

Sociology 327: Sex and Gender in Society

Fall 2007

3:40p – 5:00pm

East Hall 111

<http://www.soc.iastate.edu/acast/Soc327>

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Wed 1p-3p

and by appointment

About the Course:

Soc 327. Sex and Gender in Society (same as WS 327). (3-0) Cr. 3. F.S. SS. Prereq: 130 or 134. How the biological fact of sex is transformed into a system of gender stratification. The demographics and social positions of women and men in the family, education, media, politics, and the economy. Theories of the social-psychological and sociological bases for behavior and attitudes of women and men.

This course is designed to introduce you to sociological perspectives on sex and gender. While gender can be a very taken-for-granted aspect of everyday life (to the point where most of us don't even have to think about it), sociologists have shown us that gender is actually something that is socially constructed through a variety of different behaviors, actions, and patterns of organization in society. In this course we will examine common perspectives on sex and gender, but we will primarily be focusing on the different ways that sociologists have sought to understand this pervasive dimension of social life.

Main goals of the course: 1) to expose the student to sociological understandings of sex and gender; 2) to develop the ability to apply these understandings to contemporary social life; 3) to facilitate students' understandings about the role of gender in organizing social life.

Required Course Materials:

READINGS: The following two books are required for this course:

Kimmel, Michael S. 2004. *The Gendered Society*. New York: Oxford University Press.

Kimmel, Michael S. (ed.) 2004. *The Gendered Society Reader*. New York: Oxford University Press.

These books are available for purchase at the bookstore and will be on reserve at the library.

Last, there will be several articles placed on e-reserve through Parks library. You should be able to retrieve these on-line through the library's web-page (<http://www.lib.iastate.edu/>). These readings are indicated on the syllabus with an "RA." If for some reason you do not have access to these articles via this route, please come and see me so that an alternative arrangement can be made.

Grading and Evaluation:

EXAMINATIONS: There will be three exams in this course. Each exam is worth 100 points (or 25 percent of your final grade). Combined, exams are worth 75 percent of your final grade. Test dates are noted on the class schedule. Examinations are not designed to be cumulative. However, many of the concepts learned in the early part of the class are central to understanding the latter part of the course; in this way, you are responsible for concepts throughout the course. In general, exams are comprised of true/false, multiple choice, and essay questions.

Review sheets for the exams will be made available to the student on the course web-page. These review sheets are not exhaustive; students are responsible for all course material.

PLEASE NOTE: MAKE UP EXAMS WILL NOT BE GIVEN EXCEPT UNDER UNAVOIDABLE AND EXCEPTIONAL CIRCUMSTANCES, so I encourage you to be present for each exam. Should it be necessary to make up an exam, you **MUST** contact me **PRIOR** to the exam to arrange an alternative time. I am not accommodating when I am told “after the fact.” A word of warning: I reserve the right to require the student to take an oral exam for any make-up exam.

WRITING ASSIGNMENTS: Because of the large amount of material we will be covering this semester and because one of the main goals of this course is for you to be able to apply the concepts covered in your text, you will be responsible for turning in **four** writing assignments. These assignments are designed to encourage you to apply the concepts discussed in your text to the readings, and in some cases, to the world around you.

Assignment 1: Personal Gender Theory Paper – due January 16 – 5 points

Assignment 2: Your choice – 5 points

Assignment 3: Your choice – 5 points

Assignment 4: Personal Gender Theory Paper, Take 2 – due April 30 – 10 points

For assignments 2 and 3, there will be several possible essay topics provided. Which one you respond to is entirely up to you – almost. You will be required to write one question from two of the three sections. Please keep close track of your assignments– I will not allow you to “make up” the one you may have missed.

“How long should the essays be?” you ask. They should be as long as it takes to effectively respond to the question. For some people, this may mean three pages. For others, this may mean five pages. Everybody writes a little differently. In general though, they should be about four pages long, using 12 point font. In these assignments you will be graded on how effectively you are able to apply the relevant concepts to the material or to the situation. You will not be graded on spelling or grammar; however, correct spelling and grammar are central components in an effective, well-written paper. In other words, it is really hard to make your ideas accessible to your reader if your reader is distracted by poor writing skills. This also means that it will be hard for me to assign a good grade to a paper riddled with grammatical and spelling errors.

A reference list is required and proper use of citations is required. I will not accept papers without a reference list and citations (if they are relevant).

Essays are due at the beginning of class, on the day indicated on the list of potential essay assignments. PLEASE NOTE: Some of them are due on the day the topic is addressed in class and some are due the class period after the topic is addressed. I expect all essays to be turned in on time. However, I also know that life can interfere despite our best intentions. Thus, I have attached a coupon at the back of your syllabus that can be used for a 24-hour extension – this means 24 hours. So, say your paper is due at the beginning of class (3:40pm on Tuesday – turned in with a coupon, the essay will be due by 3:40pm on Wednesday). If you don't use your extension coupon by the end of the semester, they can be turned in for extra credit points on the last day of class. What this means is that you should NEVER have to come to me and ask to turn in a paper late; simply use your coupon. Without a coupon, late papers lose 1 point a day.

EXTRA CREDIT: There will be a minimum of 5 extra credit points offered over the course of the semester. These points will largely come from pop quizzes over the assigned reading for the day. Beyond these points, there may or may not be other opportunities throughout the course. If you miss an extra credit assignment you are not allowed to make it up.

ATTENDANCE: Attendance is NOT required. A sign-up sheet will be distributed during most class periods, however. This is only for my records. It will not be used to penalize the student. However, keep in mind that this class only meets twice a week and that you are responsible for all information given out in class (including changes in the schedule and/or assignments). Thus, it is to your benefit to attend all class periods. (In my experience, there is a significant correlation between class attendance and final grade. In other words, it is common for those who do not attend regularly to fail the course).

GRADING SCALE: Exams (4*100) = 400 points. There is a total of 400 points in this course: A = 372 and above; A- = 360-371; B+ = 348-359; B = 332-347; B- = 320-331; C+ = 308-319; C = 292-307; C- = 280-291; D+ = 268-279; D = 252-267; D- = 240-251; F = below 240.

CLASS POLICIES.

Learning is a group activity, and the behavior of each person in class in some way affects the learning outcomes of others. While the vast majority of students exhibit appropriate behavior in class, there is sometimes disagreement about what “appropriate” behavior is. If we keep these thoughts and the following rules in mind, the classroom experience will be a better one for everyone involved.

Students are expected to be full, respectful participants in class. Therefore, the following are expected of all students:

- A. It is expected that students arrive to class **on time** and remain for the **entire** class period. It is distracting not only to the instructor, but also to other students in the class when people come late or leave early. You may also miss important information.
- B. Assigned readings should be completed before you come to class, not during or after class. During most class periods, the readings will be directly referred to or discussed in class. Thus, it is **IMPERATIVE** that you come to class prepared. This course requires a fair amount of reading and you are responsible for all material assigned.
- C. If for some reason, you need to arrive late or leave early, please be courteous; inform the instructor and try to sit in a place where your arrival or departure is the least distracting.
- D. It is expected that students give their attention for the full class period. If you bring a newspaper to class, put it away **before** the start of class. If you sat in a meeting at work and read the paper while the boss was outlining a

new strategy, you'd likely be fired or demoted. The same standard applies here. Similarly, do not study material from other classes during this class. If you feel that you must spend our class time studying or doing homework, please go to the library. In return, I promise to give you my full attention and to listen to you when you are talking.

- E. Cell phones are not to be used in any way in class. It is expected all cell phones will be turned **COMPLETELY OFF** as soon as you enter the classroom. No exceptions.
- F. Personal computers are also **not allowed** in class. If you feel that you have an extenuating circumstance that justifies the use of a computer in class, you will need to discuss this with me.
- G. Please do not sleep, chit-chat, or engage in any other kind of disruptive behavior in the classroom. These behaviors are not only rude to the instructor, but are distracting to those around you. And, please keep in mind – you may think you are in an anonymous sea of 30 people, but I can still see and hear you and your neighbors definitely can too.
- H. Do **not** start zipping up your backpack and rustling papers before the end of class. There's sufficient time for you to get to your next class without interrupting the last few minutes of class.
- I. Cheating is NOT a "good thing." If you are caught cheating, you will not just fail the assignment/exam, you will also fail the course. No questions asked.
- J. If you have a disability and require accommodations, please contact the instructor early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Resources (DR) office, located on the main floor of the Student Services Building, Room 1076, 515-294-6624.
- K. When grades are turned into the registrar's office, they are final unless the instructor has made an error in grading. Please do not come to me after the class is over and ask for extra work as it will not be given under any circumstances. While it is your responsibility to keep track of your grade in this course, if there is any time that you are concerned about your grade or where you stand in the class, I encourage you to come and speak to me about ways you can improve future work. Or, if you are not sure where you currently stand in the course, please come and see me. I am more than happy to help you keep on top of your grade as well as help you "forecast the future."
- L. The final is as scheduled. No exceptions.
- M. Most importantly, it is imperative that we treat each other with respect at all times during this course. Sociology can challenge many of things that we take for granted and thus can make us uncomfortable at times. As we discuss these ideas in class, it is important to remember this and be respectful of the views of others. This does not mean that you have to agree with everything that is being said, it simply means that little is achieved by being aggressive and hostile with others, particularly those who disagree with you.

*****The instructor reserves the right to make changes to this syllabus in the course of the semester as necessary. I will inform the class of any changes as far in advance as possible.*****

CLASS SCHEDULE

Date	Subject	Assigned Readings
January 9	Introduction	
January 11	What is the sociology of gender?	Text: Chapter 1 Handout: Wharton

Explanations of Gender

January 16	Biological	Text: Chapter 2 Reader: Lorber "Believing is Seeing" Reader: Fausto-Sterling "The Five Sexes: Why Male and Female are Not Enough"
January 18	Cross-Cultural	Text: Chapter 3 RA: Chodorow "Gender as a Personal and Social Construction"
January 23	Psychological	Text: Chapter 4, pages 72-87 Reader: Deaux and Major "A Social-Psychological Model of Gender" RA: Bem "Gender Schema Theory: A Cognitive Account of Sex-Typing"
January 25	Psychological	RA: Cross and Markus "Gender in Thought, Belief, and Action: A Cognitive Approach" RA: Cross and Morris "Getting to Know You"
January 30	Psychological – Gender Differences	Text: Chapter 4, pp 87-92 RA: Eagly "The Science and Politics of Comparing Women and Men." RA: Eagly, Wood, and Diekmann "The Social Role Theory of Sex Differences"
February 1	Sociological	Text: Chapter 5, pp 93-106 RA: Barnett and Rivers "Men are from Earth and so are Women: It's Faulty Research that Sets Them Apart" Reader: Gerson and Peiss "Boundaries, negotiation, Consciousness: Reconceptualizing Gender Relations"
February 6	Sociological – "Doing Gender"	Text: Chapter 5, pp 106-113 Reader: West and Zimmerman, "Doing Gender" RA: Lucal "What it Means to be a Gendered Me"
February 8	Masculinity	Reader: Messerschmidt "Varieties of 'Real Men'" RA: Bird "Welcome to the men's club: Homosexuality and the maintenance of hegemonic masculinity"
February 13		Exam 1

Gendered Institutions

February 15	Classroom/ Education	<p>Text: Chapter 7, pp 159-172</p> <p>Reader: Sadker, Sadker, Fox, and Salata "Gender Equity in the Classroom: The Unfinished Agenda"</p> <p>Reader: Kimmel "What About the Boys? What the Current Debates Tell Us – and Don't Tell Us – About Boys in School"</p>
February 20	Gender and Science	<p>Text: Chapter 7, pp 172-179</p> <p>RA: Lee "Which kids can "become" scientists? Effects of gender, self-concepts, and perceptions of scientists"</p> <p>RA: TBA</p>
February 22	Post-secondary Education	<p>RA: Eisenhart and Holland "Educated in Romance"</p> <p>Reader: "Rape-Prone Versus Rape-Free Campus Cultures"</p>
February 27	Family -- Socialization	<p>Text: Chapter 6, pp 117-127; 128-133</p> <p>RA: Raag "Influences of Social Expectations of Gender, Gender Stereotypes, and Situational Constraints on Children's Toy Choices." <i>Sex Roles</i> 41:80-831.</p> <p>RA: Bem "Gender Schema Theory and its Implications for Child development: Raising Gender-Aschematic Children in a Gender-Schematic Society."</p>
March 1	Marriage	<p>Text: Chapter 6, pp 127-128</p> <p>Reader: Popenoe "Modern Marriage: Revising the Cultural Script"</p> <p>RA: Hackstaff "A Quest for Relational Equality in Marriage"</p>
March 6	Division of household labor	<p>Text: Chapter 6, pp 133-139</p> <p>RA: Hartmann "The Family as the Locus of Class, Gender, and Political Struggle"</p> <p>Reader: Coltrane "Household Labor and the Routine Production of Gender"</p>
March 8	Work and Family	<p>Text: Chapter 6, pp 140-158</p> <p>RA: Budig and England "The Wage Penalty for Motherhood"</p> <p>Reader: Rubin "The Transformation of Family Life"</p>

SPRING BREAK March 12 – March 16

March 20	Workplace	Text: Chapter 8, pp 180-195 Reader: Reskin "Bringing the Men Back In: Sex Differentiation and the Devaluation of Women's Work"
March 22	Explanations for Workplace Inequality	Text: Chapter 8, pp 195-205 Reader: Williams "The Glass Elevator: Hidden Advantages for Men in the Female Professions" RA: Reskin "The Effects of Affirmative Action on Other Stakeholders"
March 27	Status expectations	Text: Chapter 8, pp 205-209 RA: Ridgeway "The Persistence of Gender Inequality in Employment Settings" RA: Ridgeway and Diekema "Are Gender Differences Status Differences?"
March 29		Exam 2

Gendered Interactions

April 3	Language	RA: Adams and Ware "Sexism and the English Language: The Linguistic Implications of Being a Woman" RA: Nilsen "Sexism in English: A 1990s Update"
April 5	Communication	RA: Steinem "Men and Women Talking" RA: Howard et al. "Sex, Power, and Influence Tactics in Intimate Relationships."
April 10	Friendship/Intimacy	Text: Chapter 9, pp 213-225 Reader: Cancian "The Feminization of Love" Reader: Swain "Covert Intimacy: Closeness in Men's Friendships" RA: Lee "Do Girls Change More Than Boys? Gender Differences and Similarities in the Impact of New Relationships on Identities and Behaviors"
April 12	Friendship/Intimacy	Text: Chapter 9, pp 225-230 Reader: Savin-Williams "Dating and Romantic Relationships Among Gay, Lesbian, and Bisexual Youths" RA: Manning, et al. "Hooking Up: The Relationship Contexts of 'non-Relationship Sex'"
April 17	Gendered Body	Text: Chapter 10, pp 231-235; 238-263 Reader: Bordo "The Body and the Reproduction of Femininity" RA: Evans et al. "Do Racial Minorities Respond in the Same Way to Mainstream Beauty Standards? Social Comparison Processes in Asian, Black, and White Women."

April 19	Transgendered	Text: Chapter 10, pp 235-238 RA: Kessler, Suzanne J. "The Medical Construction of Gender: Case Management of Intersexed Infants" RA: Wright "To Be Poor and Transgender"
April 24	Violence and Culture	Text: Chapter 11, pp 264-278 Reader: Gilligan "Culture, Gender, and Violence: We are Not Women" RA: Hollander "Vulnerability and Dangerousness: The Construction of Gender Through Conversations about Violence"
April 26	Marital/Intimate Violence	Chapter 11, pp 278-288 Reader: Dobash et al. "The Myth of Sexual Symmetry in Marital Violence." RA: Miller et al. "Domestic Violence in Lesbian Relationships"
	FINALEXAM	Friday, May 4, Noon - 2p (this date and time are tentative)



Free
24 hour
extension