climate: Differences in Traditional and Non-
Traditional Majors for Women

Gender in Advertisements Paper due

Tues Mar 22: Work

Henson and Rogers, Why Marcia You've Changed!: Male Clerical Temporary Workers Doing
Masculinity in a Feminized Occupation

Crittenden, Sixty Cents to a Man's Dollar

Bose and Whaley, Sex Segregation in the U.S. Labor Force

Thurs Mar 24: Work

Hochschild, the Second Shift

Ehrenreich, Maid to Order

Mainardi, The Politics of Housework

Lumumba-Kasongo, My Black Skin Makes My White Coat Vanish

Tues Mar 29: Sexualities

Kimmel, Ritualized Homosexuality in a Nacirema Subculture

Kimmel and Plante, The Gender of Desire: The Sexual Fantasies of Women and Men

Thurs Mar 31: Beyond Sex and Gender?

Holmes, Conclusion

Tues Apr 5: Work on Doing Gender Group Presentations

Thurs Apr 7: Finalize Doing Gender Group Presentations

Tues Apr 12: Doing Gender Group Presentations

Thurs Apr 14: Doing Gender Group Presentations

Tues Apr 19: Doing Gender Group Presentations

Thurs Apr 21: Final Exam Review

Fri Apr 29: 3-5:30pm: Final Exam