

SOCI 4450/5450
Sociology of Sex and Gender

Class: Lalumiere 172, TuTh 3:30-4:45
Office: Lalumiere 416

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Office Hours: Tuesdays, 10:30-12, Thursdays, 2-3 or by appointment

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. This course challenges some of these common sense assumptions about gender, gender difference, and inequality with studies based on social-scientific evidence and the theories that draw from it. Definitions of gender permeate our lives, but have changed over time and have different meanings in different cultures. 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. We will explore how gendered categories relate to race, class, and sexual orientation, and how social power works through these categories to shape our lives. 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 is produced in and structures institutions including work, family, marriage and religion.

Texts:

- The main readings for this course are available on reserve through the Raynor reserve desk. The password for our class reserves is **gender**.
- Other readings are available on our class’s D2L site under Links (under the More Tools drop-down menu)

Requirements:

1. Attendance and participation (25%).

Daily attendance is mandatory, 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 must **BRING THE READINGS TO CLASS**, along with written notes, questions, or comments on the day’s readings, and you should 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. **EXCELLENT ATTENDANCE AND PARTICIPATION ARE ESSENTIAL TO EARNING ABOVE A BC FOR THIS COMPONENT OF THE GRADE.**

As of June, 2011, Marquette policy recognizes that ANY absence from class impedes your learning, and thus allows for students to be withdrawn for absences (WA) after six absences, making no distinction between excused and non-excused absences. For the purpose of this class, I do recognize that some absences are more excusable than others. If you have a family emergency or are sick, particularly if your illness may be contagious, please let me know beforehand that you will be missing class. If you are absent a great deal, it is helpful to have a doctor's note to explain your condition, though I know that Marquette's clinic will not issue such notes. In keeping with Marquette policy, more than one absence will result in a lowering of your participation grade, and the grade will fall significantly with each subsequent absence. You may be withdrawn from the course for more than six absences before November 14, but if you are having problems or expect to be absent, I appreciate being informed, and am willing to come to a reasonable accommodation if you explain your situation to me in a timely manner and one can be reached.

2. Two 600- to 800-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 **turnitin.com** by **10AM** on the Thursday of the week assigned, **and on paper in class that Thursday** (stapled). (See guidelines below.) I may use these memos to help facilitate discussion.

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| TurnItIn Class ID: 8403691 | Password: gender |
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3. Final Exam (25%).

The assigned final exam period for this class is Friday, 12 December, 1-3 pm. We will determine as a class whether the final exam will be (a) a short-answer exam at the assigned time, or (b) a take-home essay exam (which would have to be due earlier in exam week).

Memo Assignments

In each memo, you will engage with at least one of the assigned week's MAJOR readings (not just blogs!). You will formulate a question for discussion and develop an answer to it that engages the text by grappling with its ideas, pushing its implications to different cases, or locating and attempting to resolve its contradictions, tensions or challenges to another author's argument. There are many ways to ask a question in a way that it will help you and others to gain clarity or facilitate discussion.

If you are stuck, 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.

If you wish, you may compare and contrast two or more readings, for their authors' perspectives on a phenomenon, definitions of a concept, etc. What do they have in common? How do they differ? Can their views be reconciled?

I may use students' memo questions as springboards for class discussion as well as for the final exam. 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. **I will stop reading at the fourth typographical, spelling, or grammatical error, and your memo will be returned to you ungraded.** Memos will be graded on the formulation of the question, how deeply you engage the text, how well you ground your response in the readings, how clearly you present your ideas, and your writing style (grammar and organization). **Consult the grading rubric, included in this syllabus, so you know what constitutes an A memo, and the meaning of the various grades.**

Memo Goals:

An outstanding memo will have the following features: (a) a strong thesis statement, (b) an appropriate selection of authors (ie at least one of the week's MAJOR readings), (c) quotations from the readings, (d) evidence backing up each of your claims, (e) clear, effective organization, and (f) excellent word choice, grammar, sentence structure, and editing.

You **MUST** use quotations from the readings, cited properly (Author, page), to support your claims.

Your essay must be 600-800 words. Please be sure to spell-check and proofread your work; it can be very helpful to have a friend read over it to be sure it is free of typographical and grammatical errors. Strunk & White's *Elements of Style* is a very handy little guide to writing well.

Memos are due at 10 AM on the Thursday of the week assigned. The paper will be counted as a day late if you submit it after the deadline. Late papers will lose one-half letter grade for each day they are late.

Note on Memo Assignments:

If it is not convenient for you to submit a memo on one of the weeks you have been assigned, you may trade with another student. To ensure that there is no confusion and that you each receive grades for your memos, you must **both** inform me of the trade.

REWRITE POLICY:

All good writing is actually the product of multiple revisions, so I allow rewrites, with the following caveats:

1. **Your grade is not guaranteed to go up**, just because you have rewritten the memo. Grades may stay the same or go down.

The best way to ensure a substantially improved grade is to improve the substance of your memo. I note grammatical, spelling and similar errors, and I often make stylistic suggestions. These are not the only changes that you will need to make if you are going to improve your grade. Begin your rewrite by reading my comments and writing a proposal of the substantive changes you plant to make. As you complete the revision of your rewrite, be sure it is free of grammatical or spelling errors, particularly any of the kinds that I identified in the first version.

2. For me to accept a re-write **you should confer with me** about your proposed changes, whether you understand my comments or not. In our discussion, I will be happy to clarify my comments or make suggestions.

3. For me to accept a re-write it must be submitted **on paper**, formatted and stapled, **with the original (and my comments) attached**, one week after the date your group's memos were returned. There is also a link for all rewrites on our **TurnItIn.com** site.

LATE PAPER POLICY:

While I may confirm receipt of your memo, it is your responsibility to be sure I received it on time. Late memos or other assignments will lose 1/2 grade for each day they are late, beginning after the time they are due. Memos are due at 10 am on the Thursday of the assigned week via TurnItIn.com.

ACADEMIC HONESTY POLICY

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> . At the very least, plagiarism and other forms of cheating will result in an F for the assignment (without the opportunity to make it up) and a report to your Dean of Students and the Chair of SOCS.

USE OF THE INTERNET

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 Google or Wikipedia to do well on a paper—indeed, doing so is a sign that you didn't understand the assigned readings. Furthermore, 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 memo in order to illustrate an issue you wish to analyze, but please **DO NOT** rely on it to do your analysis for you. The analysis should emerge from your own thought process, in engagement with the readings and class discussions (and if you choose, with me during office hours or via email).

Memo Grading Rubric

These memos are brief, but they are each worth a quarter of your final grade so they need to be excellent! On your memo, I will endeavor to provide thoughtful, helpful comments to explain the grade I have given and what it would take to improve the memo. Memos may be re-written for an average of the two grades, providing you meet the requirements on p. 3 of this syllabus.

Explanation of memo grades:

- A Poses an important and clear question and provides a thoughtful, thought-provoking analysis of the reading(s) discussed. Detailed, close reading of text or a fruitful, careful comparison of two or more texts. May offer a thoughtful challenge to the reading's argument or analysis, or pushes beyond a summary of the reading. Assertions are backed with convincing evidence. Quotations are present and have page references. Memo is beautifully written, edited, and well-crafted—the discussion includes some sort of thesis statement or concluding statement, paragraphs follow a clear logic.
- AB Excellent on all but one of the above measures. Could be pushed a bit farther, or reveals a minor slip of logic, or needs better organization or evidence.
- B Fulfills basic requirements of assignment, as laid out in syllabus. May involve more summary than engagement with the text. Engages text, but might lack full detail or depth. May reveal only a cursory understanding of text in some small aspect. May contain slips of logic. May be lacking in direct quotations. May have minor problems with grammar or style. An otherwise-perfect book report would merit *no higher* than a B.
- BC Fulfills basic requirements of assignment, but severely lacking in one or more areas. Memos that ask numerous questions and provide answers that do not engage deep thinking risk falling into this category. May be generally correct but poorly edited or not very clear. May articulate questions very well, but reflect a shaky grasp of the readings.
- C Makes a good point or engages with one point of reading, though perhaps not to full, logical conclusion. May have serious grammatical errors or style problems. May seem hurried or slapdash, or reflect a weak understanding of the readings. May focus more on personal experiences or opinions rather than engaging the text. May have more than one of the problems listed as qualifying for a BC.
- CD Shows some effort, but contains serious errors or problems. May be missing direct quotations from the readings, or show very weak grasp. May have serious grammatical errors or style problems.
- D Shows some effort. Significantly under-theorized. Not completely incorrect or without insight. May have serious grammatical errors or style problems.
- F Shows very little effort. Significantly under-theorized. Makes incorrect assertions. Reveals little grasp of the reading. May have serious grammatical errors or style problems.

READINGS:

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| WEEK 1 26 August | Introduction: Rethinking Sex, Gender and Nature |
| 28 August | Anne Fausto-Sterling, "Dueling Dualisms." Pp. 1-29 in <i>Sexing the Body: Gender Politics and the Construction of Sexuality</i> (Basic Books, 2000). "I Feel for Caster Samenya" —link is on D2L |
| WEEK 2 2 September | Wilhelm Murg, "Everyone Has Their Gift," <i>Indian Country Today</i> , 6/8/2011, pp. 28-31. Emily Martin, "The Egg and the Sperm" <i>Signs</i> , Vol. 16, No. 3. (Spring, 1991), pp. 485-501. Robert M. Sapolsky, "Testosterone Rules" <i>Discover</i> 1997 Gloria Steinem, "If Men Could Menstruate" originally published in <i>Ms.</i> (October, 1978) —link is on D2L |
| 4 September GROUP A | Hazel Carby, "White Women, Listen!" <i>The Empire Strikes Back: Race and Racism in 70s Britain</i> (London: Hutchinson, 1980), pp. 212-235. Two blogs (Links are on D2L): Flavia Dzodan, "My Feminism Will Be Intersectional or It Will Be Bullshit!" http://tigerbeatdown.com/2011/10/10/my-feminism-will-be-intersectional-or-it-will-be-bullshit/ Avory, "White Feminists: It's Time to Put Up or Shut Up on Race," http://radicallyqueer.wordpress.com/2011/12/02/white-feminists-its-time-to-put-up-or-shut-up-on-race/ |
| WEEK 3 9 September | Patricia Hill Collins. 2000. "The Politics of Black Feminist Thought. Pp. 1-19 in <i>Black Feminist Thought, 2nd edition</i> . New York: Routledge. Three blogs (Links are on D2L): Sierra Mannie. "Dear White Gay Men: Stop Stealing Black Female Culture" Anthony Michael D'Agostino. "'Bye Sierra': A Slightly Angry Queer Response to the Sierra Mannie Controversy" Christian Fuscarino & Guido Alexander Sanchez, "Dear White Gay Men: A Letter from Two of You." |
| 11 September GROUP B | Susan Stryker, "Transgender Feminism: Queering the Woman Question." Pp. 63-69 in <i>Feminist Frontiers</i> (9 th ed.) (New York: McGraw Hill, 2012). Jonah Lefholtz, (on D2L) "Coming Out as Femme: How My Transition Helped Me Find Myself" " |
| WEEK 4 16 September | Social Construction: Macro Laurel Richardson, "Gender Stereotyping in the English Language," (and insets) pp. 115-122 in <i>Feminist Frontiers</i> (4 th ed.) (New York: McGraw Hill, 1997). |

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| 18 September GROUP C | John D'Emilio, "Capitalism and Gay Identity," pp. 467-478 in <i>The Lesbian and Gay Studies Reader</i> , ed. by Abelove, Barale, and Halperin (Routledge, 1993) |
| WEEK 5 23 September | Michael S. Kimmel, "Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity," pp. 58-70 in <i>The Sex, Gender & Sexuality Reader: The New Basics</i> , ed. by Abby L. Ferber, Kimberly Holcomb, and Tre Wentling (New York: Oxford University Press, 2009). |
| 25 September GROUP D | Jane Ussher, "Sexual Science and the Law: Regulating Sex—Reifying the Power of Heterosexual Men" pp. 377-394 in <i>The Sex, Gender & Sexuality Reader: The New Basics</i> , ed. by Abby L. Ferber, Kimberly Holcomb, and Tre Wentling (New York: Oxford University Press, 2009). |
| WEEK 6 30 September | Ussher, continued. Pp. 394-416. |
| 2 October GROUP E | <big>SOCIAL CONSTRUCTION THROUGH INTERACTION</big> Socialization Nancy Chodorow, "Family Structure and Feminine Personality" (and inset), pp. 145-160 in <i>Feminist Frontiers</i> (4 th ed.) (New York: McGraw Hill, 1997). Barrie Thorne, "Girls and Boys Together... But Mostly Apart," in <i>Relationships and Development</i> , edited by Willard W. Hartup and Zick Rubin (Hillside, NJ: Lawrence Erlbaum Associates, 1986). |
| WEEK 7 7 October | Candace West & Don R. Zimmerman, "Doing Gender." <i>Gender & Society</i> 1 (2): 125-151 (1987). |
| 9 October GROUP A | Kristen Schilt and Laurel Westbrook, "Doing Gender, Doing Heteronormativity: 'Gender Normals,' Transgender People, and the Social Maintenance of Heterosexuality." <i>Gender & Society</i> 23 (4): 440-464 (2009). |
| WEEK 8 14 October | Elizabeth Armstrong, Laura Hamilton and Paula England, "Is Hooking Up Bad for Young Women?" <i>Contexts</i> 9 (3): 22-27 (2010). Video: <i>Flight of the Conchords</i> |
| 16 October | NO CLASS! Good luck on Midterms and have a great break! |

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| WEEK 9 21 October | SOCIAL CONSTRUCTION: INSTITUTIONAL Barbara Risman, "Gender as Structure," pp. pp. 295-304 in <i>Mapping the Social Landscape</i> , 6 th ed., ed. by Susan J. Ferguson (McGraw-Hill, 2009). on D2L |
| 23 October GROUP B | Andrea Smith, "Rape and the War Against Native Women," pp. 63-76 in <i>Reading Native American Women</i> , edited by Inés Hernandez-Avila (Alta Mira Press, 2004). |
| WEEK 10 28 October | Intersecting Institutions Siobhan Somerville, "Scientific Racism and the Invention of the Homosexual Body," <i>The Journal of the History of Sexuality</i> 5(2) (1994): 243-266. |
| 30 October GROUP C | Andrea Smith, "Beyond Pro-Choice Versus Pro-Life: Women of Color and Reproductive Justice." <i>NWSA Journal</i> 17 (2005): 119-140. |
| WEEK 11 4 November | Work Carol Cohn, "Wars, Wimps and Women," pp. 591-600 in <i>Men's Lives</i> , 7th ed., Ed. by Michael S. Kimmel and Michael A. Messner (Boston: Pearson, 2007). Christine Williams, "The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions," <i>Social Problems</i> 39(3) (1992): 253-67. Nancy Whittier, "Median Annual Earnings of Full-Time, Year-Round Workers by Education, Race and Hispanic Origin, 2009," p. 206 in <i>Feminist Frontiers</i> , 9th ed., edited by Verta Taylor, Nancy Whittier, and Leila J. Rupp (McGraw-Hill, 2012). |
| 6 November | Beverly W. Jones, "Race, Sex & Class: Black Female Tobacco Workers in Durham, North Carolina, 1920-1940, and the Development of Female Consciousness," <i>Feminist Studies</i> 10 (3): 441-451 (Fall 1984). Miliann Kang, "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons." <i>Gender & Society</i> 17(6): 820-839 (2003). |

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| WEEK 12 11 November | Families Hochschild, Arlie Russell. "The Second Shift," pp. 263-268 in <i>Feminist Frontiers</i> (4 th ed.) (New York: McGraw Hill, 1997). Kathleen Gerson, "Moral Dilemmas, Moral Strategies, and the Transformation of Gender: Lessons from Two Generations of Work and Family Change." <i>Gender & Society</i> , 16(1): 8-28 (2002). |
| 13 November GROUP D | Barbara Ehrenreich & Arlie Russell Hochschild, "Global Woman," pp. 49-55 in <i>Gender Through the Prism of Difference</i> , ed. by Baca Zinn, Hondegneu-Sotelo, and Messner (New York: Oxford, 2005). Pierrette Hondagneu-Sotelo, <i>Maid in L.A.</i> excerpts; pp. 219-236 in <i>Feminist Frontiers</i> , 9 th ed., edited by Verta Taylor, Nancy Whittier, and Leila J. Rupp (McGraw-Hill, 2012). |
| Week 13 18 November | Religion and Politics Christel J. Manning, "Women in a Divided Church: Liberal and Conservative Catholic Women Negotiate Changing Gender Roles." <i>Sociology of Religion</i> 58(4) 375-90 (1997). |
| 20 November GROUP E | Dawne Moon, "Beyond the Dichotomy: Six Religious Views of Homosexuality." <i>Journal of Homosexuality</i> United States Conference of Catholic Bishops, "Always Our Children: A Pastoral Message to Parents of Homosexual Children and Suggestions for Pastoral Ministers" http://www.usccb.org/issues-and-action/human-life-and-dignity/homosexuality/always-our-children.cfm (or just google it!) |
| WEEK 14 25 November | Exodus International testimonies (on D2L) MOVIE: <i>But I'm a Cheerleader!</i> |
| 27 November | No Class – THANKSGIVING |
| WEEK 15 2 December | Finish movie and discuss |
| 4 December | Review for final or discuss essay questions |
| Friday, 12 December, 1-3 pm | Final Exam? |

HAVE A GREAT BREAK!!
Congratulations, Graduates!!