

GENDER AND SOCIETY

Sociology 258A—Fall 2011
Monday and Wednesday 2:30-3:50pm
Maxey 106

Instructor: Brooke Neely

Office: Maxey 325

Office Hours: Tuesdays and Thursdays 10-11am & by appointment

E-mail: neelybe@whitman.edu

Office Phone: (509) 527-5124

Course Description and Purpose

With this course, we will examine the ways gender matters in society and the consequences for both women's and men's lives. To this end, we will explore the following questions:

- How does gender shape social life? What does it mean to study gender from a sociological perspective? How are the individual experiences of women and men connected to broader social and historical forces?
- How do social inequalities get organized along gender lines? And how does gender intersect with other social categories of difference (e.g. race, class, sexuality, etc.)?
- What are the historical roots of feminism? What does feminism look like today? How are women and men across the U.S. working for social change and gender equality?

In our exploration of these questions, we will begin by reading a collection of key readings in gender and feminist studies that lay out central concepts such as gender, feminism, inequality, and intersectionality. We will then utilize these concepts as we read a collection of case studies. Throughout the course, you will work to expand your critical thinking and reflection skills, make meaningful connections between sociological ideas and everyday experience, and better understand how your personal experience of gender interacts with larger social and historical forces. This course will force us to confront some ugly and painful dimensions of social life and history. But by engaging directly with these issues, we can imagine what a just and equal social world should look like and how we might contribute to making it a reality.

Required Readings

All books are available at the bookstore and on reserve in Penrose library. **Other assigned readings will be available on the CLEo site for Soc 258.**

- Ehrenreich, Barbara and Arlie Russell Hochschild. 2002. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Holt Paperbacks.
- Ingraham, Chrys. 2008. *White Weddings: Romancing Heterosexuality in Popular Culture*. 2nd edition. New York: Taylor and Francis.
- Pascoe, C.J. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press.
- Roberts, Dorothy. 1997. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage Books.

You will be assigned one of the following two books—do not purchase until you have been assigned one of these books:

- Hays, Sharon. 1996. *The Cultural Contradictions of Motherhood*. New Haven: Yale University Press.
- Townsend, Nicholas W. 2002. *The Package Deal: Marriage, Work and Fatherhood in Men's Lives*. Philadelphia: Temple University Press.

CLEo Course Site Important course information, including some assigned readings, will be posted here. To access the site, go to <https://cleo.whitman.edu/portal>, type in your Whitman email ID and password, and click on Soc 258A F11 tab in the upper right. Readings will be located under “Resources,” and assignments under “Assignments.”

Course Expectations and Organization

Your active participation in this course is my primary expectation. You will learn much more and earn a higher grade if you remain actively involved. This includes coming to every class, engaging and participating during our class meetings, working collaboratively with your classmates, completing the reading assignments and written work by their due dates, bringing your books/readings to class, visiting my office hours when you have questions and/or concerns, investing yourself fully in the assignments, and keeping an open mind as we proceed through the course. Class meetings will consist of mini-lectures, discussions, small-group work, media presentations, and other activities. You are responsible for staying up-to-date on all course material. This syllabus is our contract and signifies your and my commitment to meeting these expectations.

Office Hours I welcome visitors! Please stop by for any reason, course-related or otherwise. One-on-one discussion of the material helps considerably and most likely will improve your grade. If you cannot make my scheduled office hours, please contact me to make an appointment at another time.

Email Please email me if you have any questions and/or concerns about course material or assignments. I may not always check email in the evenings or over the weekend. Also, I will send course updates occasionally via the course list serve, so please be sure to *check your campus email regularly*.

Classroom Environment I very much look forward to the discussions we will have in this class, and I encourage honest dialogue and comments from everyone. As we do so, however, I expect you all to be respectful of your classmates' thoughts and feelings even if you disagree with one another. And please keep your comments succinct, insightful, and always intellectually connected to readings or previous discussions. Also, please turn off your cell phones and laptop computers in class.

Course Feedback I welcome comments and suggestions from you as we proceed with this class. While I cannot accommodate every request, I will take each into consideration. I will solicit feedback occasionally during the course, and if you have thoughts about how to improve or modify course organization, please be in touch with me.

Students with Disabilities If you are a student with a disability who will need accommodations in this course, please meet with Julia Dunn in the Academic Resource Center (Mem. 205, x5213, dunnjl@whitman.edu) for assistance in developing a plan to meet your academic needs.

Course Requirements

In-Class Participation (15%) Participation includes attending class, demonstrating you have completed the assigned readings, and engaging in class discussions, discussion groups, in-class writing, and other activities. I take attendance the first week of class and on an if needed basis afterward. Class discussions are an integral part of this course, so you cannot make up a missed class by simply copying notes from a classmate. Also, assignment updates and details will be discussed in class. If you must miss class, please talk to your classmates first and then see me for clarification and/or more details. Finally, please come to class on time, and be sure to turn off your cell phone and laptop computer.

Discussion Leading (15%) Groups of four students will be formed the first week of class. These groups will meet throughout the semester to discuss the readings for that day. You will lead the discussion group **two** times, and turn in a brief outline and reflection on the days you lead. More detailed prompt to follow.

Sociological Imagination Paper (15%) You will write a 3-4 page paper for this course. This paper will give you a chance to utilize the principles of the sociological imagination and draw upon course content, by applying them to your own experience of gender. More detailed prompt to follow.
Paper Due: **Wednesday, October 5.**

Book Review and Small Group Presentation (10%)

You will read one of two books under the section “Gender, Work, and Family” below. Within your discussion group of four, you will partner with someone who plans to read the same book. With this partner, you will meet, plan, discuss, and then teach your book to your group members who have read the other book. The other pair will teach you and your partner their book. This will occur over two class periods, on **Wednesday, October 12** and **Wednesday, October 19**. This in-class conversation will be relatively casual, but you are expected to read your assigned book thoroughly and come prepared to teach the book to the other members of your group during the assigned class periods (about 60 minutes per group). In addition to the in-class discussion, you will submit a 2-3 page book review and discussion outline on the day you present. More detailed prompt to follow.

Midterm (15%) This take-home exam will require you to utilize course concepts in short essay form. Rather than an exhaustive exam on the content of the first half of the course, the midterm will require you to make a clear argument and draw connections between relevant course ideas. More detailed expectations will be discussed in class. It will be distributed Wednesday, October 12. It is due **Friday, October 21.**

Partner Research Project (30%) You will work with a partner on a research project this semester, which will culminate in a 15-page paper and 15 minute class presentation. The presentations will happen in the last two weeks of the semester. The final paper is due **Friday, December 9**. For this project, you will address a gender-related issue of your team’s choosing. Your team will submit a 1-2 page research project proposal on **Wednesday, September 28**. In this proposal, you must lay out your research topic, your plans for conducting the research, and a list of possible sources. ****You must** then set up a meeting with me as a pair to discuss your plans for the project, and I will provide feedback based on the proposal.** More detailed prompt to follow.

Grades will be determined as follows:

93-100 = A	78-79.9 = C+
90-92.9 = A-	73-77.9 = C
88-89.9 = B+	70-72.9 = C-
83-87.9 = B	60-69.9 = D
80-82.9 = B-	59.9 and below = F

Late Assignments All written assignments are due in class on the date indicated on the syllabus. *I do not accept emailed papers.* Late work will not be accepted unless there are college-approved reasons for the delay. You must talk with me before the due date of an assignment to have a college-approved extension considered. For all other late work, 2% of the assignment grade will be taken off each day the paper is late, beginning just after the due date and time. Please contact me if you have problems turning in your assignments. I am more likely to understand if I have heard from you before the due date. Be sure to back-up all of your work electronically and retain copies of your graded assignments.

Style and Organization For your written assignments, I expect that in addition to conveying substantive ideas, you will write clearly and organize your paper effectively. This includes presenting and supporting a main argument, using an introduction and conclusion, smoothly integrating outside sources into your own ideas, constructing clear sentences and avoiding grammatical errors, and attaching a bibliography to your paper. Please contact me for assistance with your writing. You may also visit the Writing Center in Olin 223.

Format Please use 12-point font with 1-inch margins, double-spaced text, and page numbers. Be sure to cite sources using American Sociological Association style. If you are unsure of ASA style, please check out this website: www.calstatela.edu/library/bi/rsalina/asa.styleguide.html.

Academic Honesty Be sure to follow Whitman's policies on academic honesty and plagiarism. If you have any questions about what constitutes plagiarism, or are unsure about how to properly cite sources, please see me. You may also check here: www.whitman.edu/content/academic_resources/handbooks/student_handbook/plagiarism-policy.

Course Schedule

Readings must be completed by the day they are assigned. ***I will do my best to abide by this schedule, but it is subject to change. I will announce changes in-class, and it is your responsibility to remain up-to-date on course assignments, requirements, and in-class announcements.***

Week 1 Course Introduction

Wednesday, August 31 Introduction and Syllabus

Week 2 Introduction to Gender Studies

Monday, September 5

- Wharton, Amy. 2005. "Introduction to the Sociology of Gender." From *The Sociology of Gender*. Malden, MA: Blackwell Publishing, p. 1-13.
- Zinn, Maxine Baca, Pierrette Hondagneu-Sotelo and Michael A. Messner. 2005. "Sex and Gender Through the Prism of Difference." From *Gender through the Prism of Difference*. 3rd ed. New York: Oxford University Press, p. 1-10.
- Curry-Johnson, Sonja D. 2001. "Weaving an Identity Tapestry." From *Listen Up: Voices from the Next Feminist Generation*. Barbara Findlen, Ed. Emeryville, CA: Seal Press, p. 51-58.
- Lorber, Judith. 1994. "'Night to his Day': The Social Construction of Gender." From *Paradoxes of Gender*. Yale University Press.

Wednesday, September 7 Gender Scavenger Hunt

Week 3 Gender, Inequality, and Intersectionality

Monday, September 12

- Anderson, Margaret and Patricia Hill Collins. 2007. "Why Race, Class, and Gender Still Matter." From *Race, Class, and Gender: An Anthology*. Belmont, CA: Thomson Wadsworth Press, p. 1-16.
- Zinn, Maxine Baca and Bonnie Thornton Dill. 2005. "Theorizing Difference from Multiracial Feminism." From *Gender through the Prism of Difference*. 3rd ed. New York: Oxford University Press, p. 19-25.
- Moraga, Cherríe. 1981. "La Güera." From *This Bridge Called My Back*. Watertown, MA: Persephone Press, p. 27-34.
- Frye, Marilyn. 1983. "Oppression." From *The Politics of Reality: Essays in Feminist Theory*. New York: Crossing Press, p. 1-7.
- Gunn Allen, Paula. 2009. "Where I Come From Is Like This." From *Feminist Frontiers*, edited by Verta Taylor, Nancy Whittier, and Leila J. Rupp. 8th ed. (Originally from *The Sacred Hoop: Recovering the Feminine Side in American Indian Tradition* 1986). Boston: McGraw Hill, p 34-38.

Group discussion

Wednesday, September 14

- Aronson, Pamela. 2003. "Feminists or 'Postfeminists'?": Young Women's Attitudes toward Feminism and Gender Relations." *Gender and Society* 17(6): 903-922.
- Film:** *I Was a Teenage Feminist*
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Week 4 Gendered Labor

Monday, September 19

Global Woman Introduction, Love and Gold, The Nanny Dilemma, Blowups and Other Unhappy Endings (p. 1-38, 55-69)

Group discussion

Wednesday, September 21

Global Woman Maid to Order, Just Another Job?, America's Dirty Work, Selling Sex for Visas, Because She Looks Like a Child, Global Cities and Survival Circuits (p. 85-114, 142-168, 207-229, 254-274)

Film: *Fast Food Women*

Week 5 Gender, Sexuality, and Youth

Monday, September 26

Dude, You're a Fag Ch. 1-2 (p. 1-51)

Group discussion

Wednesday, September 28

Dude, You're a Fag Ch. 3-4 (p. 52-114)

****Research Project Summary Due****

Week 6 Gender, Sexuality, and Youth

Monday, October 3

Dude, You're a Fag Ch. 5-6 (p. 115-174)

Film: *Tough Guise*

Wednesday, October 5

Film: *Tough Guise*

Discussion of *Tough Guise* and *Dude, You're a Fag*

****Sociological Imagination Paper Due****

Week 7 Gender, Work, and Family

****All students read this.**** Gerson, Kathleen. 2010. "The Shaping of a New Generation." From *The Unfinished Revolution: How a New Generation is Shaping Family, Work, and Gender in America*. Oxford: Oxford University Press, p. 1-14.

Monday, October 10 NO CLASS—FALL BREAK

Wednesday, October 12 ½ of class teach *The Cultural Contradictions of Motherhood*

Take home midterm distributed

Week 8 Gender, Work and Family

Monday, October 17 NO CLASS—work on midterm and meet with research partner

Wednesday, October 19 ½ of class teach *The Package Deal*

****Midterm due to my office by Friday, October 21 at 4pm****

Week 9 Women, Race, and Reproduction

Monday, October 24

Killing the Black Body. Introduction, Ch. 1-2 (p. 1-103)

Group discussion

Wednesday, October 26

Killing the Black Body. Ch. 3 (p. 104-149)

Week 10 Women, Race, and Reproduction

Monday, October 31

Killing the Black Body. Ch. 4 (p. 150-201) and p. 229-245 of Ch. 5

Smith, Andrea. 2007. "Beyond Pro-Choice versus Pro-Life: Women of Color and Reproductive Justice." From *Feminist Frontiers*, edited by Verta Taylor, Nancy Whittier, and Leila J. Rupp. Boston: McGraw Hill, p. 389-399.

Film: *Silent Choices*

Wednesday, November 2

Killing the Black Body. Ch. 6-7 (p. 246-312)

Group discussion

Week 11 Intersectionality and the Wedding Industrial Complex

Monday, November 7

White Weddings Ch. 1-2 (p. 1-113)

Group discussion

Wednesday, November 9

White Weddings Ch. 3, 5 (p. 115-167, 219-229)

Week 12 Feminisms and Social Change

Monday, November 14

Taylor, Verta, Nancy Whittier, and Cynthia Fabrizio Pelak. 2009. "The Women's Movement: Persistence Through Transformation." From *Feminist Frontiers*, edited by Verta Taylor, Nancy Whittier, and Leila J. Rupp. 8th ed. Boston: McGraw Hill, p. 556-571.

Henry, Astrid. 2004. "Daughterhood is Powerful: The Emergence of Feminism's Third Wave." From *Not My Mother's Sister*. Indiana: University of Indiana Press, p. 16-51.

Stryker, Susan. 2009. "Transgender Feminism: Queering the Woman Question." From *Feminist Frontiers*, edited by Verta Taylor, Nancy Whittier, and Leila J. Rupp. 8th ed. Boston: McGraw Hill, p. 83-89.

Darraj, Susan Muaddi. 2002. "It's Not an Oxymoron: The Search for an Arab Feminism." From *Colonize This!: Young Women of Color on Today's Feminism*. New York: Seal Press, p. 295-311.

Group discussion

Wednesday, November 16

Film: *My Feminism*

NO CLASS NOVEMBER 21-25: THANKSGIVING BREAK

Week 13

Monday, November 28 Student Presentations

Wednesday, November 30 Student Presentations

Week 14

Monday, December 5 Student Presentations

Wednesday, December 7 Student Presentations and evaluations

****Final project due Friday, December 9 by 4pm at my office.****
