

**SOCIOLOGY OF GENDER**  
SOCY/WMST 325, Section 0501 – Fall 2008  
Mondays & Wednesdays, 3:00-4:15pm  
Tydings 0111

**Instructor:** Emily S. Mann  
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**Office Hours:** Wednesdays, 1:00-2:30pm  
**Blackboard:** <http://www.courses.umd.edu>

**Course Description**

This course is an introduction to the sociology of gender through the lens of feminist, intersectional, and queer perspectives within sociology and related interdisciplinary domains (i.e., women's studies, LGBT studies), with emphasis placed on the context of the contemporary United States. This course explores gender as a *social construction* and as a *social system of power and inequality* that *intersects* with other systems of power and inequality, such as race, class, ethnicity, and sexuality. These emphases reflect how gender is studied in sociology.

In the first part of the course, we examine key social theories of gender and the politics that inform them. In the second part of the course, we explore gender across a range of interconnected institutional domains and practices, including childhood, adolescence, education, families, work, migration, globalization, advertising, consumption, and violence. In the last part of the course, we consider questions and processes of social change. This course is designed to facilitate the development of your critical thinking, reading and writing skills, and a better understanding of the complex social world in which we live.

*Prerequisite: One (1) introductory course in sociology.*

**Course Objectives**

1. Understanding of gender as a social construction and a system of power and inequality.
2. Understand why sociologists focus on social theories and explanations of gender rather than biological, psychological or economic theories and explanations.
3. Understand why and how an intersectional framework is important for studying and understanding gender.
4. Understand how social institutions and organizations are gendered and gendering, and the links between social institutions and everyday practices in maintaining gender ideologies and gender inequality.
5. Understand how we are all empowered and limited by gender.
6. Understand the connections between individuals, social structure, and the history of society, particularly as these connections apply to maintaining and changing the gender order.

**CORE Diversity Course**

Sociology of Gender satisfies the CORE Diversity Course requirement. By definition, such a course focuses primarily on a) the history, status, treatment, and/or accomplishment of women and/or "minority" groups and cultures; b) non-Western culture; and/or c) concepts and implications for diversity. Such courses allow students the opportunity to examine their ideas and values in an unfamiliar intellectual and/or social context.

## **REQUIRED TEXTS**

1. Spade, Joan Z. and Catherine G. Valentine. 2007. *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*. 2<sup>nd</sup> edition. Thousand Oaks, CA: Pine Forge Press. ISBN: 9781412951463
2. Wilchins, Riki. 2004. *Queer Theory, Gender Theory: An Instant Primer*. Los Angeles: Alyson Books.
3. Electronic articles. Required readings not in your texts are available on Blackboard under "Course Reserves." They are also posted under "Course Documents." They are denoted with a [E] on the course schedule.

**Note:** The books are available on 2 hour reserve at McKeldin Library.

## **COURSE REQUIREMENTS**

### **Blackboard (<http://www.courses.umd.edu>)**

This online course space serves the following purposes:

- (1) Access to course reserves, which include required readings not in your texts. You will need to download, print out, and read these prior to the class for which they are assigned. If you have difficulty accessing course reserves, back-up files are available under "course documents."
- (2) Submission of all written assignments, except those completed in class.
- (3) Online discussion forum where students can post information and can engage in dialogue with each other and me.
- (4) Communication of announcements, changes to course schedule, etc.

You are expected to log onto Blackboard regularly to ensure your informed participation in the course. *Use Internet Explorer when accessing Blackboard.*

### **Evaluation Criteria**

|                             |             |                   |
|-----------------------------|-------------|-------------------|
| Participation               | 30%         | 150 points        |
| Gendered Institutions Paper | 20%         | 100 points        |
| Midterm Exam                | 20%         | 100 points        |
| Final Exam                  | 30%         | 150 points        |
| <b>Total Points</b>         | <b>100%</b> | <b>500 points</b> |

### **Extra Credit**

There is no extra credit offered in this course.

### **Grading Scale**

Grades are assigned as follows:

|    |         |    |             |
|----|---------|----|-------------|
| A+ | 485-500 | C  | 370-384     |
| A  | 470-484 | C- | 350-369     |
| A- | 450-469 | D+ | 335-349     |
| B+ | 435-449 | D  | 320-334     |
| B  | 420-434 | D- | 300-319     |
| B- | 400-419 | F  | 299 or less |
| C+ | 385-399 |    |             |

### **Participation (30%)**

In this course, participation means more than just showing up to class. You are required to attend all classes, arrive on-time and leave when class concludes, and most importantly, read all material before you show up and engage with all of the class materials in a thorough and thoughtful manner. Your attendance and participation will be evaluated in a range of ways over the semester.

- A. Attendance (10% - 50 points):** Student attendance is mandatory in this course and will be taken at the beginning of each class so be sure to **come to class on time!**
- B. Pop Quizzes (5% - 25 points):** There will be 6 in-class pop quizzes (you can drop your lowest score). These will usually be in the form of short essay questions. The questions may be cumulative, but they will emphasize the current week's readings/films. **Each quiz will be worth 5 points each.** If you do the readings and watch the required films these should be challenging but not extremely difficult. Grades will take into account your clarity and organization of writing your responses. The quizzes will be given out at the very beginning of class. If you are late, you miss the quiz. **There are no make-up quizzes.**
- C. Class Initiation (10% - 50 points):** Every student is required to initiate class once during the semester. Class initiation will be completed in collaboration with one or two other students. The initiation schedule will be assigned during the first 2 weeks of the course. Students are also required to make use of Blackboard's discussion board for initiations. Additional details will be explained in class.
- D. Class Engagement (5% - 25 points):** It is the responsibility of the rest of the members of the class to engage in a thoughtful conversation/dialogue/debate that flows from the initiators' presentation, both on Blackboard's discussion board and in class. Your level of class engagement will be determined in large part based upon your active participation in class discussions both in the classroom and on Blackboard.

*You are expected arrive on time and stay until class is dismissed. Failure to do so will negatively affect your final grade. If you must at some point during the semester arrive late, leave early, or miss a class, notify me in advance of that class.*

There are no make-ups for in-class assignments.

### **Gendered Institutions Paper (20%)**

Each student will complete a 4-5 page (double spaced, 12 pt font) gendered institutions paper. Feminist sociologists argue that gender is present in the organizational frameworks, processes, practices, images and ideologies, symbols, and distributions of power in the various sectors of social life. The purpose of this paper is to explore the ways in which gender normativity organizes the structures and practices of major social institutions such as education, work/economy, religion, family, popular culture, consumption, politics, sports, science, technology, healthcare and medicine, or a variety of other social arenas. As part of this assignment, you will need to submit a brief proposal. Additional details about this assignment will be provided in class. *Due by November 26.*

### **Exams (50%)**

Students have 2 exams in the course. Each is administered in class and is comprised of multiple choice, true/false, and short essay questions. No make-up exams will be given, except under extraordinary circumstances.

- A. Midterm Exam (20%):** Monday, October 20
- B. Final Exam (30%):** Friday, December 17

## COURSE POLICIES

The following is a description of my course policies, which you should think of as a contract. By taking this course, you are agreeing to these basic rules and accepting the consequences for breaking them.

1. **Accessibility of Instructor:** If you need to reach me for any reason, email is the only method. You may email me at [emann@socy.umd.edu](mailto:emann@socy.umd.edu) but be sure to **include the course name in the subject line** so that I can address your email as quickly as possible. You can also meet with me during office hours or schedule an appointment to meet with me at a different time. *I do not check my office voicemail so do not leave messages.*
2. **Use of Electronic Equipment During Class:** During class, all students must turn off/silence and abstain from using computers, cell phones, Blackberries, pagers, iPods, and related electronic devices.
3. **Attendance, Late Work and Make-Ups:** University policy requires students who are absent from class due to illness or injury to furnish documentary support to the instructor. I require students to contact me by email prior to class time to indicate that you have an illness or an injury (or related issue) and will be missing class or will be unable to turn in a required assignment via Blackboard. You must provide written documentation verifying your illness/injury on the day that you return to class. You will not be allowed to turn in missed assignments if you have not provided this documentation. In addition, if it is found that you have falsified the documentation provided, I will refer you to the University's Student Conduct Office. **In cases of absence(s) due to religious observance or university athletics, you must personally hand me written notification of the projected absence(s) within 2 weeks of the beginning of the semester.** This is the official UMD policy; see page 33 of the Undergraduate Catalog for more information (<http://www.umd.edu/catalog/0607/chapter4.pdf>).  
**There are no make-ups for in-class assignments.**
4. **Written Assignments:** All written assignments (except for in-class assignments) must be submitted via Blackboard. **I do not accept emailed or hand-written assignments.**
5. **Re-grading:** If you wish to discuss a grade with me, you can do so within 48 hours after you receive the grade.
6. **Classroom Environment:** This course covers issues and ideas that are controversial. We all come from different perspectives and social locations; the diversity of our class is one of its greatest strengths. While lively discussions are welcome and encouraged, disagreements should not take the form of personal attack. Furthermore, sexist, racist, homophobic and transphobic speech is unacceptable, both in the classroom, in your writing, and on Blackboard. Mutual respect is required in order to maximize a healthy and fair learning environment. Disagree with each other's ideas and the evidence used in arguments, but respect each other as people. We all have to work together to create this atmosphere. For more information on University of Maryland's "Classroom Climate" policy, see page 34 of the 2006/2007 Undergraduate Catalog (<http://www.umd.edu/catalog/0607/chapter4.pdf>).
7. **Accommodations for students with disabilities:** I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has been updated for the Fall 2008 semester.

8. **Computer Requirements:** You will need an email account that is registered under the University of Maryland Directory for this class. You are responsible for checking it regularly. You will also need regular access to a computer with internet access in order to use Blackboard. If your UMD email address is not one you use, you should set it up so that it forwards any email sent to that account to one you do check regularly.
  
9. **Getting Assistance:**
  - a. *Office hours:* I am available during office hours, or by appointment, to discuss readings, your work, the course, college in general, or other issues.
  - b. *E-mail:* You can also pose questions or comments to me about readings, assignments, and class material by way of email. I check my email often, but any questions about assignments must be sent to me earlier than the night before the due date!
  - c. *Writing:* Be sure to take advantage of the writing assistance available from the Writing Center. For more information: <http://www.english.umd.edu/programs/WritCenter/>
  
10. **Academic Honesty:** Students are prohibited from cheating on exams, plagiarizing papers, submitting fraudulent documents, fabricating information on assignments and forging signatures on behalf of other students, as well as anything else that falls within the purview of the Code of Academic Integrity and the Student Code of Conduct. Any violation of these codes will be referred to the Office of Judicial Programs. Please refer to p. 41 of the Undergraduate Catalog (<http://www.umd.edu/catalog/0607/chapter4.pdf>).

**Sociology of Gender Course Schedule** (subject to change)

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**Course Readings Key:**

[K] = *The Kaleidoscope of Gender*

[E] = Electronic articles in Course Reserves (and Course Documents) on Blackboard. **Print out to read and bring to class.** Go to <http://www.courses.umd.edu> → Sociology of Gender → course tools → course reserves. If you cannot access the articles under course reserves, they are also in course documents.

Readings and written assignments are due for the date under which they are listed.

| <b>I. Social Theories of Gender</b> |                    |   |                                |
|-------------------------------------|--------------------|---|--------------------------------|
| Week 1                              | <b>Wed Sept 3</b>  | <b>Introduction to Course</b><br><i>Reading:</i> None   |                                |
| Week 2                              | <b>Mon Sept 8</b>  | <b>Introduction to the Sociological Study of Gender</b><br><i>Reading:</i><br>“Introduction” to <i>Kaleidoscope of Gender</i> (pp. xiii-xxii) [K]   |                                |
|                                     | <b>Wed Sept 10</b> | <b>The Social Construction of Gender</b><br><i>Reading:</i><br>Chapter 1: The Prism of Gender (pp. 3-8) [K]<br>Lorber, “Night to His Day’: The Social Construction of Gender” [E]   |                                |
| Week 3                              | <b>Mon Sept 15</b> | <b>The Social Construction of Gender, cont’d</b><br><i>Reading:</i><br>Oudshoorn, “Sex and the Body” [E]<br>Preves “Beyond Pink and Blue” (pp. 33-40) [K]<br><i>Recommended Reading:</i><br>Sapolsky, “The Trouble with Testosterone” ( p. 41-46) [K] | Last Day to Drop without a ‘W’ |
|                                     | <b>Wed Sept 17</b> | <b>Doing Gender: Symbolic Interactionism</b><br><i>Reading:</i><br>Lucal, “What It Means to Be Gendered Me” (pp. 22-32) [K]<br><i>Recommended Reading:</i><br>West and Zimmerman, “Doing Gender” [E]  | Initiations begin              |
| Week 4                              | <b>Mon Sept 22</b> | <b>Theories of Masculinity</b><br><i>Reading:</i><br>Connell, “Hegemonic Masculinity and Emphasized Femininity” [E]<br>Kimmel, “Masculinity as Homophobia” [E]<br>Deutsch, “The Male Privilege Checklist” [E]   |                                |

|                                |                    |   |                                |
|--------------------------------|--------------------|---|--------------------------------|
|                                | <b>Wed Sept 24</b> | <b>Intersectionality</b><br><i>Reading:</i><br>Chapter 2 (pp. 55-60) [K]<br>Collins, "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection" (pp. 68-75) [K]                |                                |
| Week 5                         | <b>Mon Sept 29</b> | <b>Intersectionality, cont'd</b><br><i>Reading:</i><br>Pyke and Johnson, "Asian American Women and Racialized Femininities" (pp. 75-88) [K]<br>Williams, "Inequality on the Shopping Floor" (pp. 61-68) [K] |                                |
|                                | <b>Wed Oct 1</b>   | <b>Gender as a Social Structure</b><br><i>Reading:</i><br>Risman, "Gender as a Social Structure" (pp. 9-21) [K]   |                                |
| Week 6                         | <b>Mon Oct 6</b>   | <b>Queering the Sociology of Gender</b><br><i>Reading:</i><br>Wilchins, <i>Queer Theory, Gender Theory</i> , pp. 1-31 (intro and chapters 1-3)  |                                |
|                                | <b>Wed Oct 8</b>   | <b>Postmodern Gender Theory</b><br><i>Reading:</i><br>Wilchins, <i>Queer Theory, Gender Theory</i> , pp. 33-57 (chapters 4-5)   |                                |
| Week 7                         | <b>Mon Oct 13</b>  | <b>Postmodern Gender Theory, cont'd</b><br><i>Reading:</i><br>Wilchins, <i>Queer Theory, Gender Theory</i> , pp. 59-82 (chapters 6-7)   |                                |
|                                | <b>Wed Oct 15</b>  | <b>Postmodern Gender Theory, cont'd</b><br><i>Reading:</i><br>Wilchins, <i>Queer Theory, Gender Theory</i> , pp. 83-106 (chapters 8-9)  | <b>Review for Midterm Exam</b> |
| Week 8                         | <b>Mon Oct 20</b>  | <b>Midterm Exam</b>   |                                |
| <b>II. Social Institutions</b> |                    |   |                                |
|                                | <b>Wed Oct 22</b>  | <b>Gender in Childhood</b><br><i>Reading:</i><br>Chapter 4: Learning and Doing Gender (pp. 155-160) [K]<br>McGuffey and Rich, "Playing in the Gender Transgression Zone" (pp. 161-172) [K]                  |                                |

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|---------|-------------------|--|-----------------------------------|
| Week 9  | <b>Mon Oct 27</b> | <b>Gender in Childhood, cont'd</b><br><i>Reading:</i><br>Kane, “No Way My Boys are Going to Be Like That!” (pp. 172-188) [K]<br><i>Watch:</i> “My Life in Pink” (Details TBA)  |                                   |
|         | <b>Wed Oct 29</b> | <b>Gender in Adolescence</b><br><i>Reading:</i><br>Pascoe, “‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse” [E]<br><i>Recommended Reading:</i><br>Carter, “Between a ‘Soft’ and a ‘Hard’ Place” (pp. 189-201) [K]  |                                   |
| Week 10 | <b>Mon Nov 3</b>  | <b>Gender in Adolescence (and Beyond)</b><br><i>Reading:</i><br>Tanenbaum, “Slut! Growing Up Female with a Bad Reputation” (pp. 209-215) [K]   |                                   |
|         | <b>Wed Nov 5</b>  | <b>Gender at Work (and Home)</b><br><i>Reading:</i><br>Chapter 7: Gender at Work (pp. 335-343) [K]<br>Acker, “Inequality Regimes” (pp. 344-355) [K]<br><i>Recommended Reading:</i><br>Williams, “The Glass Escalator” [E]  |                                   |
| Week 11 | <b>Mon Nov 10</b> | <b>Gender at Work (and Home), cont'd</b><br><i>Reading:</i><br>Crittenden, “Sixty Cents to a Man’s Dollar” [E]<br>England, “Emerging Theories of Care Work” (pp. 364-373) [K]<br><i>Recommended Reading:</i><br>Gerson, “Moral Dilemmas, Moral Strategies, and the Transformation of Gender” (pp. 388-395) [K]         | Last Day to Drop a Class w/ a ‘W’ |
|         | <b>Wed Nov 12</b> | <b>Gender, Migration, and Globalization</b><br><i>Reading:</i><br>Ehrenreich and Hochschild, “Global Woman” [E]<br><i>Watch:</i> “Behind the Labels”   |                                   |
| Week 12 | <b>Mon Nov 17</b> | <b>Gender in Intimate Relationships: Dating &amp; Mating</b><br><i>Reading:</i><br>Chapter 8: Gender in Intimate Relationships (pp. 397-403) [K]<br>Mapes, “Tales from the Dating Crypt” [E]<br><i>Recommended Reading:</i><br>Risman and Schwartz, “After the Sexual Revolution: Gender Politics and Teen Dating” [E] |                                   |

|  |                   |  |  |
|--|-------------------|--|--|
|  | <b>Wed Nov 19</b> | <b>Gender in Intimate Relationships: Marriage</b><br><i>Reading:</i><br>Tichenor, "Thinking about Gender and Power in Marriage" (pp. 404-414) [K]<br>Pyke, "Class-based Masculinities" (pp. 452-460) [K]<br><i>Recommended Reading:</i><br>Josephson, "Citizenship, Same-Sex Marriage, and Feminist Critiques of Marriage" [E] |  |
| Week 13  | <b>Mon Nov 24</b> | <b>Gender, Advertising, and Consumption</b><br><i>Reading:</i><br>Chapter 5, "Buying and Selling Gender" (pp. 217-222) [K]<br>Mernissi, "Size 6" (pp. 283-287) [K]<br><i>Recommended Reading:</i><br>Kim and Chung, "Consuming Orientalism" (pp. 256-268) [K]<br><i>Watch:</i> "Killing Us Softly 3"                           |  |
|  | <b>Wed Nov 26</b> | <b>No Class: Thanksgiving</b>  | <b>Due:</b> Gendered Institutions Paper  |
| Week 14  | <b>Mon Dec 1</b>  | <b>Gender Violence</b><br><i>Reading:</i><br>Chapter 9 (pp. 461-465)<br>Armstrong et al, "Sexual Assault on Campus" (pp. 466-478) [K]  | <b>Guest Speakers:</b><br>S.A.R.P.P      |
| <b>III. Processes of Social Change</b>             |                   |  |  |
|  | <b>Wed Dec 3</b>  | <b>Activism, Movements, and Social Change</b><br><i>Reading:</i><br>Chapter 10, pp. 509-513 [K]<br>Ryan, "Identity Politics in the Women's Movement" (pp. 514-521) [K]<br>Wilchins, <i>Queer Theory, Gender Theory</i> , chapter 11, pp. 123-139   |  |
| Week 15  | <b>Mon Dec 8</b>  | <b>Activism, Movements, and Social Change, cont'd</b><br><i>Reading:</i><br>Connell, "Change Among the Gatekeepers" (pp. 531-547) [K]<br>Johnson, "Unraveling the Gender Knot" (pp. 547-556) [K]   |  |
|  | <b>Wed Dec 10</b> | <b>Gender Rights</b><br><i>Reading:</i><br>Wilchins, <i>Queer Theory, Gender Theory</i> , chapter 12, pp.141-157   | <b>Wrap up and Review for Final Exam</b> |
| <b>Final Exam: Wednesday, Dec 17 1:30pm-3:30pm</b> |                   |  |  |