

# **SOCY 56/WGSS 34.4 - The Sociology of Gender**

## **Winter Quarter 2023**

2A: Tuesday & Thursdays 2:25–4:15 in Blunt 007

### **Professor Janice McCabe**

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Office hours: Mondays 10-11am on [zoom](#), Wednesday 1-2pm in Blunt 301A, or by appointment (Office hours are open, meaning that I don't take appointments; please stop in. I view office hours as a time for us to not only go over course material and larger course aims, but also an opportunity to talk about sociology, my research, your academic interests, how this course relates to larger issues, etc.)

### ***Course Description:***

What is gender? This seminar examines multiple sociological perspectives on what it means to be a woman, man, boy, girl, or nonbinary in everyday life - including gender as a social structure, an identity, an ideology, and something people “do.” Readings and discussions reflect a belief that gender is experienced differently according to how it intersects with other identities (including race/ethnicity, class, age, sexuality, etc.). 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. **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 book is required for this course. It is available via Project Muse through our library (it's unlimited access, but you'll need to use Dartmouth's VPN):

- Meadow, Tey. 2018. *Trans Kids: Being Gendered in the Twenty-First Century*. University of California Press. ISBN: 9780520275041  
[https://search.library.dartmouth.edu/permalink/01DCL\\_INST/ruglp7/alma991033347284005706](https://search.library.dartmouth.edu/permalink/01DCL_INST/ruglp7/alma991033347284005706)

Additional readings are available on our course Canvas site.

**2. Weekly reflection journals and 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). You may skip one week (or I'll drop your lowest score), no questions asked.

Your attendance and active participation are crucial to this seminar. You are expected to attend class in person; however, there may be times when you need to miss class due to emergent circumstances like illness or other medical reasons, family emergencies, etc. Please do not attend class if you are sick, if you are in [isolation after testing positive for COVID-19](#), or if you have been instructed to stay home by Student Health Services. During the time you are not able to attend class in person, if you feel well enough, you can continue class work as detailed below. However, I encourage you to prioritize taking care of yourself if you are not feeling well or have diminished capacity. If you are unable to continue class work while absent or are out of class for longer than two weeks (*i.e., four class meetings*), I will work with you and your dean to chart the best path forward. While alternative arrangements may be made, this path may also include a recommended incomplete, course withdrawal, or medical withdrawal from the term.

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, weekly reflection journal posts, and regular class attendance. Please note that regularly attending class is necessary but not sufficient for an A in class participation.

Our x-hour is Wednesdays 5:30-6:20pm. We will not use our x-hour regularly. I don't have any sessions on our course calendar; however, it is possible that we may need to meet once or twice during this slot, depending on unanticipated needs that may come up with COVID-19 or other emergencies.

**3. Scholarship summary.** Each week, you'll add to your sociology of gender library by locating, reading, and taking notes on one supplemental reading on the sociology of gender. You'll submit notes in six categories, which are on the assignment sheet. Each week, it's your choice of scholarship to summarize, and it can either (a) relate to an issue or dynamic from one of this week's readings OR (b) build your repository of articles and book chapters on the topic you have chosen for your research project. The scholarship can be an academic journal article or book chapter; the journal [Gender & Society](#) is a great place to start your search! Like the weekly reflections, these are due to Canvas by Sunday night at 11:59pm, and you may skip one week (or I'll drop your lowest score), no questions asked.

**4. Seminar facilitation.** In small groups, each student will co-facilitate one seminar discussion. Seminar facilitators are responsible for **50-60 minutes** of class time, including presentation and discussion. Facilitators should briefly summarize the reading(s) and 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. The idea is to inspire lively, challenging discussion. The facilitators will have help from other students who will be prepared with their own comments and questions. Presentations may cover only one reading or synthesize two 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 and an example outline, will be posted on Canvas.

**5. An end-of-the-semester paper and presentation.** Your final paper will be a 10-12 page, double spaced, 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 short presentation (likely 7-10 minutes, depending on the final course size) 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). For part I, you should post your proposal to your assigned discussion board on Canvas. In class, we will discuss proposal review. For part II, 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. For part III, you will turn in a revised version of this proposal to me and post it on Canvas. I will provide feedback to you. Dates for each part are on the Class Schedule.

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

### **Grading:**

<b>Percentage of Final Grade</b>		<b>Final Course Grade</b>	
Reflection journals & participation	15%	A = 94.0-100	C+ = 77.0-79.99
Seminar facilitation	20%	A- = 90.0-93.99	C = 74.0-76.99
Scholarship summary	20%	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	30%	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. If you have questions about what is permissible, I urge you to consult the academic honor principle (<https://students.dartmouth.edu/judicial-affairs/policy/academic-honor-principle>), the statement on sources and citations (<http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>), and talk with me.

*Religious Holidays:* Dartmouth has a deep commitment to support students' religious observances and diverse faith practices. 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 as soon as possible—before the end of the second week of the term at the latest—to discuss appropriate course adjustments.

*Student Wellness:* I recognize that the academic environment at Dartmouth is challenging, that our terms are intensive, and that classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including your undergraduate dean (<http://www.dartmouth.edu/~upperde/>), Counseling and Human Development (<http://www.dartmouth.edu/~chd/>), and the Student Wellness Center (<http://www.dartmouth.edu/~healthed/>). I encourage you to use these resources, to communicate with me, and to take care of yourself throughout the term.

*Students with Disabilities:* Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; [Apply for Services webpage](#); [student.accessibility.services@dartmouth.edu](mailto:student.accessibility.services@dartmouth.edu); 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

*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. Some assignments have specific late policies, which are noted on the instructions. Unless otherwise noted, any work turned in more than 10 minutes after the deadline is considered late and the grade will be reduced by one letter grade (for example, from 90% to 80%), with an additional letter grade each day it is 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:* 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:***

This is the intended schedule for the class. I may update or substitute readings. It is your responsibility to check the course Canvas site weekly for updates. Readings that are not from *Trans Kids* (by Tey Meadow) are available on our class Canvas site.

<b>DATE</b>		<b>TOPIC AND READINGS</b>
1/5	R	<u><i>Introduction to Course</i></u> <i>No Readings</i>
1/10	T	<u><i>Key Terms: Sex and Gender</i></u> <ul style="list-style-type: none"> <li>Lois Gould, “X: A Fabulous Child’s Story”</li> <li>Kyle Green and Madison Van Oort. 2013. “‘We Wear No Pants’: Selling the Crisis of Masculinity in the 2010 Super Bowl Commercials”</li> <li>Tarana Burke. 2022. “<a href="#">What ‘Me Too’ Made Possible.</a>” <i>TIME</i>.</li> </ul>
1/12	R	<u><i>Learning Gender and Introduction to Content Analysis</i></u> <ul style="list-style-type: none"> <li>Sarah Ovink. 2014. “‘They Always Call Me an Investment’: Gendered Familism and Latino/a College Pathways.” <i>Gender &amp; Society</i></li> <li>Janice McCabe et al. 2011. “Gender in Twentieth-Century Children’s Books.” <i>Gender &amp; Society</i></li> </ul>
1/17	T	<ul style="list-style-type: none"> <li>Stephanie M. Reich, Rebecca W. Black, and Tammie Foliaki. 2018. “Constructing Difference: Lego Set Narratives Promote Stereotypic Gender Roles and Play.” <i>Sex Roles</i> 79:285-98.</li> <li>Mary Katharine Tramontana. 2020. “<a href="#">Why Do We Still Have ‘Girl Stuff’ and ‘Boy Stuff’?</a>” <i>New York Times</i>.</li> </ul>
1/19	R	<u><i>Introduction to Feminist and Other Theoretical Approaches</i></u> <ul style="list-style-type: none"> <li>National Organization for Women (NOW). 1968. “Bill of Rights.” <a href="http://www.now.org">www.now.org</a></li> <li>Steven Goldberg, “Is Patriarchy Inevitable?”</li> <li>National Organization for Men Against Sexism (NOMAS). 1975. “Statement of Principles.” <a href="http://www.nomas.org/principles">www.nomas.org/principles</a></li> <li>David M. Buss. 1985. “The Strategies of Human Mating.” <i>American Scientist</i> 82:238-249.</li> </ul>

DATE		TOPIC AND READINGS
1/24	T	<p><u>Introduction to Feminist and Other Theoretical Approaches (continued)</u>  <b>PROPOSAL DUE (Part I)</b></p> <ul style="list-style-type: none"> <li>• Jihan Gearon. 2021. <a href="#">Indigenous Feminism is Our Culture</a>. <i>Stanford Social Innovation Review</i>.</li> <li>• Marilyn Frye. 1983. "Oppression." <i>The Politics of Reality</i>. Crossing Press.</li> <li>• Judith Butler. 1991. "Imitation and Gender Insubordination" in <i>Inside Out: Lesbian Theories, Gay Theories</i>, ed. Diana Fuss. Routledge.</li> <li>• Evelyn Reed. 1970. "Women: Caste, Class, or Oppressed Sex?" <i>International Socialist Review</i> 31(3):15-17 &amp; 40-41.</li> </ul>
1/26	R	<p><u>Gender in Interactions and Gendered Interactions</u>  <b>PROPOSAL REVIEW DUE (Part II)</b></p> <ul style="list-style-type: none"> <li>• Candace West and Donald Zimmerman. 1987. "Doing Gender." <i>Gender &amp; Society</i> 1:125-51.</li> <li>• Kristen Schilt and Laurel Westbrook. 2009. "Doing Gender, Doing Heteronormativity." <i>Gender &amp; Society</i> 23(4):440-64.</li> </ul>
1/31	T	<p><u>Gender as an Institutionalized System</u>  <b>REVISED PROPOSAL &amp; RESPONSE DUE</b></p> <ul style="list-style-type: none"> <li>• Barbara Risman. 2004. "Gender as a Social Structure: Theory Wrestling with Activism" <i>Gender &amp; Society</i> 18(4):429-450.</li> <li>• Marci Cottingham. 2014. "Recruiting Men, Constructing Manhood." <i>Gender &amp; Society</i> 28(1):133-156.</li> </ul>
2/2	R	<p><u>Feminist Critiques of Knowledge</u></p> <ul style="list-style-type: none"> <li>• Sandra Harding. 1986. "From Feminist Empiricism to Feminist Standpoint Epistemologies" (Chapter 6) in <i>The Science Question in Feminism</i>. Ithaca: Cornell University Press.</li> <li>• Donna Haraway. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." <i>Feminist Studies</i> 14:575-99.</li> <li>• 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.</li> </ul>
2/7	T	<p><u>Family</u></p> <ul style="list-style-type: none"> <li>• Arielle Kuperberg et al. 2022. "'He's a Mr. Mom': Cultural Ambivalence in Print News Depictions of Stay-at-Home Fathers, 1987-2016." <i>Gender &amp; Society</i> 36(3):313-341.</li> <li>• Stephanie Coontz. 2020. <a href="#">"How to Make Your Marriage Gay."</a> <i>NYT</i>.</li> <li>• Emma. 2020. <a href="#">"You should've asked."</a></li> </ul>



DATE		TOPIC AND READINGS
2/9	R	<p><u>Work</u></p> <ul style="list-style-type: none"> <li>Adia Harvey Wingfield. 2009. "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work" <i>Gender &amp; Society</i> 23(1):5-26.</li> <li>Carly McCann and Donald T. Tomaskovic-Devey. 2018. "<a href="#">Nearly all sexual harassment at work goes unreported...</a>" <i>The Conversation.com</i></li> <li>Katica Roy, David Smith, and W. Brad Johnson. 2020. "<a href="#">Gender Equality Is Not Zero Sum.</a>" <i>Harvard Business Review</i></li> </ul>
2/14	T	<p><u>Education</u></p> <ul style="list-style-type: none"> <li>Jennifer Jiwon Lee and Janice McCabe. 2021. "<a href="#">Who Speaks and Who Listens: Revisiting the Chilly Climate in College Classrooms.</a>" <i>Gender &amp; Society</i> 35(1):1-29.</li> <li>Jennifer Hirsch and Shaamus Khan. 2020. Chapter 2 from <i>Sexual Citizens</i></li> </ul>
2/16	R	<p><u>The Body and Sexuality</u></p> <ul style="list-style-type: none"> <li>Charlotte Perkins Gilman. 1892. <i>The Yellow Wallpaper</i>.</li> <li>Grace Kao, Kelly Stamper Balistreri, and Kara Joyner. 2018. "Asian American Men in Romantic Dating Markets." <i>Contexts</i> 17(4):48-53.</li> <li>Sociology of Sex and Gender Newsletter Essays. 2022. "The End of Roe..."</li> </ul>
2/21	T	<p><u>Social Change</u></p> <ul style="list-style-type: none"> <li>Sherryl Kleinman. 2007 [2002]. "Why Sexist Language Matters." AlterNet.com</li> <li>Janell Hobson. 2022. "<a href="#">2022's Top Feminist Moments in Pop Culture.</a>" <i>Ms. Magazine</i></li> <li>Barbara Gurr. 2021. "Missing, Murdered, and Ignored: The Epidemic of Violence against Native American and Alaska Native Women and Girls."</li> </ul>
2/23	R	<p><u>Theory Application</u></p> <ul style="list-style-type: none"> <li>Meadow, <i>Trans Kids</i>, Chapters 1-3</li> </ul>
2/28	T	<ul style="list-style-type: none"> <li>Meadow, <i>Trans Kids</i>, Chapters 4-7 &amp; Appendixes (finish the book)</li> <li>Fortesa Latifi. 2022. "<a href="#">What Gender-Affirming Care Actually Means.</a>" <i>Teen Vogue</i></li> </ul>
3/2	R	<b>Student presentations (NO READINGS)</b>
3/7	T	<b>Student presentations (NO READINGS)</b>
3/10	F	<b>FINAL PAPER DUE BY 3:00pm on Friday, March 10</b>