

SOC 424 SOCIOLOGY OF GENDER
Tuesday/Thursday 9:30-10:45 am
BSB Room 369
Fall 2017

Instructor: Paige Sweet
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Office: BSB 4111
Office Hours: Tuesdays & Thursdays 10:45-11:45am or by appointment

Course Description

The goal of this course is to understand the social construction of gender and the persistence of gender inequality. In doing so, we will be attentive to how gender intersects with other systems of inequality, such as race/ethnicity, class, and sexuality. We will first review theoretical frameworks for explaining the gender system. Then, we will devote the rest of the semester to exploring gender in people's institutional, intimate, and everyday lives. We will only focus on a handful of topics, but you will have the opportunity to explore gender-related issues of interest to you through a final paper.

The aim of this course is to help students learn how to analyze gender as a social system. Students will become familiar with sociological theories related to gender and sexuality; learn how to apply sociological theories to the social construction of gender in everyday life; explore the relationship between gender and other systems of inequality; discuss strategies of resistance and transformation; and develop critical research and writing skills.

Course Materials

All course readings will be available on Blackboard.

Assignment & Grading Policy

Please be aware that I do not accept late assignments. If you are struggling to complete an assignment, I strongly encourage you to meet with me in advance of the due date so that we can come up with a plan. Becoming a clear, concise writer and communicator is a critical part of college education – but it is not easy. We will work together to develop your writing skills, and my evaluations will become progressively more challenging as the course (and your skill) advances. I will provide you with detailed rubrics and expectations in advance of each due date.

Course Grading System

Participation: 20% of grade

Participation in class discussion is necessary for your development as a critical scholar and for your understanding of the course material. This is an upper-level course with difficult reading material that requires us to establish an *informed and critical discourse* with each other. Participation includes active listening, as well as sharing your ideas, criticisms, and frustrations

with course material. I expect students to come to class having read and taken notes on all material.

Attendance is essential to your success in this course. I expect students to attend all classes. You are allowed two unexcused absences, but more than two will result in a reduction of your grade. Requests for make-up quizzes and in-class assignments will not be accommodated. Absences will only be excused with formal written documentation. If you expect to miss class because of a religious observance, you will need to notify me beforehand. If you miss class, it is your responsibility to catch up.

In-Class Writing & Quizzes: 15% of grade

We will frequently have in-class quizzes or writing assignments based on readings. They will be open-note. It is your responsibility to prepare for a potential quiz or writing prompt by reading and taking notes on assigned material. I will drop your lowest quiz grade at the end of the semester.

Midterm Exam: 30% of grade – in-class exam on Thursday, October 19

A “blue book” essay exam covering the concepts and theories from the first half of the course. Students will be given 4 prompts when they walk into the midterm and are expected to answer two of them. Open-note, 1 hour 15 minutes. We will have a “study day” as a class on Tuesday, October 17th in advance of the exam.

Final Paper: 30% of grade – due Wednesday, December 13th by noon via Safe Assign

Option A: Ethnographic Analysis

- 10-12 pages, double-spaced, 1-inch margins. Proposal due via email on Thursday, November 2nd. Full paper due Wednesday, December 13th by noon.
- For this assignment, you will go out “into the field” and observe how people perform gender in public spaces, such as a shopping mall, bar, park, or coffee shop. The fieldwork portion of this project requires that you conduct at least three hours of ethnographic observation in one place of your choice and write detailed field notes [to be submitted with paper].
- In your analysis of people “doing” gender, you must include at least five readings from this course. You may also want to include outside scholarly sources.
- This is **not** a casual rumination based on what you observed. You must provide a critical, research-based analysis of gender/sexuality, using everyday life and interaction as a starting point. While you will be observing micro-level interactions and performances, this assignment requires that your analysis be *macro*.
- If you would prefer to attend and analyze a gender-related event (i.e. a protest), to conduct an in-depth media analysis, or to do interviews with family members for this assignment in lieu of ethnographic analysis, please see me for approval. I am open to your ideas, but they must be thoughtfully presented to me first.

Option B: Literature Review

- 10-12 pages, double-spaced, 1-inch margins. Proposal due via email on Thursday, November 2nd. Full paper due Wednesday, December 13th by noon.
- Pick a specific topic related to gender. Some example topics might be: intersex surgery, work-family balance, violence against trans women, gender socialization in preschools, breast cancer activism... Your topic should be broad enough that you can draw on existing sociological literature to frame your review, but specific enough that you can make a cogent argument about the state of the field. If you're not sure, please ask me.
- Write a literature review about your topic, citing at least *seven* outside scholarly sources, as well as relevant academic articles from class. You may conclude the paper by discussing one current/historical event or media representation related to your topic (not required).
- A literature review is a comprehensive synthesis that presents an original argument about an existing research field. It is **not** a set of summaries strung together. Detailed information will be provided in class about expectations for this final paper option.

Presentation of Final Paper: 5% of total grade

Students will present their projects during the final week of class (December 5th and 7th). This requires that students will have prepared their presentation *before* the final paper is due. Please plan accordingly.

Academic Integrity

Make sure that you are familiar with the UIC guidelines and penalties for academic dishonesty, including cheating and plagiarism (<http://www.uic.edu/depts./pols/Plagiarism1.pdf>). Do not plagiarize. We will be forced to report you to the Dean's office for disciplinary proceedings. Plagiarism includes: copying material from the internet, copying from another student's paper, having someone else write your paper for you, using someone else's ideas without citing them, quoting or paraphrasing material without proper citation, and using a paper previously submitted for another class without approval from me. If you have any questions about what constitutes plagiarism, please ask the instructor or TA.

Disability Services

If you are a student that has a disability, the UIC Disability Resource Center has resources available for you. Please let me know if you need accommodations no later than the first week of the course so that we can work together to find a good solution as soon as possible.

Other Resources for Students

Writing Center: Provides tutoring help for improving writing skills and improving grades on written assignments. They are located at 105 Grant Hall or you can schedule an appointment online. <http://www.uic.edu/depts/engl/writing/about/> Their website also has excellent links to online resources about plagiarism, writing tips, and citation styles. <http://www.uic.edu/depts/engl/writing/resources/>

Writing academic papers can be especially challenging for students whose first language is not English. If you are having difficulty with written assignments for this or any other reason, please talk to me and/or schedule an appointment with the Writing Center. ESL students can also find resources online at <http://www.uic.edu/depts/tie/cool/sites.htm>.

Sexual Assault and Domestic Violence Support

Because this course will cover topics such as sexual violence, students are encouraged to look over the syllabus and consider whether they feel comfortable taking this course. If you have concerns, please feel free to talk with me. There are also many resources on and off campus for students who have faced interpersonal violence or other types of violence.

UIC Counseling Center: <http://www.uic.edu/depts/counseling/services.shtml>

UIC Campus Advocacy Network: <http://www.uic.edu/depts/owa/advocacy.html>

UIC Women's Leadership and Resource Center: <http://www.uic.edu/depts/owa/index.html>

Chicago Rape Crisis Hotline: 312-443-9603, or visit www.rapevictimadvocates.org

Howard Brown Health Center (LGBTQ): <http://www.howardbrown.org>

City of Chicago Domestic Violence Help Line: 1-877-863-6338

Course Schedule Fall 2017

Week 1: INTRODUCTION

Tuesday 8.29 – Welcome

Thursday 8.31 – Theorizing Gender

- Connell, R.W. 1987. *Gender & Power*. [selections]
 - Chapters 5-6: pp. 92-142

Week 2: INTERSECTIONALITY

Tuesday 9.5

- Glenn, Evelyn Nakano. 1999. "The Social Construction and Institutionalization of Gender and Race." Pp. 3-43.
- Espiritu, Yen Le. 2001. "We Don't Sleep Around Like White Girls Do': Family, Culture, and Gender in Filipina American Lives." *Signs* 26: 415-440.

Thursday 9.7

- Collins, Patricia Hill. 2000. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. [selections]
 - Chapters 1-2: pp. 3-40
 - Chapter 11: pp. 221-238

Week 3: WHAT MAKES THEORY FEMINIST?

Tuesday 9.12

- Judith Stacey and Barrie Thorne. 1985. "The Missing Feminist Revolution in Sociology." *Social Problems* 32(4): 301-316.
- MacKinnon, Catherine. 1982. "Feminism, Marxism, Method and the State: An Agenda for Theory." *Signs* 7(13): 515-544.

Thursday 9.14

- Chodorow, Nancy. 1974. "Family Structure and Feminine Personality." Pp. 43-66.
- Segura, Denise and Jennifer Pierce. 1993. "Chicana/o Family Structure and Gender Personality: Chodorow, Feminism, and Psychoanalytic Sociology Revisited." *Signs* 19(1): 62-91.

Week 4: SEXUALITIES

Tuesday 9.19

- Rich, Adrienne. 1980. "Compulsory Heterosexuality and Lesbian Existence." *Signs* 5: 631-660.
- Rubin, Gayle. 1975. "The Traffic in Women: Notes on the 'Political Economy' of Sex." Pp. 157-210 in *Toward an Anthropology of Women*.

Thursday 9.21

- Ingraham, Chrys. 1994. "The Heterosexual Imaginary: Feminist Sociology and Theories of Gender." *Sociological Theory* 12(2): 203-219.
- Ingraham, Chrys. 2008. *White Weddings: Romancing Heterosexuality in Popular Culture*. Chapter 1: Pp. 1-36.

Week 5: MASCULINITIES

Tuesday 9.26

- Connell, R.W. 1995. *Masculinities*. [selections]
 - Chapters 2-3: pp. 45-86
 - Chapter 6: pp. 143-163

Thursday 9.28

- Pascoe, C.J. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. [selections]
 - Chapters 3-4: pp. 52-114

Week 6: INTERACTIONAL & CULTURAL PRODUCTION OF GENDER

Tuesday 10.3

- West, Candace and Don Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2):125-151.
- Moore, Mignon. 2006. "Lipstick or Timberlands: Meanings of Gender Presentation in Black Lesbian Communities." *Signs* 32(1): 113-139.

Thursday 10.5

- Mears, Ashley. 2011. *Pricing Beauty: The Making of a Fashion Model*. [selections]
 - Chapter 1: pp. 1-26
 - Chapter 6: pp. 209-248

Week 7: PERFORMATIVITY

Tuesday 10.10

- Butler, Judith. 1990. *Gender Trouble: Feminism and the Subversion of Identity*. [selections]
 - Preface and Chapter 1: pp. xxiv-46
 - Conclusion: pp. 194-203

Thursday 10.12

- Bettie, Julie. 2003. *Women Without Class: Girls, Race, and Identity*. [selections]
 - Chapters 1-2: pp. 39-94

Week 8: EXAM

Tuesday 10.17 – IN-CLASS STUDY SESSION

Thursday 10.19 – **IN-CLASS MIDTERM EXAM**

Week 9: EMBODIMENT

Tuesday 10.24

- Young, I. M. (1980). Throwing like a girl: A phenomenology of feminine body comportment motility and spatiality. *Human Studies* 3(2): 137-156.

Thursday 10.26

- Barber, Kristen. 2016. *Styling Masculinity: Gender, Class, and Inequality in the Men's Grooming Industry*. [selections]
 - Introduction: pp. 1-21
 - Chapter 4: pp. 104-131

Week 10: SCIENCE

Tuesday 10.31

- Martin, Emily. 1987. "The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles." *Signs* 16: 485-501.
- Fausto-Sterling, Anne. 2000. *Sexing the Body*. [selections]
 - Chapter 1: pp. 1-31
 - Chapter 5: pp. 115-145

Thursday 11.2 – NO CLASS MEETING

FINAL PAPER PROPOSAL DUE VIA EMAIL

Week 11: FAMILY & YOUTH

Tuesday 11.7

- Moore, Mignon. 2011. *Invisible Families: Gay Identities, Relationships and Motherhood among Black Women*. [selections]
 - Introduction: pp. 1-20
 - Chapters 4-5: pp. 113-179

Thursday 11.9

- Garcia, Lorena. 2012. *Respect Yourself, Protect Yourself: Latina Girls and Sexual Identity*. [selections]
 - Chapters 3-4: Pp. 57-114

Week 12: VIOLENCE AGAINST WOMEN

Tuesday 11.14

- Beth Richie. 2012. *Arrested Justice: Black Women, Violence, and America's Prison Nation*. [selections]
 - Introduction and Chapter 1: pp. 1-64

Thursday 11.16

- Armstrong, Elizabeth A., Laura Hamilton, and Brian Sweeney. 2006. "Sexual Assault on Campus: A multilevel, integrative approach to party rape." *Social Problems* 53(4): 483-499.
- Smith, Andrea. 2005. "Looking to the Future: Domestic Violence, Women of Color, the State, and Social Change." *Domestic Violence at the Margins: Readings on Race, Class, Gender, and Culture*. Pp. 416-434

Week 13: KNOWLEDGE PRODUCTION

Tuesday 11.21

- Dorothy Smith. 1987. *The Everyday World as Problematic*. Selections:
 - Chapters 2-3: 49-146

Thursday 11.23 – THANKSGIVING – NO CLASS

Week 14: WORK

Tuesday 11.28

- Hochschild, Arlie. 1989. *The Second Shift*. [selections]
 - Introduction & Chapters 1-3: pp. xxi-34.
- Williams, Christine. 1992. "The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions." *Social Problems* 39(3): 253-267.

Thursday 11.30

- Schilt, Kristen and Catherine Connell. 2007. "Do Workplace Gender Transitions Make Gender Trouble?" *Gender, Work, and Organization* 14(6): 596-618.
- Correll, Shelley J., Stephen Benard, and In Paik. 2007. "Getting a Job: Is there a motherhood penalty?" *American Journal of Sociology* 112(5): 1297-1338.

Week 15: STUDENT PRESENTATIONS

Tuesday 12.5 – PRESENTATIONS

Thursday 12.7 – PRESENTATIONS

FINAL PAPER DUE WEDNESDAY, DECEMBER 13th by 12:00 PM (NOON) VIA SAFE ASSIGN