Sociology 207 – Sociology of Gender

Tuesday / Thursday 1-2:20pm
Instructor: Dr. Stacia Kock
Office: Kauke 223
E-mail: skock@wooster.edu / Phone: 1920
Office Hours: Tuesdays 8-12 or by appointment

Course Description:
You probably know the difference between gender and sex, but what does it mean for gender to exist as a social structure? How does gender inform our daily lives and how do we exist as “gendered bodies”? This course examines the role of gender in society, exploring how gender intersects with race, ethnicity, class, sexuality, and nationality across a wide array of institutions such as the workplace, family, policy, media, and education. The course provides biological, psychological, and social structural explanations of gender roles and examines sociological views of gender, the influences of feminism in the social sciences, and the ways in which a feminist perspective might challenge perceptions of social realities. Most significantly, the class explores how and why gender, as a fundamental principle of social structure, is constructed, reconstructed, and maintained. While the content of gender relationships varies culturally and historically, this course will focus primarily on gender relationships in contemporary U.S. society.

Course Objectives:
Upon the successful completion of this course, students will have acquired knowledge of:
1) The various means through which gender influences micro and macro structures such as identity, economy, education, intimacy.
2) The intersection of gender to other constructions such as race, class, sexuality, and ethnicity
3) Potential challenges to gender norms and structures across institutions.

Required Texts:
Edin, K. and Kefalas, M. Promises I Can Keep
Ferguson, A. Bad Boys
Schilt, K. Just One of the Guys?
Shippers, M. Rockin’ Out of the Box
Woodle materials/articles (W)

Course Requirements:
Attendance and Participation . . . . 10%
Critical Inquiry Essays . . . . 10% each – total of 40%
Midterm Exam . . . . 25%
Final Exam . . . . 25%

Attendance and Participation – 10%
The participation grade is comprised of attendance, active participation in class discussions, and using my office hours for added help. Students should plan on attending class ready to discuss the
assigned readings. Students are allowed one “freebie” absence throughout the semester for which they do not need to notify me of the missed class. Any absence after that will result in a loss of 2 points off your total participation grade. Attendance will be taken at the start of class. Those entering class after the first 10 minutes will not be recognized as present; therefore, it is in your best interest to arrive ON TIME. If a student is going to be late due to a scheduling conflict, s/he should notify me prior to class. Active participation in class discussion includes coming to class prepared to critically discuss the required readings/topic. If it appears that students are not completing assigned readings, I will administer pop quizzes and apply quiz grades to the participation grade.

**Critical Inquiry Essays – 10% each – total of 40%**
Each student will choose 4 out of the 5 possible critical inquiry essay prompts listed at the end of this syllabus. For each 3-5 page essay, students should: 1) complete the required prompt activity; 2) respond to questions using a critical lens grounded in observations, course readings and discussion; 2) provide evidence of your analysis with reference to at least 2 course authors/films; 3) present any concerns/critiques of the topic which you believe warrant further investigation. Please see the attachment for more specific information and required due-dates.

**In-Class Midterm – 25%**
During week 6, students will complete an in-class midterm covering material from the first 5 weeks of class. This midterm will consist of multiple choice and short answer questions. Students in need of additional time must speak with me by the end of week 4 to coordinate exam specifics with the Learning Center.

**Final Paper – 25%**
A final exam will be administered during finals week. This exam will cover material since the midterm and consist of multiple choice, short answer questions and an essay. Students in need of additional time must speak with me by the end of week 14 to coordinate exam specifics with the Learning Center.

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**Course Information**

**Grading Scale:**
Students will earn their grade based on the following grading system:

- A (93-100%)
- A- (90-92.9%)
- B+ (87-89.9%)
- B (83-86.9%)
- B- (80-82.9%)
- C+ (77-79.9%)
- C (73-76.9%)
- C- (70-72.9%)
- D (60-69.9%)
- D- (59-59.9%)
- F (59%-0%)

**Paper Policy:**
Papers are due within the first 10 minutes of class on the required due-date. Papers handed in after the first 10 minutes of class will automatically be docked 2 point deduction for each additional day past the due-date.

**Writing Formatting:** All papers must be typed in Times New Roman or Calibri 10-12 point font in a double-spaced format and 1-inch margins. Students may print double-sided or used recycled paper so long as assignment is clearly legible. All papers must be stapled or paper-clipped upon submission. Students should cite readings/films/sources with proper MLA or APA style.
**Discussion Guidelines:**
Discussion in this class will often deal with personal and sensitive material. All students are reminded to treat the opinions of others with respect. I reserve the right to terminate discussion should questions/comments become violent or disruptive in nature. Students are encouraged to visit my office hours to discuss any topic in further detail and also encouraged to continue discussions with peers outside of the class space.

**Academic Integrity:**
The College’s understanding and expectations in regard to issues of academic honesty are fully articulated in the Code of Academic Integrity as published in The Scot’s Key and form an essential part of the implicit contract between the student and the College. While you are a student at this college, you will be treated as an adult. You are expected to know and abide by the rules of the institution as described in The Scot’s Key and The Handbook of Selected College Policies (http://www.wooster.edu/policies). Dishonesty in any of your academic work is a serious breach of the Code of Academic Integrity. Such violations include turning in another person’s work as your own, copying from any source without proper citation, submitting an assignment produced for a course to a second course without the authorization of all the instructors, and lying in connection with our academic work. Particular attention should be directed to the appropriate use of materials available online through the Internet. It is important that you read and understand the ethical use of information. (http://www.wooster.edu/library/sciref/Tutor/Ethics/ethics.html). Whether intentional or not, improper use of materials can be considered a violation of the academic honesty. If you are unsure as to what is permissible, please contact me.

**Support Services:**
The Learning Center (ext. 2595) offers services designed to help students improve their overall academic performance. Sessions are structured to promote principles of effective learning and academic management. Any student on campus may schedule sessions with the Learning Center. The Learning Center also offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with Pam Rose, Director of the Learning Center, and the start of the semester to discuss reasonable accommodations. You may contact the Learning Center at ext. 2595 or through email at prose@wooster.edu. If you need additional help with writing assignments, please make an appointment with the Writing Center at ext. 2205 or visit their website: http://www.wooster.edu/writing_center/

**Other Class Policies:**
*General Classroom Etiquette:* Students should refrain from texting or talking on cell phones during class period. Students are allowed **food and beverages** in class so long as consumption does not disrupt class discussion or lecture. It is inappropriate to **tape/recorder** classroom activity unless previously agreed upon by the instructor. **Laptop** use is allowed, so long as they do not distract other students from discussion.
Woodle Readings: Students are expected to bring copies of each required reading to class in order to facilitate discussion. You may choose to access the Woodle reading via your laptop/tablet or bring a hardcopy to class.

Schedule Conflicts: Students must notify me as soon as possible about any college-recognized scheduling conflicts. Only those students who notify me in advance will have the opportunity to reschedule assignments/class discussions.

*** I reserve the right to make changes to the syllabus at any time, if the need arises.

Note: Students should come to class ready to discuss the readings listed for that date.

**Course Outline and Schedule:**

**Week 1: Introduction**

Tuesday, 8/28 – Class Introduction
Discussion of class objectives, schedule, syllabus

Thursday, 8/30 – Approaches to Gender Studies

Kimmel, M. “Towards Men’s Studies.” 517-529. (W)

**Week 2:**

Tuesday, 9/4 – Approaches to Gender Studies
West and Zimmerman. “Doing Gender.” 125-151 (W)

Butler, J. “Excerpt – Gender Trouble.” (W)

Thursday, 9/6 – Approaches to Gender Studies
Risman “Gender as a Social Structure” 429-450 (W)

Martin, K. “Gender as Social Institution.” 1256-1273 (W)

**Week 3:**

Tuesday, 9/13 – Importance of Intersectional Lens
Collins. “Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought.” (W)


**Week 4:**

Tuesday, 9/18 – Biology and Gendering the Body
Fausto-Sterling. “5 Sexes Revisted.” (W)

Connell, R. “Making Gendered People: Bodies, Identities, Sexualities.” 449-455. (W)

Thursday, 9/20 – Body/Embody


Week 5:

Tuesday, 9/25 – Learning Behavior and Roles

Thursday, 9/27 – Learning Behavior and Roles

Pascoe, C. ‘’Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse.” 329-346. (W)

Week 6:

Tuesday, 10/2 – Midterm Exam

Thursday, 10/4 – Sport Culture


Week 7:

Tuesday, 10/9 – Gender in Schools
Bad Boys 1-100

Thursday, 10/11 – Gender in Schools
Bad Boys 100-242

Week 8:

Tuesday, 10/16 – No Class - fall break!

Thursday, 10/18 – Families and Parents
Kibria. N. “Power, Patriarchy, and Gender Conflict in the Vietnamese Immigrant Community. 9-24. (W)

Campbell, L. and Carroll, M. “The Incomplete Revolution: Theorizing Gender When Studying Men Who Provide Care to Aging Parents.” 491-508. (W)

Week 9:

Tuesday, 10/23 – Families and Parents
Promises I Can Keep 1-103

Thursday, 10/25 – Families and Parents
Promises I Can Keep 104-185.

Week 10:

Tuesday, 10/30 – Policy Responses To Class, Race, Parenting
Promises I Can Keep 186-223.

Mink, G. “Violating Women: Rights Abuses in the Welfare Police State.” 79-93. (W)


Thursday, 11/1 – Gendering the Media


Week 11:

Tuesday, 11/6 – Gendering the Media


Thursday, 11/8 – Student Teachers - TBA

Week 12:

Tuesday, 11/13 – Gendered Work


Thursday, 11/15 – Gendered Work
Just One of the Guys – 1-131

Week 13:

Tuesday, 11/20 – Gendered Work
Just One of the Guys – 133-176

Thursday, 11/22 – No Class - Thanksgiving Break
Week 14:

Tuesday, 11/27 – Maneuvering Gender and Sexuality
Rocking Out of the Box Preface - 4

Thursday, 11/29 - Maneuvering Gender and Sexuality
Rocking Out of the Box Chp 5-7

Week 15:

Tuesday, 12/4 – Challenges to the System
Rupp, L. and Taylor, V. “Chapter 4: Being a Drag Queen.” 31-44. (W)

Deutsch, F. “Undoing Gender.” 106-127. (W)

Thursday, 12/6 – Concluding Thoughts and Exam Prep

Final Examination:
Final Exam scheduled for Wednesday, 12/12 at 2:00pm!
Critical Inquiry Essays

Each student will choose 4 out of the 5 possible critical inquiry essay prompts listed at the end of this syllabus. For each 3-5 page essay, students should: 1) complete the required prompt activity; 2) respond to questions using a critical lens grounded in observations, course readings and discussion; 3) provide evidence of your analysis with reference to at least 2 course authors/films; 4) present any concerns/critiques of the topic which you believe warrant further investigation. Papers are due in-class on the date listed. Papers will be graded according to: 1) depth of analysis and commentary, 2) demonstrated effort to complete required task and thoughtfully engage with course material, 3) proper use of authors/films as evidence, 4) basic writing mechanics.

1) Gendered Bodies: (Due Tuesday, 9/25)
For this paper, you will spend a day recording all the ways in which you “do” gender throughout your daily routine. For instance, what is your attire? Did you notice a gendered pattern of behavior with your speech, posture, interactions with others? How about your internal thoughts throughout the day – did any reflect assumptions about gender roles and expressions? Please type up your notes and include them along with your 3-5 page analysis of your thoughts on this exercise. In your response, please make sure to provide evidence of your analysis with reference to at least 2 course authors/films.

2) Gender and Toys: (Due Tuesday, 10/2)
For this paper, either visit the toy section of your local retail store, or visit the toy pages of a retailer’s website (i.e. Target.com; Walmart.com; Toysrus.com). Observe the types of toys marketed for boys and girls, and note whether there are differences in color, purpose, advertisement? After observation, discuss your findings. What did the toy section of the store or website tell you about appropriate gendered behavior for young children? What types of activities were promoted for boys and girls? Did you observe any gender neutral toys? If so, how did you know they were marketed as “gender neutral”? In your response, make sure to include reference to at least 2 authors/films to help provide evidence for your argument.

3) Gender and the Media: (Due Thursday, 11/8)
For this paper, please watch two episodes of a television show of your choosing. While watching, try to observe the gendered behaviors of characters. Consider the following: was there any difference in how characters interacted with each other, their surroundings, or themselves based on their gendered identities? To what extent were women portrayed as powerful or men as caretakers, or vice-versa? Did race, class, or sexuality identities interact with the character’s gendered behaviors? After viewing the shows, please summarize your observations and analyze the larger message you discovered from this exercise. Also, do you believe your observations are similar for other shows? In your response, make sure to include reference to at least 2 authors/films to help provide evidence for your argument.
4) Gender and Work: (Due Tuesday, 11/27)
For this paper, please interview someone (i.e. a family member, friend, colleague) about their thoughts on the issue of gender in the workplace. Please construct a series of questions to pose during your interview that are guided by our class discussions of gender and work. For instance, you may wish to ask whether your interviewee agrees with the concept of pink-collar work, or witnessed the glass-ceiling phenomenon. After your interview, please write a 3-5 page response explaining: 1) your method for constructing your questions; 2) a quick overview of your interviewee's responses; 3) whether you were surprised at any of the responses; 4) how you as a critical scholar connect your interview to class discussions. Make sure to include reference to at least 2 class authors/films and also please include a copy of your interview questions.

5) Miscellaneous: (Due Thursday, 12/6)
For this paper, students may choose one of the following assignments to complete: 1) a 3-5 page critical response to recent news story related to class topics; 2) a 3-5 page critical analysis of a selected magazine related to class topic (i.e: Sports Illustrated, Cosmo, Parent, etc); 3) a 2 page self-designed comic strip describing a class topic; 4) a “Top 10” list of the most significant influences of gender in your daily life, complete with a ~100-word explanation for each item. Regardless of your choice, make sure to include reference to at least 2 authors/films.