Sociology 161W, Sociology of Gender
Fall 2012
Social Ecology 2, Room 1306
Tu/Th 12:30-1:50 PM

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Purpose:

Undoubtedly, we will all come to this course with certain ideas about gender roles. In other words, our particular experiences within our families, schools, and religious institutions have shaped our understanding of appropriate expectations and behaviors for men and women. In this course, you will be presented with a variety of perspectives regarding gender that you may experience as interesting, different, or even offensive. **Your challenge will be to connect these views to your experience and beliefs.** In other words, while you may not agree with some perspectives, you will need to grapple with these viewpoints. The best way to do this is by active participation in class. In this way, we can all learn from one another, and this course will offer the social scientific tools to help you understand the meaning of gender for both men and women. We will read and discuss materials written by scholars regarding the family, the media, childhood, sexual orientation, employment, and education. Moreover, much of this course will examine the intersections of ethnicity, race, class, gender and sexual orientation as they construct a social reality for men and women.

Texts:

**Gender Roles: A Sociological Perspective, 2011 Fifth ed.**
by Linda Lindsey

**Reconstructing Gender: A Multicultural Anthology, 2009**
Fifth ed. Estelle Disch

**The Elements of Style,** by William Strunk, Jr. and E.B. White
Course Requirements:

<table>
<thead>
<tr>
<th>Daily Assignments</th>
<th>30 assignments (5 points each)</th>
<th>150 points</th>
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<tbody>
<tr>
<td>Midterm</td>
<td></td>
<td>100 points</td>
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<tr>
<td>2 Debates</td>
<td>50 points each (25 written/25 presentation)</td>
<td>100 points total</td>
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<tr>
<td>Daily attendance</td>
<td>20 classes (10 points each) Each Tardy = 5 point loss</td>
<td>200 points total</td>
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<tr>
<td>Final Group paper</td>
<td></td>
<td>100 points</td>
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<tr>
<td>Final Group Paper Presentation</td>
<td></td>
<td>25 points</td>
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<tr>
<td>Group Grade</td>
<td></td>
<td>25 points</td>
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<tr>
<td><strong>Total points possible</strong></td>
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<td><strong>700 points total</strong></td>
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**Required Writing Assignments and Class Participation:**

**YOUR PARTICIPATION IN CLASS IS MANDATORY.** Attendance is graded, and you must be present to turn in your assignment. Late assignments are not accepted. There are no extra credit or make-up assignments.

**Papers**

You will be expected to complete weekly reading and/or debate assignments. In addition, you will contribute 6 pages to a group paper assignment. You will complete a draft of this paper before its final submission. (See Attached Assignments)

*****Reading Assignments are listed on the day they are Due. Please come prepared to discuss the material assigned.

**Writing Workshop**

Your TA will hold a 50 minute writing workshop every Tuesday, 6:00-6:50 PM, in this classroom (SE2 1306). You will receive two extra credit points for each workshop you attend. We will engage in a process of drafting, peer reviewing, reviewing by the TA, editing, and writing final drafts. See the workshop syllabus for more details.
Sociological and Feminist Theories about Gender

Introduction

Thursday, September 27

Biological Perspectives

Tuesday, October 2

Assignment #1: Chapter 1 in Gender Roles

Cultural and Psychological Perspectives

Thursday, October 4

Assignment #2: Chapter 2 pp. 22-39 in Gender Roles

The Social Construction of Gender

Tuesday, October 9

Assignment #3: In Reconstructing Gender, read “The Social Construction of Gender”, by Judith Lorber p. 112


Assignment #5: Chapter 3 in Gender Roles

Prepare for Debate #1.

Thursday, October 11

Debate 1
Gender and Family Relations

Tuesday, October 16

Assignment #6: Chapter 7 in Gender Roles
Assignment #7: Chapter 8 in Gender Roles

Gender and Family Relations

Thursday, October 18

Assignment #8: In Reconstructing Gender, read “Contemporary Challenges to Black Women’s Reproductive Rights” by Jeanne Flavin p. 304
Assignment #9: In Reconstructing Gender, read “Bloodmothers, Othermothers, and Women-Centered Networks”, by Patricia Hill Collins, p.318
Assignment #10: In Reconstructing Gender, read “Dilemmas of Involved Fatherhood”, by Kathleen Gerson, p.325

Group Paper Topics are Due

Men and Masculinity

Tuesday, October 23

Assignment #11: Chapter 9 in Gender Roles
Assignment #12: In Reconstructing Gender, read “Real Men Don’t Cry... and Other “Uncool” Myths” by Phil Petrie, p.230
Assignment #14: In Reconstructing Gender, “Pictures of Boyhood” by Richard Hoffman p. 530.
Gays, Lesbians, Bisexuals, Transgenders

Thursday, October 25

Assignment #15: Online on Course Webpage, in Dude You’re A Fag by C.J. Pascoe, Chapters 1 and 2

Assignment #16: In Reconstructing Gender, read “Man Child: A Black Lesbian Feminist’s Response”, by, Audre Lorde, p.335

Gays, Lesbians, Bisexuals, Transgenders

Tuesday, October 30

Assignment #17: Online on Course Webpage, in Dude You’re A Fag by C.J. Pascoe, Chapters 3 and 5

Assignment #18: In Reconstructing Gender, read “The Center of Masculine Production: Gay Athletes in Professional Sports” by, Eric Anderson p. 469

Thursday, November 1

Debate 2

Tuesday, November 6:

Midterm

The Media

Thursday, November 8

Assignment #19: Chapter 13 in Gender Roles

Assignment #20: In Reconstructing Gender, “Eminem’s Popularity is a Major Setback for Girls and Women” by Jackson Katz p. 517
The Media

Tuesday, November 13

Drafts of Group Papers are Due

Thursday, November 15

Assignment #21: In *Reconstructing Gender*, “Claiming Jezebel: Black Female Subjectivity and Sexual Expression in Hip-Hop” by Ayana Byrd p. 239

Assignment #22: In *Reconstructing Gender*, “Where are the Women? The Strange Case of the Missing Feminists. When Was the Last Time You Saw One on TV?” by Laura Zimmerman p. 257

Women and Work

Tuesday, November 20

Assignment #23: Chapter 10 in *Gender Roles*

Assignment #24: Chapter 11 in *Gender Roles*

Assignment #25: In *Reconstructing Gender*, read “Sixty Cents to A Man’s Dollar” by Ann Crittenden p. 433

Assignment #26: In *Reconstructing Gender*, read “Global Woman” by Barbara Ehrenreich and Arlie Russell Hochschild p. 441

Assignment #27: In *Reconstructing Gender*, read “The End of Welfare as we Know It” by Alejandra Marchevsky and Jeanne Theoharis p. 421

Thursday, November 22

Thanksgiving – No Class
Gender, Politics, and Health

Tuesday, November 27

Assignment #28: Chapter 2, pp.39-53, and Chapter 14 in Gender Roles

Assignment #29: In Reconstructing Gender, read “Masculinities and Men’s Health: Moving toward Post-Superman Era Prevention: by Don Sabo p.585

Assignment #30: In Reconstructing Gender, read “Health Care Reform—A Woman’s Issue” by Catherine DeLorey p. 603

Thursday, November 29

Group Paper Presentations – Groups 1 and 2

Tuesday, December 4

Group Paper Presentations- Groups 3 and 4

Thursday, December 6

Group Paper Presentations- Groups 5 and 6

Friday, December 14

Final Papers are due in class 10:30 A.M. - 12:30 P.M.
Papers must be downloaded into www.turnitin.com by 5:00PM. NO EXCEPTIONS WILL BE GRANTED
Debate 1

Thursday, October 11, 2012

Each student must provide a separate paper. All papers must be typed, double-spaced, 1 page in length, 12pt. Font. with one inch margins on all sides.

Group 1 argues that gender is biologically determined. Group 2 argues that gender is socially constructed.

Are gendered roles largely determined by biology that cannot be undone by social programs or other such societal remedies?

Group 3 argues that it is primarily ideological. Group 4 argues that it is both.

What is sexism? Is it primarily an ideological or institutional phenomenon or is it both?

Group 5 argues no. Group 6 argues yes.

Many feminists argue that an equal rights amendment is needed. Others argue that it is unnecessary as women already enjoy equality in the U.S.
Debate 2 – Tuesday, November 1, 2012

Points of Debate

Each student must provide a separate paper. All papers must be typed, double-spaced, 1 page in length, 12pt. Font. with one inch margins on all sides.

Group 1 Argues yes. Group 6 argues no.

Is the allocation of employment opportunities through programs restricted to women and racially defined minorities, so called “preferential treatment” or are affirmative action policies, unfair? Do such policies practice “sexism in reverse”?

Group 2 argues that women don’t make advantageous career decisions. Group 4 argues that society and employers impede women’s career choices and job mobility.

There remains a persistent wage gap between men and women. Many argue that women are not discriminated against in employment or career choices, but rather choose to enter professions that do not pay well. Mobility is hurt by their decision to take time out of work to raise children. Others argue that society and discrimination are to blame for the wage gap. Jobs that women do are differentially rewarded, and this must be changed.

Group 3 argues that women are naturally better caretakers than are men. Group 5 argues that men and women are equally capable of nurturing. They argue that society must facilitate the socialization of men for such work.

In many societies, women are the primary caretakers of children, the sick, and the elderly. Some argue that because women bear children, they are biologically better suited for such work. Others argue that the gendered socialization of children leads to these outcomes.
You will work in the group assigned (One of the six groups). All papers must be typed, double-spaced, 3 pages in length per student, 12pt. Font. with one inch margins on all sides. Your group must do the following:

1. Choose a gender issue somewhere in the world.
2. Provide an historical and detailed account of the issue.
3. Provide a discussion of the current state of affairs.
4. Provide a theoretical perspective to explain the issue.
5. Offer a solution to the problem.

You will be given an individual grade based on your written work worth 100 points, and a group grade (presentation) worth 25 points. Your group members will also give you an individual participation grade worth 25 points based on:

1. Your group participation.
2. Your assistance with research.
3. Your assistance with writing.
4. Your assistance with typing.

The draft will not be turned into www.turnitin.com.

The final paper must be turned into this website by 5:00 PM on December 14th. A hard copy must be turned in on Friday, December 14th., in class, between 10:00 A.M. and 12:30 P.M. Final papers must be downloaded to www.turnitin.com by 5:00 P.M.

No exceptions will be granted.
**Sociology 161W Sociology of Gender**

**THE BASICS**

- Your paper is due on [www.turnitin.com](http://www.turnitin.com) on Friday, December 14, 2012 by 5:00 P.M. NO late submissions will be accepted. The course is Sociology of Gender Fall 2011. The password is *holidays* (note it is one word).
- A hard copy of your final paper is due in class on Friday *December 14, 2012 10:30 A.M.-12:30 P.M.*. NO late papers will be accepted.
- Each member of the group is responsible for writing 3 pages, double spaced, typed, 12 point font, with standard 1 inch margins on all sides.
- Each individual paper must include a bibliography with at least three references, and no more than one online resource. Other resources may include books or journal articles written by academic scholars.
- Be sure to provide in text citations, and to use quotes where appropriate.
- Be sure to provide a title page with each group member’s name and student ID number.
- Please also provide the individual author’s last name and ID number on the footer of each page she/he has written.
- *Staple* your paper before you turn it in.
- Don’t forget to proofread your paper and run spell check. Grammar is important and does count.

**WRITING THE PAPER**

- Your paper must be neat, coherent, and thoughtful.
- Here is a suggestion as to how to divide the work among group members.

  - Have one or two group members provide the historical and detailed account. This account can cover everything up to the past 5 years.
  - Have one or two people work on the current state of affairs picking up the discussion where the historical account left off.
  - One group member could cover the theoretical perspective.
    - Suggestion: Here you could discuss why two of the three theories do not do a good job accounting for the social phenomena you are discussing and then argue for the strength of the third theory.
    - Alternatively, you could talk about one of the theories and really develop the discussion around that theory.
  - One group member (or two, depending on the size of the group and how you choose to divide the work) offers a solution to the problem, making sure to discuss what has been tried in the past and has, or hasn’t, worked.
A good on-line resource for APA in-text citation and works cited guidelines

http://owl.english.purdue.edu/owl/resource/560/02/

Take a look at a sample APA Paper

http://owl.english.purdue.edu/owl/resource/560/18/

Taken from Purdue Website

Short Quotations

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author’s last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

Example: She stated, "Students often had difficulty using APA style," (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Long Quotations

Place direct quotations longer than 40 words in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the closing punctuation mark.

Jones's (1998) study found the following: Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to
purchase a style manual or to ask their teacher for help. (p. 199)

Summary or Paraphrase

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

1) According to Jones (1998), APA style is a difficult citation format for first-time learners.

2) APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).