

SOC 270: Gender & Society

Grinnell College, Fall 2007

Betsy Erbaugh
Office: ARH 121
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Class meets: MWF 11-11:50 in ARH 325
Course website on PioneerWeb

Office hrs: T 1-4 drop-in, F 1:30-4 appointments

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Course Objectives and Expectations:

How are gender identities socially constructed? How does gender intersect with race, ethnicity, class, disability, sexuality, nation and other dimensions of identity? How are gender and sexuality shaped by family, education, the media, politics, economics, religion, science and medical practice? This course addresses these questions from a sociological perspective. We will examine how and why contemporary U.S. communities create gender categories, how genders and sexualities affect daily life, and how they change. Students will gain tools for investigating the values and interactive processes associated with gender socialization.

This course aims to foster critical and sociological thinking, writing, and discussion. We will go beyond merely digesting other people's ideas to actively engage with the material and to critique both commonly held assumptions and sociological theories. We live in a world where gender is created, defined, and (re)negotiated all around us on a daily basis. This course is designed to catalyze movement toward active sociological analysis of gender processes. Some of the ideas presented may challenge your thinking about gender, sexuality, other dimensions of identity and social issues. If you feel uncomfortable with explicit discussions of gender and sexuality, heterosexuality and homosexuality, feminism and other movements for social change, this may not be the class for you. We will operate under the assumption that learning involves openness to new ideas and willingness to struggle with intellectual and social contradictions.

I will do everything I reasonably can to help you meet your goals in this course and to maintain a respectful classroom atmosphere. I expect you to do the same. Please see me or contact me by email to talk about any questions or problems you have with the material, my presentation of it, or classroom dynamics.

Accessibility Accommodations:

Any student who, because of disability, requires accommodations in order to participate fully in the course should contact me and the Academic Advising Office as soon as possible to make necessary arrangements. "Grinnell is committed to making accommodations for students with physical, learning or psychological disabilities" (Student Handbook, 2007-08, p. 2). So am I.

Academic Dishonesty and Plagiarism:

As Grinnell students and members of the global scholarly community, you are held to the highest standards of academic integrity. I am required to bring suspicious coursework to the attention of the Committee on Academic Standing. See the "Honesty in Academic Work" section of your Student Handbook for a list of what constitutes academic dishonesty. Penalties for academic

dishonesty may include grade reduction, course failure, suspension, probation or dismissal from the College.

Plagiarism is the act of passing off someone else's ideas or words as your own, or using someone else's work without crediting your source. If you use someone else's words, or even their ideas, ***you must cite your source. This is true whether you quote the source directly or paraphrase from it.*** It has become quite easy to find out whether a student has copied sections of a text from written sources or from the internet – do not be tempted. **If you plagiarize work in this class you will get zero credit for the assignment, potentially fail the course and/or be brought before the Committee on Academic Standing.** If you are not sure how to correctly cite sources, make sure you find out! It's not worth risking a failing grade or dismissal from the College.

See your Student Handbook, the library, Writing Lab or me for more information on academic honesty, scholarly ethics, or citing sources. Here's a handy website:

<http://www.lib.grinnell.edu/research/citesources.html>

Required Texts:

1. Zinn, Maxine Baca, Pierrette Hondagneu-Sotelo, and Michael Messner, eds. 2005. *Gender through the Prism of Difference*. 3rd edition. Oxford: Oxford U. Press.
2. Kimmel, Michael S. and Michael A. Messner. 2007. *Men's Lives*. 7th edition. Boston: Allyn & Bacon.
3. Smith, Andrea. 2005. *Conquest: Sexual Violence And American Indian Genocide*. Boston: South End Press.
4. Numerous articles available on E-Reserves. *Note:* Please notify me as soon as possible if an assigned reading is not available, is missing pages, etc. Thank you.

Website & Email: You are required to use PioneerWeb and email for this class! The syllabus, assignments and study guides will be posted on PioneerWeb. I will post and/or email important announcements, changes to readings, additional assignments, etc. Questions about the course? Please check PioneerWeb first, then email me.

Exams: There will be two exams during the semester that will draw from the readings, lectures, films, activities, etc. (Anything covered in readings, assignments, or class is fair game.) Reading questions provided on the website and by you in class will be a good guide to exam questions.

Makeup exams: Grinnell students are not permitted to make up missed final exams. For other exams, a makeup exam will be given only if **all** of the following criteria are met: 1. It is absolutely impossible for you to be present for the exam. 2. If you know ahead of time you will be away the day of the exam due to an athletic event, religious observance or other obligation, you must notify me as soon as you become aware of it. In case of illness or emergency, you must notify me (preferably by email) by 9am on the day of the exam. 3. Your incapacity to take the exam must be verified in writing by a physician, the Health Center or the Academic Advising Office. 4. Makeup exams must be completed either before, or within **one week** following, the scheduled exam.

Requests for makeups that fall outside these parameters will *not* be favorably looked upon.

Papers: Three short critical response papers (3-5 pgs) will be due in class on dates to be specified. Papers will be exchanged with your colleagues for peer review prior to final due dates.

Papers must be typed in a reasonable 12 pt. font, double-spaced, printed out and handed in; I do not accept emailed papers. Please print double-sided when possible. Papers are due in class but can be delivered to my mailbox in Carnegie 115 if necessary.

Rewrites: You will have the option of rewriting **one** of your papers in order to improve your grade. To get credit for a rewrite, you must turn it in **two weeks** after the paper was returned in class and attach both your original paper and the original grade with professor's comments.

I strongly encourage you to seek the assistance of the Writing Lab for papers and rewrites.

Student Presentations - Choose one of the following:

1. Panel presentation: You will have the option of taking part in a panel presentation that uses course material to analyze personal experiences of gender. Information and application forms for panels will be available on the course website.

OR

2. Lead discussion: You will have the option of leading discussion with a few other students on in one of our class meetings. Further information on this option will be made available on the website.

Sign-up for panels and authors/readings will be on a first come, first serve basis. Student panels and student-led discussions are an integral part of the course -- you are expected to listen attentively, ask questions and be respectful of your colleagues. Panels and student-led discussions will be covered in the exams.

Other assignments: I will periodically assign short written pieces, group work or other additional work to be done in class or as homework. Generally you must attend class to hear about these assignments, although some may be posted on PioneerWeb or by email.

Attendance and Participation: Given that the class will revolve around discussion of the readings, small group work, lectures, films, in-class assignments and other activities, ***your attendance, preparedness, and participation are essential.*** There are multiple ways of participating effectively in class -- overall your participation grade will be based upon your consistent, engaged presence. You are not required to speak in every class session, but you are required to be present and to interact critically with the material and with your classmates. More than two unexcused absences will negatively affect your participation grade, as will cross-talk, sleeping in class, repeatedly arriving late to class or leaving early without notifying me beforehand.

Please note that **you are responsible** for any and all material missed due to absences. Get the emails and phone numbers of a few other students in the class and if you miss a class, ask them to review what was covered and/or lend you their notes. (Do not ask me what was covered, or if we did anything important. Do not tell me you are skipping my class to study for another class.)

Grading:

Exams (2 @ 15% each):	30%
Papers (3 @ 15% each):	45%
Panel presentation/lead discussion:	10%
Participation & other assignments:	15%

Extra Credit Discussion Groups: You will have the opportunity to earn extra credit by participating in a discussion group outside of class. Information and application forms for discussion groups will be available on the course website.

Acknowledgements: Thank you to Professor Jane Hood at the University of New Mexico for substantial contributions to the development of this course and to Professor Karla Erickson at Grinnell for helpful comments.

Course Schedule: Given that dynamics and issues raised in class may affect the pace of the course, consider the following a tentative outline of the material we will cover. You should complete the readings indicated by class time on the dates specified. Chapters are from the Zinn et al text ("Prism") and Kimmel & Messner (ML); other articles and excerpts are on E-Reserve.

First day: INTRODUCTION**F 8/31 What is the Sociology of Gender?**

Review texts and syllabus, discuss course objectives and expectations

Week 1 SOCIAL & CULTURAL CONSTRUCTIONS**M 9/3 Sex/Gender Systems - Gender Likes/Dislikes**

Prism Preface (ix-x) & Intro (1-8)

ML Preface (xiii-xiv) & Intro (xv-xxii)

Lorber, "The Social Construction of Gender" (E-Reserves)

Johnson, "Patriarchy, the System" (handout)

W 9/5 Social Hierarchies: Gender, Race, Class, Nation

"Identities" (Prism 243-244)

Pyke & Johnson, "Asian American Women & Racialized Femininities" (Prism 263-276)

McIntosh, "White Privilege" (Prism 278-281)

"Perspectives on Masculinities" (ML 1-2)

Harper, "The Measure of a Man" (ML 41-52)

Schacht, "Teaching about Being an Oppressor" (ML 72-77)

Fine et al, "(In) Secure Times" (ML 54-65)

Kimmel, "Gender, Class & Terrorism" (ML 67-71)

F 9/7 Social Hierarchies: Sexuality, (Dis)ability; Working with Difference

Katz, "The Invention of Heterosexuality" (E-Reserves, 14 pp.)

Lorde, "Age, Race, Class and Sex" (Prism 245-250)

Anzaldúa, "Movimientos de rebeldía y las culturas que traicionan" (E-Reserves)

Kriegel, "Taking It" (handout)

Week 2 Biology v. Culture

M 9/10

Fausto-Sterling, "The Bare Bones of Sex" (E-Reserves)

AAPA Statement on Race: <http://www.physanth.org/positions/race.html>

W 9/12 Sex & Gender in Medical Practice - Video: *Intersex: Redefining Sex*

Fausto-Sterling, "The Five Sexes Revisited" (Prism pp. 13-18)

Fausto-Sterling, Intro to *Sexing the Body*

Visit ISNA website: <http://www.isna.org/>

F 9/14

Preves, "Sexing the Intersexed" (E-Reserves)

ISNA, "Shifting the Paradigm" and "Suggestions for Writing" (E-Reserves)

Week 3 SOCIALIZATION

M 9/17 **Childhood**

West & Zimmerman, "Doing Gender" (E-Reserves)

Farr, "Sissy Boy, Progressive Parents" (ML 137-147)

Kivel, "The Act-Like-a-Man Box" (ML 148-150)

Gilman, "Klaus Barbie..." (Prism 504-507)

NYTimes, "As GI Joe Bulks Up, Concern for the 98-Pound Weakling" (E-Reserves)

W 9/19 Socialization in Schools

Thorne & Luria, "Sexuality & Gender in Children's Daily Worlds" (E-Reserves)

"Education in Schools" (Prism 437-8)

Ferguson, "Naughty by Nature" (Prism 439-445)

Bettie, "How Working-Class Chicas Get Working-Class Lives" (Prism 447-462)

Pascoe, "Dude, You're a Fag" (ML 124-133)

F 9/21 STUDENT PANEL A: GENDER SOCIALIZATION

Sayed, "Chappals & Gym Shorts" (Prism 258-262)

"Collegiate Masculinities: Privilege & Peril" (ML 151-52)

Kimmel, "Ritualized Homosexuality in a Nacirema Subculture" (ML 174-180)

Capraro, "Why College Men Drink" (ML 182-92)

Week 4 EMBODIMENT & POPULAR CULTURE

M 9/24

“Bodies” (Prism 63-4)

Zones, “Beauty Myths and Realities...” (Prism 65-77)

Sabo, “Doing Time, Doing Masculinity” (Prism 108-111)

Gershick & Miller, “Coming to Terms” (ML 303-316)

W 9/26

Lamm, “It’s a Big Fat Revolution” (Prism 81-85)

Beauboeuf-LaFontant, “Strong and Large Black Women?” (Prism 86-92)

Other readings TBA

F 9/28 Media Images & Stereotypes/Popular Culture

“Popular Culture” (Prism 487-88)

Glassner, “Black Men” (Prism 489-494)

Kendall, “Oh No! I’m a Nerd!” (Prism 516-527)

Nylund, “When in Rome” (ML 498-518)

Eck, “Men are Much Harder” (ML 523-536)

Week 5 FAMILIES & INTIMACY

M 10/1 STUDENT PRESENTATION A: Bodies, Media & Popular Culture

Lopez, “Homegrown” (Prism 465-478)

ML: 317-318: “Men in Relationships”

Rubin, “The Approach-Avoidance Dance” (ML 319-324)

Walker, “I’m Not Friends the Way She’s Friends” (ML 325-336)

Nardi, “The Politics of Gay Men’s Friendships” (ML 338-341)

W 10/3 Mothering & Fathering

Prism 283-4: “Families”

Hill Collins, “The Meaning of Motherhood in Black Culture...” (Prism 285-93)

Udel, “Revision and Resistance: The Politics of Native Women’s Motherwork” (Prism 296-304)

ML p. 399: “Men in Families”

González-López, “Fathering Latina Sexualities” (ML 433-445)

Coltrane, “Fathering” (ML 448-60)

F 10/5 STUDENT PRESENTATION B: Families & Relationships

Hondagneu-Sotelo & Avila, “I’m Here, but I’m There,” (Prism 308-320)

Edin, “What Do Low-Income Single Mothers Say about Marriage?” (Prism 365-380)

Week 6 DOMESTIC LABOR, SEXUALITIES

M 10/8

Lan, “Maid or Madam? Filipina Migrant Workers and... Domestic Labor” (Prism 334-45)

Deutsch, “Strategies Men Use to Resist” (ML 401-7)

Shelton & John, “Ethnicity, Race, & Difference...Men’s Household Labor Time” (ML 408-419)

W 10/10 **STUDENT PANEL B: HOUSEWORK & PARENTING**

Prism 159-60: "Sexualities"

Martin, "I couldn't ever picture myself having sex..." (Prism 161-74)

Gutmann, "Male Discretion & Indiscretion in... Mexico City" (Prism 177-190)

Altman, "The Globalization of Sexual Identities" (Prism 216-224)

F 10/12 **Sexualities**

Loe, "Fixing Broken Masculinity: Viagra..." (ML 391-396)

"Actual Size!" (E-Reserves)

Stacey, "Cruising to Familyland" (ML 421-431)

Week 7 SEXUALITIES (cont.)

M 10/15 In-class exercise

ML 359-60: "Male Sexualities"

Messner, "Becoming 100% Straight" (Prism 227-232)

Rochlin, "The Heterosexual Questionnaire" (ML 367)

Bowers v. Hardwick (excerpt, E-Reserves)

Lawrence v. Texas (excerpt, E-Reserves)

Cohen, "Privacy without the Closet" (E-Reserves)

W 10/17 Discussion/Review

F 10/19 **Midterm Exam**

FALL BREAK October 20-28

Week 8 ECONOMY, WELFARE & EMPLOYMENT

M 10/29 **Labor, Citizenship & the U.S. Welfare State**

Fernández-Kelly, "Delicate Transactions: Gender, Home and Employment Among Hispanic Women" (Prism 347-354)

Hays, "The 'Success' of Welfare Reform" (E-Reserves)

Coughlin, "Welfare Myths & Stereotypes" (E-Reserves)

W 10/31 **Gender at Work; Affirmative Action Debates**

Williams, "The Glass Escalator" (ML 242-254)

Reskin, "The Effects of Affirmative Action" (E-Reserves)

Guiffre & Williams, "Boundary Lines" (Prism 392-405)

Quinn, "Sexual Harassment & Masculinity" (ML 272-282)

F 11/2 **STUDENT PANEL C: GENDER IN THE WORKPLACE**

Prism 383-4: "Constructing Gender in the Workplace"

Levin, "Gendering the Market" (Prism 385-90)

Hossfeld, "Their Logic Against Them" (Prism 407-417)

Hondagneu-Sotelo, "Go Away... But Stay Close Enough" (Prism 419-435)

Week 9 GOVERNMENT & POLITICS

M 11/5 U.S. Institutions in the Context of Globalization

Pierce, "Rambo Litigators" (ML 225-239)

Cohn, "Wars, Wimps, & Women" (ML 591-600)

Goldstein, "Neo-Macho Man" (ML 605-609)

Review: Kimmel, "Gender, Class & Terrorism" (ML 67-71)

W 11/7 Nationalism, Militarism & Gendered Citizenship

Film: *The Life & Times of Rosie the Riveter* (Field, 1980, 65 min.)

Espiritu, "All Men are *Not* Created Equal" (ML 21-27)

Nozaki, "Feminism, Nationalism, & the Japanese Textbook Controversy..." (Prism 481-485)

Albanese, "Nationalism, War, and Archaization of Gender Relations..." (Prism 143-151)

F 11/9 Finish Film/Discussion

Week 10 GLOBALIZATION

M 11/12

Kandiyoti, "Bargaining with Patriarchy" (Prism 26-35)

Connell, "Masculinities & Globalization" (Prism 36-48)

Ehrenreich & Hochschild, "Global Woman" (Prism 49-55)

Gajjala & Mamidipudi, "Cyberfeminism, Technology, & International 'Development'" (Prism 547-553)

W 11/14

Film: *The Shape of Water* (Bhavnani, 2016, 121 min.)

O'Connell Davidson & Sanchez Taylor, "Fantasy Islands" (ML 368-78)

O'Connell Davidson, "The Sex Tourist, the Expatriate, His Ex-Wife, & Her 'Other'" (Prism 203-215)

Connell, "Change Among the Gatekeepers" (ML 610-622)

Mohanty, "Antiglobalization Pedagogies & Feminism" (Prism 56-62)

F 11/16 Finish Film & Discussion

(Exchange papers for peer review)

Week 11 CULTURAL, STRUCTURAL & INTERPERSONAL VIOLENCE

M 11/19 (*Peer review feedback*)

Prism p. 64, para 2: "Men's violence..."

Menjivar & Salcido, "Immigrant Women & Domestic Violence" (Prism 123-136)

Anwary, "Acid Violence & Medical Care..." (Prism 137-142)

Schroeder, "Hard Corps" (ML 196-201)

Schultz, "The Antirape Rules" (ML 202-207)

"Violence & Masculinities" (ML pp. 539-540)

Gilligan, "Culture, Gender & Violence" (ML 541-548)

Optional/skim (as interested):

Katz, "Ways of the Badass" (ML 549-571)

Pappas et al, "Athlete Aggression on the Rink & off the Ice: Athlete Violence & Aggression in Hockey & Interpersonal Relationships" (ML 575-588)

Corbett, "The Women's War" (NYT, sent by email on 1/13)

W 11/21 No class – turn in Critical Response Assignment #2

F 11/23 No class - Thanksgiving Break

Week 12 GENDER VIOLENCE, CULTURE & EMPIRE

M 11/26 Smith, *Conquest: Sexual Violence and American Indian Genocide*

Foreword, Intro, Chapter 1

W 11/28

Smith, *Conquest* Chapters 3, 7

F 11/30 Transforming Violence

Smith, *Conquest* (continued)

Week 13 HEALTH & SPIRITUALITY, SOCIAL MOVEMENTS

M 12/3 **The Medical Establishment & Health-Based Movements**

Sabo, "Masculinities & Men's Health" (ML 287-97)

Smith, *Conquest* Chapters 4, 6

W 12/5 STUDENT PANEL D: RELIGION & SPIRITUALITY

F 12/7 Transgender – C.R. Assign. #3 DUE

Bornstein, excerpts from *Gender Outlaw* (e-reserves)

Scholinski, excerpts from *The Last Time I Wore a Dress*

Lucal, "What it Means to be Gendered Me" (Prism 113-121)

Taylor & Rupp, "Chicks with Dicks, Men in Dresses" (ML 381-388)

Week 14

M 12/10 STUDENT PRESENTATION D: MOVEMENTS FOR SOCIAL CHANGE

Multiple Feminisms

Zinn & Dill, "Theorizing Difference from Multiracial Feminism" (Prism 19-25)

Smith, *Conquest* Chapter 8

Tzedek, "The Rights & Wrongs of Identity Politics & Sexual Identities" (Prism 251-57)

W 12/12 Visions for the Future - Final Exam questions distributed

Yeung & Stomler, "Gay & Greek" (Prism 531-538)

Pardo, "Mexican American Women, Grassroots Community Activists" (Prism 541-545)

Powell, "Confessions of a Recovering Misogynist" (Prism 555-559)

hooks, "Men: Comrades in Struggle" (ML 626-634)

Commission on the Status of Women, "The Role of Men & Boys in Achieving Gender Equality" (ML 635-38)

F 12/14 Catch-up & Review

Final Exam due Wednesday, December 19 at noon in Carnegie 115