

## Sociology of Gender

SOCI 3603 (01) Spring 2019

CRN 12610 3.00 Credit Hours 100% face-to-face instruction

Tuesday & Thursday 2:00-3:15pm; Pafford 102

**Professor:** Dr. Elroi J. Windsor

**Email:** [ewindsor@westga.edu](mailto:ewindsor@westga.edu)

**Office:** 205B Pafford

**Phone:** 678-839-6333

**Campus Mailbox:** Pafford Mailroom 218

**Office Hours:** Tuesday & Thursday 11:30am-1:45pm, and by appointment

---

*Gender is...like a lens through which we've always seen  
and can't remember how the world looked before.*

*And this lens is strictly bifocal.*

*It strangely shows us only black and white in a Technicolor world.*

*– Riki Wilchins*

### COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

---

This course examines sociological aspects of gender. In this course, we will explore gender as socially constructed with meanings that vary historically and across cultures. We will contemplate how we categorize gender, deconstructing many taken-for-granted assumptions. Through this critical lens, we will recognize the intersections of gender with other social markers, connecting concepts to our own experiences. We will trace the marks of gender on our bodies, and interrogate how gendered embodiment conveys arbitrary meanings of masculinities and femininities. We will examine how sexuality is gendered. We will understand the ways gender is socially controlled, and consider gendered violence as an extreme form of controlling gender. We will study gender in the social institutions of media, education, and work. Finally, we will conclude by conceiving of ways to transgress gender inequalities and gender oppressions.

By the end of this course, students will be able to practice sociological research methods and use critical thinking skills to analyze how gender is socially constructed and controlled.

### REQUIRED COURSE MATERIALS

---

#### ➤ BOOKS

Spade, Joan Z. and Catherine G. Valentine. 2017. *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities, Fifth Edition*. Los Angeles, CA: Sage. ISBN: 9781483379487

Bornstein, Kate and S. Bear Bergman. 2010. *Gender Outlaws: The Next Generation*. Berkeley, CA: Seal Press. ISBN: 9781580053082

- *Gender Outlaws* is on reserve for 3-hour checkout periods in the library.

#### ➤ COURSEDEN

Additional readings are on CourseDen.

## COURSE EVALUATION & GRADING

---

### Evaluation Criteria

- 15% Reading Responses
- 25% Engaged Participation
- 15% Paper 1
- 20% Paper 2
- 25% Paper 3

### Grading Scale

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

**NOTE:** Final grades are FINAL. I do not offer extra credit and do not change final course grades because doing so is unfair to other students. Please see me early in the semester if you need assistance.

### Reading Responses - 15%

To encourage responsiveness to the diverse issues addressed in the readings, I require that you turn in a one-page reading response at the beginning of class. You need to complete 15 responses throughout the term for full credit. You may turn in one response per class, and it must refer to something in the readings assigned for that day only. This one-page response should be typed, double-spaced, and include a header with your name and date on a single line. Reflect on something in at least two of the required readings for that day by focusing on a specific concept or interesting point. Do not summarize the articles. Your reading responses will not be graded, but they must include sufficient, thoughtful comments that demonstrate your understanding of the reading in order to receive credit. If I determine that your response should not get credit, I will return it to you with feedback. Usually, uncredited responses are too vague, too short, or refer to readings assigned for a different day. Each credited reading response is worth 1% of your final course grade (maximum of 15%).

### Engaged Participation - 25%

To facilitate your engagement with the course, I will implement numerous in-class activities throughout the term. Engaged participation will be based on activities such as writing reflections, small group work, class surveys, and reading quizzes. Consequently, you should come to class having read all the assigned readings. Participation activities will not be announced in advance, so it is in your best interest to attend class regularly. If you are present and participate in the day's activity fully, you will receive 2 points for satisfactory participation. Being absent will result in 0 points and being present but not participating fully (e.g., insufficient writing, evidence of not reading, being absent for part of the activity, texting, refusing to talk to group members, etc.) will result in 1 point. Your final participation grade will be your total accrued points divided into the possible total points. Engaged participation is worth a maximum of 25% of your final course grade.

## **Papers - 60%**

This semester I will assign 3 papers (~5 pages each). The papers are designed to stimulate your thinking on core course topics and require you to *apply* sociological research and concepts to real life. Issue dates and due dates are noted in the syllabus, and specific instructions will be handed out in class on the issue dates. I will grade papers using the conventional numerical system. Paper 1 will be worth 15%, Paper 2 will be worth 20%, and Paper 3 will be worth 25% of your final course grade. Please use the [University Writing Center](#) to help you communicate your ideas effectively.

## **POLICIES**

---

Please review the [Common Language for Course Syllabi](#). It contains important material pertaining to your rights and responsibilities in this class, including information about accessibility services, academic success, writing support, and the honor code. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester.

### **Accessibility Services**

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services](#).

### **CourseDen**

You are required to regularly check our CourseDen page. This site will include announcements, readings, assignments, Turnitin links, and grades.

### **Attendance**

I believe there are various legitimate reasons for missing class. Therefore, I do not distinguish between excused and unexcused absences unless a student is officially representing the University in sanctioned events. If you miss class, it is your responsibility to get notes from a classmate and to communicate with me regarding absences. All students are responsible for turning in assignments when they are due.

## Missed and Late Assignments

- *Reading Responses* – Due in class. For credit, students must attend the class in which they turn in a Response. You are allowed one opportunity to turn in a RR that you were unable to submit in class. This RR should be emailed before midnight on the date it is due.
- *Engaged Participation* – Make-ups permitted only for University-sanctioned business.
- *Papers* – Turn in a paper hardcopy for me to grade in class on the due dates. For emergencies, you may email papers or upload them to Turnitin on CourseDen to have them count as turned in on the day they were emailed, then turn in the hardcopy when you are on campus next. For each day that you turn in any paper *late*, I will deduct 10 points.
- If class meets on a holy day of your faith, please inform me by January 15 so that we can make arrangements for missed assignments.

## Withdrawals

The last day to withdraw with a grade of “W” is February 27, 2019.

## Academic Honesty

UWG students are expected to adhere to the honor code and maintain academic honesty. Acts of academic dishonesty – including, but not limited to, cheating, plagiarism, excessive collaboration, and resubmitting work from another class – can result in an “F” in the course. Honor code violations are reported to the Office of Community Standards. Trust that I treat academic dishonesty as a serious offense.

## Classroom Environment

Controversial topics are inherent to this class. Many of us hold personal opinions and have experiences relevant to the diverse issues that we will explore. Some of the materials and discussions in this course deal with sensitive issues and contain graphic content including, but not limited to, profanity, nude and sexual imagery, and violence. This content may challenge your ideologies, morals, values, politics, or comfort zones. If you think your discomfort could impede your engagement with class, please come see me – this class may not be appropriate for you.

Please keep in mind that the student body is diverse and refrain from making assumptions about who is or is not around you. I trust that you will remain respectful in class. We all have opinions, and it is okay to *respectfully disagree* with other people’s comments. It is also okay to engage in passionate discussion using claims based on evidence. It is not okay to engage in actions that are hostile or derogatory. Please monitor the amount of talking you do during class. I encourage participation from a variety of students. For the frequent talkers, try waiting for 3 students to talk before you contribute to discussion again. For quieter folks, take advantage of silences to offer your thoughts. Please raise your hand to contribute to class, as calling out can be silencing to others who are less comfortable doing so. Audio and video recordings of class are not allowed without written permission from the instructor.

**\*\*Electronic devices are allowed for class purposes only.**

**Using devices for other reasons may result in lowered participation grades.\*\***



## **February 5 (Tu) Gendered Embodiment**

K "Size 6: The Western Woman's Harem" Mernissi 270-74

K "'Malu': Coloring Shame and Shaming the Color of Beauty in Transnational Indonesia" Saraswati 370-82

C "Body Talk among College Men: Content, Correlates, and Effects" Engeln, Sladek, and Waldron 300-8

## **February 7 (Th)**

G "Taking Up Space" Lukoff 122-7

G "Trans-ing Gender: The Surgical Option" Allen 101-6

G "The Manly Art of Pregnancy" wallace 188-94

## **February 12 (Tu) Masculinities**

**Paper 2 Issued**

C "Men, Masculinity, and Manhood Acts" Schrock and Schwalbe 277-295

C "The Man Box: The Link between Emotional Suppression and Male Violence" Greene

C "Making Masculinity: Adolescence, Identity, and High School" Pascoe 1-24

K "Ritual Violence in a Two-Car Garage" Melzer 576-80

## **February 14 (Th)**

C "Seeing Privilege Where It Isn't: Marginalized Masculinities and the Intersectionality of Privilege" Coston and Kimmel 97-111

C "Getting Angry to Get Ahead: Black College Men, Emotional Performance, and Encouraging Respectable Masculinity" Jackson and Wingfield 275-92

G "Proof" Luengsuraswat 242-6

## **February 19 (Tu) Femininities**

K "'Barbie Dolls' on the Pitch: Identity Work, Defensive Othering, and Inequality in Women's Rugby" Ezzell 226-37

C "Putting the Feminine Back into Feminism" Serano 319-43

K "Performing Third World Poverty: Racialized Femininities and Sex Work" Hoang 254-61

## **February 21 (Th)**

K "Asian American Women and Racialized Femininities: 'Doing' Gender Across Cultural Worlds" Pyke and Johnson 99-111

C "'Punk Will Never Diet': Beth Ditto and the (Queer) Revaluation of Fat" Nault 1-14

G "Glitter, Glitter, on the Wall, Who's the Queerest of Them All?" Rodriguez 163-8

G "Today's New Name May Be Tomorrow's Old" Lowrey 198-203

## **February 26 (Tu) Sexualities**

K "Gendered Sexuality in Young Adulthood: Double Binds and Flawed Options" Hamilton and Armstrong 538-51

K "'Freedom to' and 'Freedom from': A New Vision for Sex-Positive Politics" Fahs 354-69

C "Black Intimacies: Love, Sex, and Relationships - The Pursuit of Intimacy" Hill 426-37

G "The Role of Culture in Cleansing Gender Outlaws: The Lamal Ceremony of the Maasai, Kenya" Gichoya and Maina 255-9

## **February 28 (Th)**

- K "Mothers, Fathers, and 'Mathers': Negotiating a Lesbian Co-Parental Identity" Padavic and Butterfield 493-503  
K "Nocturnal Queers: Rent Boys' Masculinity in Istanbul" Özbay 152-62  
G "In Our Skin" Andre and Gutierrez-Mock 157-62  
G "Dear Austin Special Needs Bathroom" Florez 52-53

## **March 5 (Tu)**

### **Controlling Gender**

**DUE: Paper 2**

- K "The Gender Binary Meets the Gender-Variant Child: Parent's Negotiations with Childhood Gender Variance" Rahilly 192-201  
K "Negotiating Courtship: Reconciling Egalitarian Ideals with Traditional Gender Norms" Lamont 470-80

## **March 7 (Th)**

- K "Firming the Floppy Penis: Age, Class, and Gender Relations in the Lives of Old Men" Calasanti and King 262-73  
G "Pilgrimage" Al-Walid 261-67

## **March 12 (Tu)**

### **Gendered Violence**

- C "Male Perpetrators of Heterosexual-Partner-Violence: The Role of Threats to Masculinity" Peralta and Tuttle 255-76  
C "Who Gets Out? Gender as Structure and the Dissolution of Violent Heterosexual Relationships" Anderson 173-201  
G "Marsha P. Johnson : : ten suns the transformer : : " Beyer 224-8

## **March 14 (Th)**

- C "Good Guys Don't Rape: Gender, Domination, and Mobilizing Rape" Pascoe and Hollander 67-79  
C "The Rape Prone Culture of Academic Contexts: Fraternities and Athletics" Martin 30-43  
C "Hooking Up with Healthy Sexuality: The Lessons Boys Learn (and Don't Learn) about Sexuality and Why a Sex Positive Rape Prevention Paradigm Can Benefit Everyone Involved" Perry 303-309  
C "The Game Is Rigged: Why Sex That's Consensual Can Still Be Bad. And Why We're Not Talking About It" Traister

## **\*\*Spring Break\*\***

## **March 26 (Tu)**

- C "Suicide by Mass Murder: Masculinity, Aggrieved Entitlement, and Rampage School Shootings" Kalish and Kimmel 451-64  
K "It's Only a Penis': Rape, Feminism, and Difference" Helliwell 126-38  
G "SHOT, STABBED, CHOKED, STRANGLED, BROKEN: a ritual for November 20<sup>th</sup>" Kaveney 239-41

## **March 28 (Th)**

### **Gender in Media**

**Paper 3 Issued**

- K "Gender in Twentieth-Century Children's Books: Patterns of Disparity in Titles and Central Characters" McCabe, Fairchild, Grauerholz, Pescosolido, and Tope 212-19  
K "Equal Opportunity Objectification? The Sexualization of Men and Women on the Cover of *Rolling Stone*" 337-353  
K "#RETHINKPINK: Moving Beyond Breast Cancer Awareness" Sulik 274-85

**April 2 (Tu) Scholar's Day - Classes Cancelled**

**April 4 (Th) Gender in Media**

- C "The Essence of Res(ex)pectability: Black Women's Negotiation of Black Femininity in Rap Music and Music Video" Reid-Brinkley 236-60  
C "From Jay-Z to Dead Prez: Examining Representations of Black Masculinity in Mainstream versus Underground Hip-hop Music" Belle 1-14  
K "'We Wear No Pants'" Selling the Crisis of Masculinity in the 2010 Super Bowl Commercials" Green and Van Oort 286-98

**April 9 (Tu) Gender at School and Work**

- C "The Startling Thing that Happens to Black Girls in Preschool" Laughlin  
K "What Gender is Science?" Charles 219-25  
C "The Chilly Climate: Subtle Ways in Which Women Are Often Treated Differently at Work and in Classrooms" Sandler  
K "Gendered Organizations in the New Economy" Williams, Muller, and Kilanski 404-16

**April 11 (Th)**

- K "(Un)Changing Institutions: Work, Family, and Gender in the New Economy" Wharton 438-48  
K "Hard Drives and Glass Ceilings: Gender Stratification in High-tech Production" McKay 428-37  
K "Inequality Regimes: Gender, Class, and Race in Organizations" Acker 393-403  
K "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work" Wingfield 417-27

**April 16 (Tu)**

- K "Gendered Homophobia and the Contradiction of Workplace Discrimination for Women in the Building Trades" Denissen and Saguy 564-75  
G "Trans-Corporation: A Benefit Analysis of a Transgender Man in a Corporate Setting" Whitley 31-37  
C "I Didn't Recognize It as a Bad Experience until I was Much Older': Age, Experience, and Workers' Perceptions of Sexual Harassment" Blackstone, Houle, and Uggen 314-37

**April 18 (Th) Students' Choices**

Readings TBD

**April 23 (Tu) Possibilities**

- K "Nothing is Forever" Spade and Valentine 583-88  
K "Change Among the Gatekeepers: Men, Masculinities, and Gender Equality in the Global Arena" Connell 635-50  
K "#FemFuture: Online Revolution" Martin and Valenti 603-14  
G "We're All Someone's Freak" Smith 26-30

**April 25 (Th)**

- K "Gender and Power" Lepowsky 174-80  
K "Building on 'The Edge of Each Other's Battles': A Feminist of Color Multidimensional Lens" The Santa Cruz Feminist of Color Collective 614-24  
G "On Living Well and Coming Free" Aoki 143-52  
G "Endnote" Dopp 276-7

**Paper 3 due Tuesday, April 30 by 5pm**