

Sociology of Gender (SO 330-01)  
 Spring 2009  
 TR 12:30-1:45

Ms. Stephanie Medley-Rath  
 Email:  
 Office Hours: by appointment

“One is not born a woman, but rather becomes one.” --Simone de Beauvoir

“When a man gives his opinion, he’s a man. When a woman gives her opinion, she’s a bitch.”  
 --Bette Davis

Prerequisites: SO 101 (Introductory Sociology) with a minimum grade of D-

Texts:

1. Connell, R. W. 2005. *Masculinities*, 2<sup>nd</sup> edition. Berkeley, CA: University of California Press. (ISBN: 978-0-520-24698-0) (on reserve at Ingram Library)
2. Hooks, bell. 2000. *Feminism is for Everybody*. Cambridge, MA: South End Press. (ISBN: 0-89608-628-3)
3. Course Packet available in the department of Behavioral Sciences

Course Description:

A study of the structure of gender in societies. The focus of the course in any semester may be on some of the following issues: the social construction of gender, gender socialization, institutional aspects of gender, and economic and social inequality.

Course Objectives:

Upon completion of this course, students will have a deeper understand of gender as a social structure and how gender intersects with other forms of inequality to shape our lives. In particular, this course will focus on how gender is a part of work, violence, family, reproduction, and globalization. Finally, students will have a better understanding of what feminist theory is and how it complements sociological theory more generally regarding gender.

Course Requirements:

- Attendance
- Post discussion questions to Moodle
- Complete reading summaries
- Complete a Sociological Foremothers Fact Sheet
- Complete a research project with presentation

Grading Policy:

1. Attendance (25 @ 2 points each): I will take attendance at the beginning of each class. If you arrive after attendance is taken you need to write me a brief note explaining your tardiness and give this to me before you leave class or you will not get credit. Attendance points are earned by remaining in class for the duration of course time (excluding if you need to step out to use the bathroom). In other words, if you leave early, you will lose your attendance points for the day. You may miss up to 3 class meetings without penalty. If you are absent, you are responsible for any information covered in class. *I do not excuse any absences except those for university-sponsored activities that you have cleared with me before hand as specified in the undergraduate catalog.*
  - i) Excused: You are on the Millikin baseball team and notified me *ahead of time* that you had a game scheduled during our class time.
  - ii) Unexcused: You were registering for classes or were sick.
2. Discussion Questions (10 @ 5 points each = 50 points): Students are expected to post at least one discussion question to Moodle 24 hours before class begins based on the assigned readings for ten of the classes. Half of you will be assigned to Group A and half of you will be assigned to Group B. We will use these questions to help stimulate discussion. Furthermore, I expect you to actively

participate in discussion. Due dates for discussion questions are listed in the course schedule. **Late discussion questions will not be accepted.**

3. Reading Summaries (3 @ 25 points each = 75 points): To encourage active discussion and critical thinking, students are required to complete four reading summaries. Each summary should be 2-3 typed, double-spaced pages. Bring your summaries to class and be ready to discuss the reading. Due dates for reading summaries are listed in the course schedule. There are 15 reading summary opportunities, of which, you may turn in up to 4, with the 3 highest scores figured into your final grade. **Late summaries will not be accepted.** Each reading summary needs to focus on the following topics:
  - a. Key points of all readings assigned for that day
  - b. *Sociologically* substantive critiques (positive or negative) of the readings or *sociological insights* gained from the reading(s) (at least two)
4. Sociological Foremothers Fact Sheet (1 @ 50 points): For this assignment, you will compose a short 2-4 page paper about a woman who has contributed to sociology. I will provide you with a list of sociological foremothers to choose from with the guidelines for this paper at a later date. This paper is due March 12. On this date, you are expected to come to class prepared to discuss your findings. **Late Sociological Foremother Fact Sheets will not be accepted.**
5. Research Paper with Presentation (1 @ 125 points): The paper should be 10-12 pages and presentations should be 10-15 minutes. The papers will be due in stages: topic, outline, draft, final copy, and presentation. The presentations will be Apr. 21, 23, 28, 30, and May 5. You must be in attendance for 4 of the 5 presentation days without penalty. You must complete all stages of the project in order to earn a grade on the project. **Late Research Papers will not be accepted.**
6. Exams: There are no formal exams in this course. Instead your written work will be graded based on how you incorporate course materials *and* discussion into your writing. In other words, you should be referencing as many of the readings as are relevant for all of your written work.
7. Extra Credit: There is no extra credit in this course. If you are concerned about your grade you need to see me as soon as these concerns arise. Furthermore, you should take all written work to the writing center before turning it into me.
8. Breakdown of Grades:

50	Attendance (25 @ 2 points each)
50	Discussion Questions (10 @ 5 points each)
75	Reading Summaries (3 @ 25 points each)
50	Sociological Foremothers Fact Sheet
125	<u>Research Paper with Presentation</u>
350	Total Points Available
9. Grading Scale:

350-315	A
314.9-280	B
279.9-245	C
244.9-210	D
209.9-0	F

## **GENERAL POLICIES**

### Moodle:

We will be using Moodle in this class. Grades, class announcements, and other resources you will need for this course will be posted on Moodle.

### Academic Honesty Policy:

All students are expected to uphold professional standards for academic honesty and integrity in their research, writing, and related performances. Academic honesty is the standard we expect from all

students. Read the Student Handbook for further details about offenses involving academic integrity at: [http://www.millikin.edu/handbook/judicial\\_system.asp](http://www.millikin.edu/handbook/judicial_system.asp). Staley Library also hosts a web site on Preventing Plagiarism, which includes the complete university policy. It is located at: [http://www.millikin.edu/staley/research/prevent\\_plagiarism.asp](http://www.millikin.edu/staley/research/prevent_plagiarism.asp). Visit and carefully read the Preventing Plagiarism web site.

The Faculty has the right and the responsibility to hold students to high ethical standards in conduct and in works performed, as befits a scholar at the university. Faculty members have the responsibility to investigate all suspected breaches of academic integrity that arise in their courses. They will make the determination as to whether the student violated the Academic Integrity Policy. Should the faculty member determine that the violation was intentional and egregious, he or she will decide the consequences, taking into account the severity and circumstances surrounding the violation, and will inform the student in writing, forwarding a copy of the letter to the Registrar and to the Dean of Student Development.

This letter will be destroyed when the student graduates from the University unless a second breach of integrity occurs, or unless the first instance is of sufficient magnitude to result in failure of the course, with an attendant XF grade recorded in the transcript. If an XF is assigned for the course, the faculty letter of explanation becomes a permanent part of the student's record. If a second violation occurs subsequent to the first breach of integrity, the Dean of Student Development will begin disciplinary and judicial processes of the University, as outlined in the Student Handbook.

If a student receives an XF for a course due to academic dishonesty, this remains as a permanent grade and cannot be removed from the transcript. However, students may repeat the course for credit toward graduation. Some programs and majors have more explicit ethical standards, which supersede this Policy, and violation of which may result in dismissal from some programs or majors within the University. If you have difficulty with any assignment in this course, please see me rather than consider academic dishonesty.

If in doubt, **ASK**. Ignorance is not an excuse. If quoting material, any repetition of *three or more words* should be included in quotations and citations should be included.

#### Withdrawals:

March 30 is the last day to withdraw and possibly receive a W. All students who withdraw after this date will receive a "WF."

#### Disability Accommodation Policy:

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. If you are seeking classroom accommodations under the Americans with Disabilities Act, you should submit your documentation to the Office of Academic Development at Millikin University, currently located in Staley Library 014.

#### Student Athletes:

If you are an athlete at this university and will need to miss class because of athletic commitments during the Spring 2009 semester, you must notify me by January 20 of this fact and provide me in writing from your coach a schedule of the dates of any sports related absences your coach anticipates.

#### Religious Holidays:

If, after reading the syllabus, you discover that I have assigned a test or assignment due date for a holy day of your faith, please let me know by January 20. Furthermore, if you will be missing any class because of holy days this semester, please inform me by January 20 in writing.

#### Ground Rules:

Because students often complain to me about their classmates' talking, tardiness and disruptive behavior, we have to have a few ground rules. Here are a few things other students have told me distract from their learning: students carrying on private conversations, students arriving late or leaving early, cell phones ringing and vibrating, text messaging, noisy eating and drinking, doing homework

for other classes, reading newspapers or magazines, and sleeping in class. Occasionally, these things may be unavoidable but I ask that you do your best to limit these distracting and disrespectful behaviors. Politeness benefits everyone and helps make learning easier, therefore, I have to enforce some ground rules. In addition to the issues previously mentioned, you will also need to abide by these guidelines:

1. Do not interrupt your fellow students or myself.
2. We will not accept any discrimination, intimidation, or harassment of fellow students.
3. Remember, just because something does not apply to you, does not make it any less true.
4. Keep an open mind.
5. Please turn off and put away all cell phones, pagers, MP3 players, or any other noisemaking device before you enter the classroom. If you are a medical doctor or police officer and need your cell phone on during class make sure you let me know ahead of time and set the phone to vibrate. If you have a special reason you need to have your phone on and set to silent, you need to speak with me ahead of time. Class will not begin until you have turned off and put away these noisemaking devices.
6. I do not allow this class to be recorded (audio or visual) unless you have documentation requiring it to be recorded that you have cleared with me beforehand.

Failure to comply with these guidelines can result in your removal from this classroom.

Email Guidelines:

Use the following subject line when emailing me: SO 330. I will only open email with this subject line. Under no circumstances will I accept any assignments via email. Remember, I am your instructor, not your buddy you got drunk with last Friday. Keep this in mind when emailing me. Make sure to email from your student account, as I will not even open email from any other account. In addition, I cannot discuss your grades with you or anyone else via email so do not ask me about your grade over email.

**Course Schedule**

<b>Topic</b>	<b>What should be done today?</b>	<b>Due</b>
Syllabus and Note cards	No Reading	Jan. 13
Conceptualizing Gender	West and Zimmerman, Doing Gender Lorber, "Believing is Seeing: Biology as Ideology"	Jan. 15
	<b>Reading Summary Due</b> <b>Group A Questions Due</b>	
	Risman, "Gender as Social Structure" <b>Group B Questions Due</b>	Jan. 20
Intersections of Inequality	Johnson, "Patriarchy the System" Dziech, "Coping With the Alienation of White, Male Students"	Jan. 22
	<b>Reading Summary Due</b> <b>Group A Questions Due</b>	
	McIntosh, "White Privilege: Unpacking the Invisible Knapsack" Deutsch, "The Male Privilege Checklist" Ward, "Not all Differences are Created Equal"	Jan. 27

Collins, "Mammies, Matriarchs, and Other Controlling Images"

**Reading Summary Due**

**Group B Questions Due**

Pink is for Girls, Blue is for Boys or Gender Socialization	Nelson, "The Pink Dragon is Female: Halloween Costumes and Gender Markers"	
	Messner, "Barbie Girls versus Sea Monsters"	
	Adams and Bettis, "Commanding the Room in Short Skirts: Cheering as the Embodiment of Ideal Girlhood"	Jan. 29
	<b>Reading Summary Due</b>	
	<b>Group A Questions Due</b>	
	<b>Topic/Thesis/Research Question Due</b>	
Femininities and Masculinities	Connell, <i>Masculinities</i> : Introduction and Part I	Feb. 3
	<b>Group B Questions Due</b>	
	Connell, <i>Masculinities</i> : Part II	Feb. 5
	<b>Group A Questions Due</b>	
	Connell, <i>Masculinities</i> : Part III and Afterword	Feb. 10
	<b>Group B Questions Due</b>	
Boundaries	Preeves, "Sexing the Intersexed"	
	Lucal, "What It Means to Be a Gendered Me"	
	Visit: <a href="http://www.isna.org/">http://www.isna.org/</a>	Feb. 12
	<b>Reading Summary Due</b>	
	<b>Group A Questions Due</b>	
Sexualities	Tanenbaum, <i>Slut!</i>	Feb. 17
	<b>Group B Questions Due</b>	
	Rochlin, "Heterosexual Questionnaire"	Feb. 19
	<b>Everyone: Pick 2-3 questions from the "Heterosexual Questionnaire" to discuss in class</b>	
Family	Coltrane, "Household Labor and the Routine Production of Gender"	
	Walker, "Couples Watching Television: Gender, Power, and the Remote Control"	Feb. 24
	<b>Reading Summary Due</b>	
	<b>Group A Questions Due</b>	
Reproduction and Parenting	Martin, "The Egg and the Sperm"	
	Fausto-Sterling, "Hormonal Hurricanes"	Feb. 26
	<b>Reading Summary Due</b>	
	<b>Group B Questions Due</b>	

	Martin, "Giving Birth Like a Girl"	
	Stacey and Biblarz, "(How) Does the Sexual Orientation of Parents Matter?"	
	<b>Reading Summary Due</b>	
	<b>Group A Questions Due</b>	Mar. 3
Globalization	Parreñas, "The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy"	
	Ehrenreich, "Maid to Order"	
	Zarembka, "America's Dirty Work: Migrant Maids and Modern-Day Slavery"	Mar. 5
	<b>Reading Summary Due</b>	
	<b>Group B Questions Due</b>	
Family and Work	Rubin, "When You Get Laid Off, It's Like You Lose a Part of Yourself"	
	Crittenden, "The Mommy Tax"	Mar. 10
	<b>Reading Summary Due</b>	
	<b>Group A Questions Due</b>	
Sociological Foremothers	<b>Sociological Foremothers Fact Sheet Due</b>	Mar. 12
	Come prepared to discuss your findings. You are not expected to prepare a formal presentation.	
<b>Spring Break Mar. 14-22: No Class</b>		
Work	Williams, "The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions"	
	Reskin, "Bringing the Men Back In: Sex Differentiation and the Devaluation of Women's Work"	Mar. 24
	<b>Reading Summary Due</b>	
	<b>Group B Questions Due</b>	
<b>Last day to withdraw with grade of W. Mar. 30</b>		
Gendered Violence	Enloe, "Wielding Masculinity Inside Abu Ghraib"	
	Dobash, et al., "The Myth of Sexual Symmetry in Marital Violence"	Mar. 26
	<b>Reading Summary Due</b>	
	<b>Group A Questions Due</b>	
	Jack M., "Confessions of a Date Rapist"	
	Martin and Hummer, "Fraternities and Rape on Campus"	Mar. 31
	<b>Reading Summary Due</b>	
	<b>Group B Questions Due</b>	
The Gendered Media	Byrd, "Claiming Jezebel: Black Female Subjectivity and Sexual Expression in Hip-Hop"	Apr. 2

	Zimmerman, "Where Are the Women? The Strange Case of the Missing Feminists. When Was the Last Time You Saw One on TV?"	
	Malveaux, "Gladiators, Gazelles, and Groupies"	
	<b>Reading Summary Due</b>	
	<b>Group A Questions Due</b>	
	<b>No Class: Research and Writing Day</b>	Apr. 7
	Sandoval, "U.S. Third World Feminism: The Theory and Method of Differential Oppositional Consciousness"	
	Hartmann, "The Unhappy Marriage of Marxism and Feminism"	Apr. 9
	<b>Reading Summary Due</b>	
	<b>Group B Questions Due</b>	
Feminist Theory	Walker, "Womanist"	
	Delmar, "What is Feminism?"	Apr. 14
	Baumgardner and Richards, "Third Wave Manifesta"	
	hooks, <i>Feminism is for Everybody</i>	Apr. 16
	<b>Research Paper Due</b>	
Presentations	Presentations are Apr. 21, 23, 28, 30, and May 5	

**The course syllabus provides a general plan for the course; deviations may be necessary.**