



**SOC 423/WGSS 442**

**Section 001**

**Location: Quigley Hall 0306**

**Day/Time: M/W 12:00-1:15**

**Professor: Dr. Barber**

**Office: Faner 3436**

**Office Hours: M/W2-4 & F (IM) 11-1**

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### **COURSE DESCRIPTION**

This course explores the social constructedness of sex and gender. This means that we will look at the ways sex and gender are *social* phenomena that change over time and vary across cultures. We will reconsider the idea that sex and gender are fixed biological realities and discuss what feminist scholars have contributed to our understanding of gender as a major organizing aspect of society. Course readings focus on feminist theories and the empirical applications of these theories to show how gender arises out of and is reproduced within our everyday interactions, as well as how it structures institutions such as the workplace, family, and education. This course focuses on gender inequalities as they are revealed through the study of social patterns. Other topics include: race, class, sexuality, and the body.

For many of you, the ideas presented in this class will challenge the way you think about gender. I ask that you keep an open mind, read texts closely, and come prepared to work through the ideas presented in the readings. Also, please be respectful of other peoples' opinions, identities, and experiences.

### **COURSE FORMAT**

This class will operate as an interactive lecture, which means that I will do some lecturing but the bulk of each class will run as a group discussion. Each of you will have the chance to lead discussion for a day. Engaging in discussion with your fellow classmates will help you to work through difficult concepts and theories, and to apply these theories to your own life experiences. Therefore, regular attendance, preparedness, and meaningful participation are expected of every student.

## COURSE REQUIREMENTS

### Attendance & Participation:

You are expected to attend class regularly and to arrive on time. I will send a sign-in sheet around at the *beginning* of each class. If you are more than 5 minutes late, you will not be able to sign in for the day. Attending lectures and participating in class discussion are crucial to understanding the major themes in the readings. Because the class will run as an interactive lecture, everyone is expected to participate. This will make for a dynamic learning environment, where you can talk through your thoughts and questions. The best way to participate is to keep up with the readings and to attend lecture regularly.  
**10% each = 20% of grade**

### Class Discussion Leader:

Each student will be expected to lead class discussion (either individually or with a partner). You will sign-up for one class, during which you will come prepared to engage your fellow students in the course readings for that day. DO NOT switch days with another student without first receiving my permission. You will need to bring a 2-page handout for each member of the class that defines the key concepts, outlines the main points, and poses discussion questions. In preparing to lead the class in discussion, you want to ask yourself: What are the authors' main objectives/research questions? What methods did they use to explore these questions? What were their main findings? What do their findings teach us about how gender operates on both a micro- and macro-level? How do the readings build upon or challenge other works we have read thus far? And don't be afraid to get creative—design a short class exercise if you like.

*An important point regarding discussion questions:* DO NOT simply summarize the main points of the readings for the class. Instead, design discussion questions in a way that leads your classmates to identify and work through the main points themselves, as well as to consider what the readings teach us about gender, how the readings connect to each other, and how we might build on the ideas presented by the authors.

**10% of grade**

### Memos:

You will submit SIX short memos throughout the semester. These papers should be 1-2 pages, cover one or more of the reading(s) for the week, and be *analytic* in nature. This means you carefully consider what the author is doing in their work and not simply summarize the readings or present your opinions. You might address something that was overlooked, present a possible extension or test of the theoretical perspective, or identify a challenge to the theoretical perspective offered in other readings. You may choose to apply the week's readings to one of the videos; however, keep in mind that you will then not be able to write a *reflection paper* on that video (see "Term Paper" below). Papers are due on Wednesdays and must be uploaded to Dropbox via SIU's Desire2Learn (D2L) online system by 11am. Dropbox will not accept papers after the deadline, so make sure

they are uploaded on time. Papers should be written in 12-point Times New Roman font and double-spaced with standard 1-1.5 inch margins. You can submit **ONLY ONE PAPER IN ANY GIVEN WEEK**. The paper should address **THAT WEEK'S READINGS**. You are responsible for keeping track of how many memos you have written during the term, and how many weeks you have left to complete all six memos. **5% each = 30% of grade**

Term Paper: Ethnographic Paper OR Reflection Papers

For your term paper you may choose to conduct ethnographic observations in a public place and write a paper using both course and outside readings to analyze your findings OR you may write two shorter reflection papers. You will need to let me know which assignment you choose by Monday, October 3<sup>rd</sup>. At this time, you will tell me in which public space you will conduct observations (and the main questions you are hoping to answer) OR which two reflection papers you will write. Outlines detailing how to organize each paper are available online via Desire2Learn. Sources should be appropriately cited in the text as well as listed in an attached bibliography. See the below section on "Academic Honesty" for more information about assembling a bibliography. All papers should be in 12-point Times New Roman font, with standard 1-1.5 inch margins, a bibliography, and a separate cover page. The term paper(s) are due by Friday, December 9<sup>th</sup> at 5:00pm and must be submitted electronically via Dropbox. Dropbox will not accept papers after the deadline, so make sure they are uploaded on time. See below for a more detailed description of each assignment choice.

**40% of grade**

\*Graduate students will design their own term paper/project that is discipline-specific—as long as it focuses on the issue of gender and applies the sociological concepts we have learned in class. This could include a literature review for a Master's thesis, preliminary research for a dissertation, art installation, content analysis, creative writing project, etc. You will need to use a minimum of 6 course and 10 outside readings to help you in your term paper/project. A term paper should be 20-25 pages. Graduate students must also submit a 2-page project proposal for approval in hard copy and in class on Monday, October 3<sup>rd</sup>. This proposal should outline a focused topic, suggest guiding questions, discuss what you plan to do, and list relevant course/outside literature you plan to use.

- *Choice A: Ethnography*

You should participate in ethnographic observations during the semester (preferably after the mini-lecture on ethnography Monday, September 26<sup>th</sup>) and then write a paper that applies a minimum of 6 course readings to support your interpretation of these observations. You will also need to incorporate 6-7 outside academic sources to frame your issue/topic. You might observe at a shopping mall, football field, gym, playground, restaurant, or any number of other gathering places. Observe for 10-15 hours (not all in one sitting) and take diligent notes on what you see happening in that setting. This paper

should be 12-14 pages (note: you will submit your fieldnotes separately). If you write fieldnotes by hand, you can scan them into a pdf. document. You will also turn in a 1-page proposal in hardy copy and in class Wednesday, November 2<sup>nd</sup>, detailing what you plan to do for this project. As you conduct research, you should:

-Approach the site as if you are an alien and know nothing about it. Assume nothing and write down *everything*. Take notes on the physical setting, what people are wearing, how they use the space, how they interact, and what they say. Be aware of how gender is shaping the meaning of the space and people's interactions.

-Your fieldnotes are your data. Use these to write a paper about how people "do" gender in that particular setting. This is both a descriptive and analytic undertaking. Categorize and organize your observations, and then use course material to help you make sense of the larger implications of what people are doing in that setting. Focus on how people are producing and/or challenging gender in their interactions and through their bodies.

-You will also want to take an intersectional approach and discuss how the "doing" of gender is tied up with race, ethnicity, class, and sexuality.

-Discuss how people's practices reproduce or disrupt the sex/gender system. How do particular social and organizational institutions impact your findings? What are the larger implications of their actions and interactions?

- *Choice B: Reflection Papers*

Choose two of the following four papers to write. These papers necessitate a close reading of course material and a clear, concise, and *critical* discussion that is analytic in nature. These may be turned in anytime throughout the semester but no later than Friday, December 9<sup>th</sup> by 5:00 p.m. via Dropbox. Each paper should be 6-7 pages in length and include a separate bibliography and cover page.

1. Paper on "Pumping Iron": In your paper, discuss how the male bodybuilders in this video "do" gender. How does masculinity arise out of men's interactions with one another and their relationships to their bodies? Consider how sexuality is complicated through the men's gendered performances. Discuss what Connell (1999), Kimmel (1994), Messner (1992), Barber (2016), and Bird (1996) can teach us about what is going on in the video and the way gender operates in the world of bodybuilding.
2. Paper on "Bad Boys": In your paper, discuss how gender and race intersect to shape the educational experiences and opportunities of black boys in school. How do Ferguson's findings help us to understand statistics on black males? Consider the role

“controlling images” including “criminal,” “dangerous,” and “at risk” play in *institutionalizing* gender and race inequality in schools. How do the boys maintain dignity as they face discrimination? Also, discuss the girls in Ferguson’s study. Use at least three additional course readings to support your discussion.

3. Paper of *Your Choice*: To do a paper of your choice, you will need to first submit a 1-page proposal outlining what course reading you will analyze, the questions guiding your paper, what topic you plan to focus on, why you chose this reading, and three additional course readings you will use to help you conduct an in-depth analysis of the reading. You may also choose to write on one of the other course videos. This proposal is due in hard copy and in class Wednesday, November 2<sup>nd</sup>.

### GRADING SCALE

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

### POLICIES AND OTHER INFORMATION

#### Make-Up and Late Work:

I DO NOT accept late work. If you know that you will not be in class when an assignment is due, it is your responsibility to get it to me before or on the due date. If you miss an assignment because of an *emergency*, please see me during office hours as soon as possible.

#### Academic Honesty:

I expect every student to submit original work. This means that the student must do his or her own writing, present original thoughts, and cite all ideas that are not their own. All papers must be cited properly using APA, Chicago, or MLA, guidelines (just be consistent). You can find instructions on in-text and bibliographic documenting in the Bedford Handbook. To electronically access the Bedford Handbook, visit: <http://www.dianahacker.com/resdoc/>. The Writing Center is an excellent resource for students, where you can receive help in improving your writing, making sure your these is clear, paper is well organized, and citing works properly. Plagiarism will not be tolerated and students who turn in work that is not their own will be sanctioned according to the University’s policies on academic dishonesty. This will result in a failing grade in the class and possibly expulsion from the school.

\*All papers will be uploaded to Dropbox on SIU’s Desire2Learn (D2L) online system. This is a plagiarism checker website that stores papers submitted from SIU and other universities across the country. It also checks papers against published material.

## Students with Disabilities:

Special accommodations will be made for students with disabilities. Please contact me as soon as possible and in person (after lecture or during office hours) to discuss accommodations. See SIUC's Disability Support Service website for more information including guidelines and forms: <http://disabilityservices.siuc.edu/>.

## Emergency Procedures:

SIUC is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on the BERT website at <http://www.bert.siu.edu/>, Department of Public Safety's website <http://www.dps.siu.edu/>, and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

## Contacting Me:

E-mail is the best way to reach me. Feel free to email me with any questions you may have regarding assignments or readings, and please place "SOC 423" in the subject heading. I will do my best to respond to emails promptly, but keep in mind that I may not receive your email until the next business day. Some questions are best answered in person as they may require explanation. In this case, you may visit me during office hours—no appointment required. I will also hold online office hours via IM on Fridays from 11-1. I will not discuss individual grades before or after class, or via email, these types of discussions must be handled in person during office hours.

## Cellphones and Other Pet Peeves:

Make sure your CELL PHONE IS TURNED OFF! Not low, not vibrate, but OFF. This is a matter of common courtesy and one that I am not flexible on.

Please remember that checking your phone for the time, missed calls, and email is very distracting to the instructor and to your classmates. Be respectful and KEEP YOUR PHONE AWAY until after class.

NO BROWSING THE INTERNET. I understand that some people prefer to take notes on their computers, and this is perfectly fine. However, wait until class is over to check your email, browse Facebook photos, or surf the Internet.

Watch your SPACING and MARGINS when writing a paper. Do not attempt to meet the page requirements for assignments by applying 1.5 spacing, for example, or by widening your margins.

Make sure all assignments you turn in are properly stapled. Papers that are loose and not secure with a staple run the risk of getting lost or disorganized. For this reason, I DO NOT ACCEPT UNSTAPLED PAPERS.

Practice professional EMAIL ETIQUETTE: <http://www.wikihow.com/Email-a-Professor>

## REQUIRED TEXTS

### Books:

1. Barber, Kristen. 2016. *Styling Masculinity: Gender, Class, and Inequality in the Men's Grooming Industry*. New Brunswick, NJ: Rutgers University Press.
2. Coontz, Stephanie. 2016 (1992). *The Way We Never Were: American Families and the Nostalgia Trap*. New York: Basic Books.
3. Ferguson, Ann Arnett. 2001. *Bad Boys: Public Schools in the Making of Black Masculinity*. Ann Arbor, MI: University of Michigan Press.

### Articles and Book Chapters:

All other readings for this course are available online through SIU's Desire2Learn (D2L) online system.

\*I am assigning many foundational texts in the sociology of gender that can be quite dense. Please give yourself plenty of time to read each piece before class.

## COURSE SCHEDULE

**\*Class Canceled, Professor at Conference: 8/22 and 8/24**

### Introduction and Overview of Course

**8/29:** Introductions. Handout and discuss syllabus.

What is Gender and why should we study it?

**The Social Construction of Gender****8/31: Sex vs. Gender: Tackling Biology**

- Fausto-Sterling, Anne. 2000. *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books. (Chapter 1: Dueling Dualisms—pages 1-29).

**9/5: LABOR DAY****9/7: Historical and Cross-Cultural Constructions**

- Feinberg, Leslie. 1996. *Transgender Warriors: Making History from Joan of Arc to Dennis Rodman*. Boston: Beacon Press. (Chapter 3: The Give Away; Chapter 4: They Called Her “Hommasse”; Chapter 5: Our Sacred Past; Chapter 6: Why Bigotry Began—pages 21-53).

**Gender Theory****9/12: Feminist Interactionist Theory**

- West, Candace and Don Zimmerman. 1987. Doing Gender. *Gender & Society* 1: 125-151.
- Garfinkle, Harold. 1967. Passing and the Managed Achievement of Sex Status in an ‘Intersexed’ Person. In *Studies in Ethnomethodology*. New Jersey; Prentice Hall. (pages 118-141).

**9/14: Feminist Structural Theory**

- Connell, R.W. 2002. *Gender*. Cambridge: Polity. (Chapter 6: Gender on the Large Scale—pages 97-114).

**9/19: Feminist Theory on Structure/Agency**

- Risman, Barbara J. 2004. Gender as Social Structure: Theory Wrestling with Activism. *Gender & Society* 18: 429-450.

**9/21: Feminist Theories on the Cultural/Symbolic Order**

- Kirkham, Pat. 1996. *The Gendered Object*. Manchester University Press. (Chapter 1: Introduction—pages 1-11).
- Messner, Michael A. 2000. The Barbie Girls versus the Sea Monsters: Children Constructing Gender. *Gender & Society* 14(6): 765-784.

**9/26: Mini-Lecture on Ethnography (Handouts)—NO READING****Intersectionality****9/28: Race, Class, Gender and...**

- West, Candace and Sarah Fenstermaker. 1995. Doing Difference. *Gender & Society* 9: 9-37.

- Collins, Patricia Hill. 1986. Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought. *Social Problems* 33: 14-32.

### **10/3: ... Sexuality**

- Messner, Michael A. 1999. Becoming 100% Straight. In *Inside Sports*, edited by Jay Coakley and Peter Donnelly, 104-110. London: Routledge.
- Trautner, Mary Nell. 2005. Doing Gender, Doing Class: The Performance of Sexuality in Exotic Dance Clubs. *Gender & Society* 19(6): 771-788.

### **\*TERM PAPER TOPIC/GRADUATE PROPOSALS DUE IN CLASS**

### **Men and Masculinity**

#### **10/5: Homophobia and the Repudiation of the Feminine**

- Connell, R. W. 1995. *Masculinities*. Berkeley: University of California Press. (Chapter 3: The Social Organization of Masculinity—pages 67-86).
- Kimmel, Michael. 1994. Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity. In *Theorizing Masculinities*, edited by Harry Brod and Michael Kaufman, 119-141. Thousand Oaks: Sage.

### **10/10: FALL BREAK**

#### **10/12: Masculinity and Sports**

- Messner, Michael A. 1992. Power at Play. Boston: Beacon Press. (Chapter 4: The Embodiment of Masculinity—pages 61-84).
- Gillett, James and Philip G. White. 1992. Male Body Building and the Reassertion of Hegemonic Masculinity: A Critical Feminist Perspective. *Play & Culture* 5: 358-369.

#### **10/17: Homosociality**

- Bird, Sharon R. 1996. Welcome to the Men's Club: Homosociability and the Maintenance of Hegemonic Masculinity. *Gender & Society* 10: 120-132.

VIDEO: Pumping Iron (1977)

### **10/19: No Reading**

VIDEO Cont'd: Pumping Iron (1977)

**Race, Class, Gender and Sexuality at Work**

Barber, Kristen. 2016. *Styling Masculinity: Gender, Class, and Inequality in the Men's Grooming Industry*. New Brunswick, NJ: Rutgers University Press.

**10/24:** Preface; Introduction; and Chapter 1: Men and Beauty: The Historical Expansion of an Industry (pages ix-xii and 1-47).

**10/26** Chapters 2 and 3: Rocks Glasses and Color Camo: Selling Beauty to Class-Privileged Men; Heterosexual Aesthetic Labor: Hiring and Requiring Women Beauty Workers (pages 48-103)

**10/31:** Chapters 4: Hair Care: Emotional Labor and Touching Rules in Men's Grooming (pages 104-131).

**11/2:** Chapter 5 and Conclusion: "We're Men's Women": Occupational Choice Narratives of Sameness or Difference (pages 132-170).

**\*PAPER OF YOUR CHOICE PROPOSALS DUE IN CLASS****Gender and the Family**

Coontz, Stephanie. 2016 (1992). *The Way We Never Were: American Families and the Nostalgia Trap*. New York: Basic Books.

**11/7:** Chapters 1 and 2: The Way We Wish We Were: Defining the Family Crisis; "Leave it to Beaver" and "Ozzie and Harriet" American Families in the 1950s (pages 1-47).

**11/9:** Chapter 4: "We Always Stood on Our Own Two Feet: Self-Reliance and the American Family (pages 83-117).

**11/14:** Chapter 7: Bra-Burners and Family Bashers: Feminism, Working Women, Consumerism, and the Family (195-236).

**11/16** Chapters 10 and 11: Pregnant Girls, Wilding Boys, Crack Babies and the Underclass: The Myth of Black Family Collapse; The Crisis Reconsidered (308-374).

**Race and Gender in Schools**

Ferguson, Ann Arnett. 2001. *Bad Boys: Public Schools in the Making of Black Masculinity*. Ann Arbor: University of Michigan Press.

**11/21:** Chapters 1 and 2: Don't Believe the Hype; The Punishing room (pages 1-48).

**11/23: THANKSGIVING BREAK**

**11/28:** Chapters 3 and 4: Naughty by Nature; The Real World (pages 49-100).

**11/30:** Chapters 5 and 6: The Real World; Getting in Trouble (pages 101-196).

**12/5:** Chapters 7 and 8: Unreasonable Circumstances and Dreams (pages 197-236).

**12/7:** \*Writing Day

**\*TERM PAPER(S) DUE: Friday, December 9<sup>th</sup> by 5:00 p.m. via Dropbox.**

HAVE A GREAT WINTER BREAK!