

SOCY 56/WGSS 34.4 - The Sociology of Gender

Spring Quarter 2017

Class Meets in 213 Dartmouth Hall, 2A: TR 2:25–4:15pm (X-hour: W 4:35-5:25pm)

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Office hours: Wednesdays 2:00-4:00 or by appointment

Course Description:

What is gender? This seminar examines multiple sociological perspectives on what it means to be a woman, man, boy, or girl in everyday life - including gender as a social structure, an identity, an ideology, and something people “do.” Readings and discussions reflect a belief that diversity (race/ethnicity, class, age, sexuality, etc.) is central to the study of gender. Possible topics include: language, the body, science, the wage gap, education, and masculinity during young adulthood.

Learning Objectives:

By the end of this course, students will:

1. Be exposed to a wide range of texts about gender
2. Be able to identify, explain, and analyze concepts used in the sociological study of gender
3. Be able to identify and defend different theoretical approaches to the study of gender
4. Have practiced discussing sociological scholarship on gender
5. Have engaged in sociological research on gender and shared their findings in an oral and written report
6. Develop a deeper understanding of how gender shapes our personal experiences, views, choices and behavior

Course Requirements and Evaluation:

1. Attendance, participation, and weekly reflection journals. Your attendance and active participation are crucial to this seminar. One of the most stimulating and pleasurable things about seminars is the opportunity to raise and grapple with wide-ranging questions about topics covered in a course. Participation will help you better process and understand the material we cover while also increasing our collective understanding. Active involvement in class discussions and activities also make up 15% of our course grade. Active class participation has many dimensions, including enthusiastic and intellectually-rigorous discussion (talking and listening), coming to class prepared by having completed the readings, work on in-class assignments, and regular class attendance. Please note that regularly attending class is necessary but not sufficient for an A in class participation.

The weekly reflection journals are also an important part of class participation. At the end of every week (by Sunday at 11:59pm), you will post a 250-500 word reflection to Canvas. These reflections should each be responses to a prompt, provided the week before. Although these are reflections, you should use examples from class discussions, activities, lectures and readings to support your points. Writing these reflections will help you more deeply engage with the course, track your personal learning and growth, and assist you as you write the final reflection paper. They will help me to get to know each of you and to adjust the course in order to make it the best learning experience for the class as a whole. To receive credit, each reflection should (a) be reflective, not merely a summary of course content, (b) respond to this week's prompt, (c) use examples from course content – this can be from class discussions, activities, lectures, or readings, (d) be the appropriate length (250-500 words) and submitted on time (posted to Canvas by Sunday night at 11:59pm).

In the event that you miss a class for any reason, you are responsible for getting class notes for that class from another student. As a general policy, I do not make my notes available. After you review your classmate's notes, I would be happy to meet with you to talk about the material or answer questions about anything that is unclear.

2. Keeping up with the reading. In order for our class discussions to be lively and productive, students must complete the assigned readings prior to class.

The following required books are available for purchase at the Dartmouth Bookstore and Wheelock Books. They are also available on 2-hour reserve in Baker Library.

(1) A reader, *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities* (Fifth Edition), Edited by Joan Z. Spade and Catherine G. Valentine, Sage, 2016. ISBN: 9781483379487

(2) Pascoe, C.J. *Dude, You're a Fag: Masculinity and Sexuality in High School*. University of California Press, 2007. ISBN: 9780520252301

Additional readings are available on our course Canvas site.

3. Seminar facilitation. Each student must co-facilitate one seminar discussion.

Seminar facilitators are responsible for one hour of class time, including presentation and discussion. Your presentation should be 10-15 minutes and you should prepare a visual presentation (such as PowerPoint) or distribute a handout with written questions and/or comments to the class to structure the discussion. The facilitators will have help from other students who will be prepared with their own comments and questions. The idea is to inspire lively, challenging discussion. Facilitators should briefly summarize the material but then raise issues, themes, questions, or reflections on the reading's implications for the sociology of gender, for work of your own, for social change, or for whatever seems pertinent to your intellectual concerns. Presentations may cover only one reading or may synthesize several readings. You must let me know which reading(s) you will be presenting on and provide an outline of what you plan to cover at least 48 hours before the class you will facilitate (e.g., by Sunday at 2:25 for a Tuesday presentation; Tuesday at 2:25 for a Thursday presentation). More details, including the grading rubric that I will use to evaluate these presentations is posted on Canvas.

4. Midterm exam. The midterm exam will be completed in-class and will be open notes, which means that you may consult your notes, handouts, and readings to answer exam questions, but

you should put materials into your own words when answering questions. In the class session prior to the exam, I will distribute a list of possible questions. For the exam, you will then be asked to answer a selection of these questions. They will be open-ended questions, where you will craft an argument and support that position with evidence from the class. You may study together; in fact, I encourage it. However, exams should be completed independently; you should not discuss the exam or your answers with classmates or anyone else while completing it.

5. An end-of-the-semester paper and presentation. Your final paper will be 10-12 pages, double spaced, and be a research paper focused on a topic of your choice related to gender. In order to complete this paper, you will conduct sociological research using content analysis and a scholarly literature review on a topic of your choice.

You will share the results of your research with the class during a 10-minute presentation in the last week of the term.

You will submit a short (1-page) proposal of the topic you are considering for your final paper. Your proposal should include details about your purpose, methodology, connections to class readings and theories, and significance (see detailed instructions). Before class on 4/11, you should post your proposal to your assigned discussion board on Canvas. In class, we will discuss proposal review. Before class on 4/13, you should have reviewed two peers' proposals and posted those to your discussion board on Canvas. You will receive feedback from two classmates (and provide feedback to two classmates). You should respond to these reviews on your discussion board and revise your proposal. The next class session, on 4/18, you will turn in a revised version of this proposal to me and post it on Canvas. I will provide feedback to you.

Your paper should include:

- (A) An introduction, which identifies your topic and discusses why this topic is important
- (B) A short review of the scholarly literature on this topic. You should include at least 3 course readings and 5 additional scholarly readings. You should discuss this research, what it concludes, and what unanswered questions remain.
- (C) A methods section that includes your research question and how you went about answering it. In other words, what did you expect to find, what did you examine, what cultural artifacts did you study, how did you examine/code them?
- (D) Discuss the main findings of your study. What did you find, and did it confirm your expectations? It is likely that you will not be able to discuss everything that you found, so you should focus on the findings that link to your research question and discussion of the scholarly literature on this topic.
- (E) What conclusions can you draw from your study? What did you learn through conducting this research, what questions remain, and what might future research address?
- (F) Include a reference list that includes any sources you cite.

In class, we will read several research studies based on content analysis, and we will discuss and practice doing content analysis. I do not expect that you come into the class with prior experience with this method.

On Canvas now are detailed instructions for the proposal. By week 4, I will distribute a detailed instruction sheet and grading rubrics for the final paper and presentation. On Canvas now are two

student papers that received As in the past term. You'll see that the content analyses done were quite different in scope and content, but both are well done empirically and are well connected to course content and other sociological research. Please note that there have been some changes to the assignment since this term, so please follow the current instruction sheet and grading rubric closely.

Note: I will not read text beyond the page limits of the assignment. Unless we've made prior arrangements, I will not accept electronic versions of your papers; please turn in stapled hard copies of your papers. You can hand them in to me in person (my office is 103 Silsby) or to my mailbox (in the sociology office, 111 Silsby) by **11:30AM on Sunday, June 4.**

Grading:

Percentage of Final Grade		Final Course Grade	
Participation and Attendance	15%	A = 94.0-100	C+ = 77.0-79.99
Seminar Facilitation	15%	A- = 90.0-93.99	C = 74.0-76.99
Midterm Exam	30%	B+ = 87.0-89.99	C- = 70.0-73.99
Paper Proposal	5%	B = 84.0-86.99	D = 60.0-69.99
Final Paper	25%	B- = 80.0-83.99	E < 60.0
Presentation of Final Paper	10%		

Course Guidelines and Policies:

Honor Principle: Assignments will be conducted in accord with the principles of academic honor detailed in the Dartmouth Organization, Regulations and Courses. I encourage you to discuss ideas from class with your classmates. However, unless otherwise noted, assignments should be completed independently and all work turned in should be your own. If your topic for the final paper is one that you're exploring in another class, independent study, or other academic work, you must let me and the other professor(s) know. I encourage students to read Dartmouth's statement on Sources and Citations:

<http://www.dartmouth.edu/~writing/sources/>

Religious Holidays: Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me ASAP to discuss appropriate accommodations.

Students with Disabilities: Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me as soon as possible, and no later than the end of the second week of the term. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation requested. Information about Student Accessibility Services is available at: <http://www.dartmouth.edu/~accessibility/>

Letters of Recommendation: I get many requests for letters and I have a handout describing the materials I need at least two weeks prior to your deadline. If you expect to need a letter from me after the term ends, please let me know while you're still in the class so that I can have more

detailed notes to write a stronger letter on your behalf. I enjoy writing letters for students who have stood out in some way and I take writing these letters quite seriously.

Late Submissions: The submission of assignments is expected on the indicated “due date” during that day’s class meeting (unless otherwise stated). Requests for extensions should be made prior to the due date. Please note that grades on non-approved late submissions will be penalized. Any work turned in more than 10 minutes after the start of class is considered late and the grade will be reduced by one step (for example, from a B to a B-). The grade will be reduced by an additional step for each day it is late. Work turned in after class begins is considered one day late. Work turned in the day after class is considered two days late.

Grade Disputes: Any student who wishes to dispute a grade earned on any assignment, paper, or exam may do so by submitting a written memo detailing specifically why the assignment should receive a different grade. The memo should explain how the assignment met the requirements or how the answer as written (and not based on what could be inferred from what was written) addressed the question. The memo should be submitted within one week of receiving the grade. Your graded assignment and rubric should also be attached.

Classroom Etiquette: Disruptions to class negatively affect everyone’s ability to learn. If you must arrive late or leave early, please notify the instructor in advance and sit by the door to minimize disruptions. It is inappropriate to use cell phones or use laptops for activities outside of taking notes (such as email or facebook). Disruptions will reduce your participation grade.

In this class, we will speak frankly about a variety of issues relating to gender, including gender variations, sexuality, politics, and violence. These can often be emotional topics about which many people hold strong beliefs and values. One of the goals of this course is to challenge you to think deeply and critically about these issues, not to change your mind. All points of view are welcome in this class, but comments made must be respectful of others in the class.

Class Schedule:

Readings that are not from any of the books (Kaleidoscope or Pascoe) are available online at our class Canvas site (C).

DATE		TOPIC AND READINGS
3/28	T	<u><i>Introduction to Course</i></u> <i>No Readings</i>
3/30	R	<u><i>Key Terms: Sex and Gender</i></u> <ul style="list-style-type: none"> • Kaleidoscope, Introduction (pages xv-xxv) • Kaleidoscope, Reading 2. Betsy Lucal, “What It Means to Be Gendered Me” • Kaleidoscope, Reading 25. Kyle Green and Madison Van Oort, “‘We Wear No Pants’: Selling the Crisis of Masculinity in the 2010 Super Bowl Commercials” • (C) Lois Gould, “X: A Fabulous Child’s Story”
4/4	T	<u><i>Learning Gender and Introduction to Content Analysis</i></u> <ul style="list-style-type: none"> • Kaleidoscope, Reading 16. Elizabeth Rahilly, “The Gender Binary Meets the Gender-Variant Child: Parents’ Negotiations with Childhood Gender Variance” • Kaleidoscope, Reading 18. Janice McCabe et al., “Gender in Twentieth-Century Children’s Books” • Kaleidoscope, Reading 21. Adie Nelson, “The Pink Dragon is Female: Halloween Costumes and Gender Markers”
4/6	R	<u><i>Introduction to Feminist and Other Theoretical Approaches</i></u> <ul style="list-style-type: none"> • (C) National Organization for Women (NOW). 1968. “Bill of Rights.” www.now.org • (C) Steven Goldberg, “Is Patriarchy Inevitable?” • (C) National Organization for Men Against Sexism (NOMAS). 1975. “Statement of Principles.” www.nomas.org/principles • (C) David M. Buss. 1985. “The Strategies of Human Mating.” <i>American Scientist</i> 82:238-249.
4/11	T	PROPOSAL DUE (POST TO DISCUSSION BOARD ON CANVAS) <ul style="list-style-type: none"> • Kaleidoscope, Reading 48. The Santa Cruz Feminist of Color Collective, “Building on ‘the Edge of Each Other’s Battles’: A Feminist of Color...” • (C) Marilyn Frye. 1983. “Oppression.” <i>The Politics of Reality</i>. Crossing Press. • (C) Judith Butler. 1991. “Imitation and Gender Insubordination” in <i>Inside Out: Lesbian Theories, Gay Theories</i>, ed. Diana Fuss. Routledge. • (C) Evelyn Reed. 1970. “Women: Caste, Class, or Oppressed Sex?” <i>International Socialist Review</i> 31(3):15-17 & 40-41.

DATE		TOPIC AND READINGS
4/13	R	<p><u><i>Gender as an Institutionalized System</i></u> PROPOSAL REVIEW DUE (POST TO CANVAS)</p> <ul style="list-style-type: none"> • Kaleidoscope, Reading 1. Barbara Risman, “Gender as a Social Structure: Theory Wrestling with Activism” • Kaleidoscope, Reading 31. Joan Acker, “Inequality Regimes: Gender, Class and Race in Organizations” • (C) Marci Cottingham. 2014. “Recruiting Men, Constructing Manhood.” <i>Gender & Society</i> 28(1):133-156.
4/18	T	<p><u><i>Gender in Interactions and Gendered Interactions</i></u> REVISED PROPOSAL & RESPONSE DUE (BRING 1 COPY OF REVISED PROPOSAL TO CLASS & POST BOTH TO CANVAS)</p> <ul style="list-style-type: none"> • (C) Candace West and Donald Zimmerman. 1987. “Doing Gender.” <i>Gender & Society</i> 1:125-151. • (C) Barbara Risman. 2009. “From Doing to Undoing: Gender As We Know It” <i>Gender & Society</i> 23:81-84. • (C) Kristen Schilt and Laurel Westbrook. 2009. “Doing Gender, Doing Heteronormativity.” <i>Gender & Society</i> 23(4):440-464.
4/20	R	<p><u><i>Feminist Critiques of Knowledge</i></u></p> <ul style="list-style-type: none"> • (B) Sandra Harding. 1986. “From Feminist Empiricism to Feminist Standpoint Epistemologies” (Chapter 6) in <i>The Science Question in Feminism</i>. Ithaca: Cornell University Press. • (B) Donna Haraway. 1988. “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective.” <i>Feminist Studies</i> 14:575-599. • (B) Uma Narayan. 1989. “The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist” in <i>Gender/Body/Knowledge</i>, eds. Alison M. Jaggar and Susan R. Bordo. Rutgers University Press.
4/25	T	<p><u><i>Intersectionality</i></u></p> <ul style="list-style-type: none"> • Kaleidoscope, Reading 7. Bonnie Thornton Dill and Marla H. Kohlman, “Intersectionality: A Transformative Paradigm in Feminist Theory and Social Justice” • Kaleidoscope, Reading 9. Karen Pyke and Denise Johnson, “Asian American Women and Racialized Femininities: ‘Doing’ Gender Across Cultural Worlds” • Kaleidoscope, Reading 10. Bandana Purkayastha, “Intersectionality in a Transnational World”

DATE		TOPIC AND READINGS
4/27	R	<p><u>Dating and Sexuality</u></p> <ul style="list-style-type: none"> • Kaleidoscope, Reading 42. Laura Hamilton and Elizabeth A. Armstrong, “Gendered Sexuality in Young Adulthood” • (C) Cristen Dalessandro and Amy Wilkins. 2017. “Blinded by Love: Women, Men, and Gendered Age in Relationship Stories.” <i>Gender & Society</i> 31(1):96-118. • (C) Aziz Ansari. 2015. “Chapter 2” in <i>Modern Romance</i>. New York: Penguin.
5/2	T	MIDTERM EXAM
5/4	R	<p><u>Family</u></p> <ul style="list-style-type: none"> • Kaleidoscope, Reading 39. Irene Padavic and Jonniann Butterfield, “Mothers, Fathers, and ‘Mathers’: Negotiating a Lesbian Co-Parental Identity” • Kaleidoscope, Reading 40. Carla Shows and Naomi Gerstel, “Fathering, Class, and Gender” • (C) Colleen Nugent. 2010. “Children’s Surnames, Moral Dilemmas.” <i>Gender & Society</i> 24(4):499-525.
5/9	T	<p><u>Work</u></p> <ul style="list-style-type: none"> • Kaleidoscope, Reading 33. Adia Harvey Wingfield, “Racializing the Glass Escalator: Reconsidering Men’s Experiences With Women’s Work” • Kaleidoscope, Reading 35. Amy Wharton, “(Un)Changing Institutions: Work, Family, and Gender in the New Economy” • (C) Liza Mundy. 2017. “Why Is Silicon Valley So Awful to Women?” <i>The Atlantic</i>, April. • (C) Sam Polk. 2016. “How Wall Street Bro Talk Keeps Women Down.” <i>The New York Times</i>, July 7.
5/11	R	<p><u>The Body</u></p> <ul style="list-style-type: none"> • Kaleidoscope, Reading 11. Christine Helliwell, “‘It’s Only a Penis’: Rape, Feminism and Difference” • (C) Allyson Stokes. 2015. “The Glass Runway.” <i>Gender & Society</i> 29(2):219-243. • (C) Gloria Steinem. 1978. “If Men Could Menstruate.” <i>Outrageous Acts and Everyday Rebellions</i>. New York: Owl Book.
5/16	T	<p><u>Social Change</u></p> <ul style="list-style-type: none"> • Kaleidoscope, Reading 46. Laura Briggs et al. “Roundtable: Reproductive Technologies and Reproductive Justice.” • Kaleidoscope, Reading 47. Courtney Martin and Vanessa Valenti. “#FemFuture: Online Revolution” • (C) Sherryl Kleinman, “Why Sexist Language Matters” (AlterNet.com article)

DATE		TOPIC AND READINGS
5/18	R	<u>Theory Application</u> <ul style="list-style-type: none"> • Pascoe, <i>Dude, You're a Fag</i>, Chapters 1-4
5/23	T	<ul style="list-style-type: none"> • Pascoe, <i>Dude, You're a Fag</i>, Chapters 5-6 & Appendix (finish the book)
5/25	R	STUDENT PRESENTATIONS (NO READINGS)
5/30	T	STUDENT PRESENTATIONS (NO READINGS)
6/4	S	FINAL PAPER DUE BY 11:30AM on Sunday, June 4