

SOCI 162
Sociology of Sex and Gender

Class: Lalumiere 392, TuTh 11-12:15

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Office: Lalumiere 416

Office Hours: Tuesdays, 5:45 to 7 pm or by appointment (I'll often be available on Fridays)

The first question people ask about a baby, even before it is born is: "Is it a boy or a girl?" Common sense tells us that men and women are opposites: men are from Mars, women are from Venus; boys are aggressive and girls are passive. Definitions of gender permeate our lives, but have changed over time and have different meanings in different cultures. This course challenges some of these common sense assumptions about gender, gender difference, an inequality. By looking beyond individual, biological, and psychological analyses of gender to see how gender is regulated and produced by social institutions and interactions, this course will suggest other ways of thinking about seemingly natural and timeless gender differences. We will explore the ways that gender is thought to mean different things when people think about different races and ethnicities, and we will explore how assumptions about sexuality and race anchor socially-constructed definitions of gender to make those definitions seem "natural."

The course begins by exploring common sense concepts of sex and gender, and introducing concepts for thinking about these categories critically. We will problematize explanations based on "nature," and throughout the term we will explore how gender is socially constructed and maintained in social structures, institutions and interactions and these social processes shape individuals' consciousness. In addition, we will explore how gendered categories relate to race, class, and sexual orientation. We will how people internalize gender and other vectors of identity such that these social constructs come to define our subjectivity, our very feelings about who we are. In the latter part of the term, we will explore gender as it relates to institutions including work, family, and marriage.

Texts:

Most of the readings are available in a **course pack**, available at Sweeney's (14th and Wells) In addition, *Gender in Production*, by Leslie Salinger (U.Calif. Press, 2003) is on order at the bookstore.

Requirements:

1. Attendance and participation (25%).

Daily attendance is required, as is active participation. I track attendance daily. You may be called on without warning to answer question about the readings, and participation in classroom discussions and activities is mandatory. There may be pop quizzes. You should come to class prepared with written notes, questions, or comments on the day's readings, and be able to state in a sentence what each author's main point is and how the text relates to the class discussions. This is an important part of your grade. Coming to office hours and discussing the course material with me is also a form of participation, and perfect attendance also shows commitment to and engagement with the course.

Please note that Marquette policy allows instructors to reduce the course grade for more than 4 absences and/or to drop a student from the class for excessive absences.

2. Two 500- to 700-word memos (25% each for a total of 50%)

Each student will be assigned two weeks' readings on which to write a brief memo, due via email (**not an attachment**) by 9AM on the Thursday of the week assigned. I will use these memos to help facilitate discussion.

In each memo, you will formulate a question for discussion and develop an initial answer to it. There are many ways to ask a question in a way that it will help you and others to gain clarity or facilitate discussion. A good way to start is to begin with a specific passage from the week's readings that you find interesting, troubling, or difficult, and quote that passage at the beginning of your memo. Then, discuss that passage. What questions does it raise for you, or what questions do you think it might raise for the class? If you find the passage difficult to understand, you could use this space as an opportunity to "think on paper" about what the author might be saying—how does s/he define key terms, what relationships does s/he observe between social forces, what question is s/he trying to answer? How do subsequent passages help you to make sense of the passage you began with? Other possible questions might include: (a) Did he, she, or they define terms earlier, that might help us to make sense of this passage? (b) How does this author build on or disagree with another author from our course? (c) If the author's examples seem outdated, can you think of a contemporary example that might help to explain what they are getting at? Do you think that what they are saying is no longer valid, or is it valid in a different way? (d) Are there ways the author seems to contradict him- or herself? If so, how does the author attempt to resolve that contradiction? Does she or he succeed? You do not need to answer all of these questions—they are just some possible ways to articulate a helpful discussion question.

We will use students' questions as springboards for class discussion. You are not required to submit your memo to the entire class, and you need not identify yourself as a question's author, although you may if you wish. However, as the semester progresses and we grow more comfortable with each other, I may call on you as the memo's author to clarify a particular point you raised. Having me ask about your memo implies no value judgment—strong and weak memos are equally likely to inspire me to ask for further elaboration.

Each memo should be **proofread and edited** so that the process of writing and revising helps you to clarify your thinking as you clarify your writing. Memos will receive lower grades if they contain grammatical or word-choice errors, incomplete sentences, or are not well thought out. **Do not write your memo as an email message; write it in a word-processing program and then copy the text into your email message to me.** Memos will be graded on the formulation of the question, how well you ground your response in the readings, how clearly you present your ideas, and writing style (grammar and organization).

3. Final Exam (25%). Tuesday, 5 May, 1-3 pm

This exam will be given at the time appointed by the university. We will draft exam questions as a class as the time draws near.

**** Note on policies****

The memos and exams are intended to assess how much you have learned from this course. Plagiarism (including taking material off of the internet and submitting it as your own), and other forms of academic misconduct are severe offenses and will be penalized according to Marquette's policy on academic honesty, which can be found online at:

<http://www.marquette.edu/academics/regulations/acaddishonesty.html> .

Please note that you will be expected to display an understanding only of materials that we have covered in our readings and/or discussions—you will not need to use the internet to pass this course. Indeed, the internet is full of misinformation which, if used uncritically, may even hurt your performance in this course. You may refer to something you find on the internet in your journal in order to illustrate a problematic you wish to analyze, but please **DO NOT** rely on it as a resource for

your analysis. The analysis should emerge from your own thought process, in engagement with the readings and class discussions.

READINGS:

WEEK 1

13 January

Introduction: Rethinking Sex, Gender and Nature

15 January

Declaration of Rights of Man and Citizen
Olympe de Gouges, "Declaration of Rights of Woman and Citizen"
Gloria Steinem, "If Men Could Menstruate"
Kate Bornstein, "Naming All the Parts"

WEEK 2

20 January

Science and Nature

Emily Martin, "The Egg and the Sperm"

22 January

Anne Fausto-Sterling, "The Five Sexes: Why Male and Female are Not Enough"
Robert M. Sapolsky, "Testosterone Rules"

WEEK 3

27 January

Social Construction: Macro (Economy, Kinship, & Race)

Gayle Rubin, "The Traffic in Women," pp.157-160, 164-169, 171-83

29 January

Rubin, "The Traffic in Women," pp. 184-204

WEEK 4

3 February

John D'Emilio, "Capitalism and Gay Identity"

5 February

Hazel Carby, "White Women Listen!"

WEEK 5

10 February

Gender Socialization

"The Story of Baby X"
Ellen Jordan & Angela Cowan, "Warrior Narratives in the Kindergarten Classroom"

12 February

Paul Kivel, "The Act-Like-A-Man Box"
Eve Kosofsky Sedgwick, "How to Bring Your Kids Up Gay"

WEEK 6

17 February

Gender in Interaction

Candace West & Don R. Zimmerman, "Doing Gender"

19 February

Jennifer Pierce, "Rambo Litigators"

WEEK 7

24 February

Carol Cohn, "Wars, Wimps and Women"

26 February

Hochschild, Arlie. "The Second Shift," Chapters 2 & 4

WEEK 8

3 March

Karin A. Martin, "I Couldn't Ever Picture Myself Having Sex..."

Video: *Flight of the Conchords*

5 March

NO CLASS! Good luck on Midterms and have a great break!**9-13 March****Midterm break!!!****WEEK 9**

17 March

Race, Gender and SexualityPatricia Hill Collins, *Black Feminist Thought*, "The Politics of Black Feminist Thought" (pp. 1-13), "Mammies, Matriarchs, and Other Controlling Images" (69-96)

19 March

Video: *Clarence Thomas/ Anita Hill: Public Hearing, Private Pain***WEEK 10**

24 March

Patricia Hill Collins, "Prisons for Our Bodies, Closets for Our Minds"

Gender and Institutions: Work & Globalization

26 March

Barbara Ehrenreich & Arlie Russell Hochschild, "Global Woman"

WEEK 11

31 March

Salzinger, Leslie. *Genders in Production*, Chapters 1 and 3

2 April

Salzinger, Chapters 4 and 6

WEEK 12

7 April

Ivy Ken, "Beyond the Intersection"

9 April

No Class: Easter Break— Have a Good One!

Week 13
14 April

Gender and Institutions: Religion and Marriage

Thomas Stoddard, "Why Gay People Should Seek the Right to Marry"
Paula Ettelbrick, "Since When Is Marriage a Path to Liberation?"
Robert H. Knight, "How Domestic Partnerships and 'Gay Marriage' Threaten the Family"

16 April

Joe Dallas, "Consequences of Homosexuality"
Exodus testimonies

WEEK 14

21 April

MOVIE: *But I'm a Cheerleader* (and pass out review sheets)

23 April

Finish movie and discuss

WEEK 15

28 April

Review for final

30 April

Review for final

5 May, 1-3 pm

Final Exam

HAVE A GREAT SUMMER!!
Congratulations, Graduates!!