
Gender Roles and Social Change

Spring 2017

3103 Blair

TTh 11:00AM—12:15 PM

Professor: Shane Soboroff

Office: Blair 3135

Office Hours: Tuesday, Thursday 3:00-5:00 or by APT

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Course Description

This course is designed to give you an introduction to the sociological analysis of gender in American society. Sociology investigates social life using scientific methods of analysis, including the creation and testing of theories about taken-for-granted parts of life. Most people accept gender as natural, unchanging, and necessary for society to function. However, in this course we will critically examine the multiple ways that gender is constructed and maintained in the social world in which we live. To this end, we will investigate such topics as femininities and masculinities, how gender affects our daily lives and relationships, and how social institutions (e.g., education, work, family, media) create and maintain gender beliefs. This course will also grapple with the ways that gender intersects with other categories of difference like race, class, and sexuality. A large part of exploring gender involves careful analysis of inequality and power in society, and how these affect people's opportunities.

Gender is an enormously complex subject that consequently does not allow one to make easy generalizations. We will investigate how variations in power and inequality affect people due to their gender, and the factors that influence the creation of situational gender meanings. Each student should endeavor to leave this class better able to understand and evaluate the many ways gender is socially constructed.

This class introduces students to the concept of gender as it relates to a person's position in society, a person's identity, and as a set of accepted and new behaviors and practices. The class will focus on **scientific research** that investigates how gender shapes people's daily lives, with an emphasis on how gender constrains or allows for people's opportunities in education, the economy, politics, and other institutions. Students are encouraged to work toward the following **goals**:

- An **understanding** of gender that goes **beyond human sex differences**.
- Being able to express in both **written** and **oral presentations** the relationship between gender and other human differences, such as race, age, religion, sexual orientation, ethnicity, etc.
- **Improved discussion skills**, with an emphasis on stating a clear position on an issue and defending that position using evidence from research and experience (and having the ability to know the difference).
- Ability to **think theoretically and empirically** about the relationship between gender and other variables.

Course Structure:

There are two required lecture/discussion sessions per week. Tests will be made up of material from both readings and lecture, so attendance is imperative. In the Tentative Course Schedule (see below), I have listed the lecture topics along with the reading assignments. Please note that the lectures and readings constitute the substantive content of this course. One cannot successfully complete this course by completing the readings and not attending lectures or vice versa.

Reading Materials

Two books will be used: Kimmel and Aronson, *The Gendered Society Reader*, and Wade and Ferree, *Gender: Ideas, Interactions, Institutions*. These are both available from the textbook rental service. Additional readings are available electronically via the course D2L web page.

Evaluation:

Grades will be assigned based on the number of points you earn over the semester. There are five ways to earn points.

Grading Breakdown:

Reading Reflections and questions	20%
Attendance/Participation	20 %
Response Papers	30 %
Midterm exam	10 %
Final exam	20 %

Final Grades

97-100% = A+	93-96% = A	90-92% = A-
87-89% = B+	83-86% = B	80-82% = B-
77-79% = C+	73-76% = C	70-72% = C-
67-69% = D+	63-66% = D	60-62% = D-
Below 60% = F		

Requirements:

1.) Reading Reflections and Questions: The class format will be a combination of lectures and discussions. Each student is expected to actively participate in discussions; therefore, preparedness for class means:

a) Complete the Assigned Readings

b) Print the online readings for each class or bring electronic copies (tablets/kindles/ipads/smart phones) with you.

c) Write two discussion questions for each session: Your questions should address anything you don't understand about the reading or that you think would be interesting to explore further.

d) Complete a 300 word Reflection Paper Each Week: These papers will reflect your reactions to the readings, lecture material, and discussion FROM THE CURRENT WEEK. You can certainly draw on ideas from lecture, discussion, and readings from previous weeks, but I expect you to read ahead. Papers can be no more than 1 page, double-spaced, normal margins, and 12 pt. font. The main goal of these short response papers is to make sure that you have read and engaged the material and to give you a chance to shape and articulate your own argument as it relates to the text. Learning to clearly formulate an argument based on evidence is necessary for succeeding in college and life. Rather than using your one page reflection to simply summarize the reading, use this space to analyze and grapple with the ideas put forth by the authors. Of course you are always welcome to disagree with me or with the authors; just make sure to make

an argument and back it up with evidence. Reflection papers and questions should be typed and brought with you to class on Thursday.

A few tips for how to get started: Before you begin to write first reflect on the main points of the assigned readings (ex. Does the author make a good evidence-based case? Why or why not? Regardless of whether you agree with the author or not, is their argument convincing and supported by evidence? How does the reading relate to gender and society? How do the current readings relate to your perceptions of gender? How can we apply the author's concept to our everyday life experiences? How does this reading relate to previous readings?) Then outline the main points you would like to cover and the evidence you will use to support your argument. Then you can begin your first draft. Remember writing is rarely perfect the first time. Often a well-written essay requires editing and revision.

2.) Attendance is mandatory. If you are absent from class you will lose points for the day. However, emergencies do arise. Please keep me informed. If you have a family emergency please contact me immediately. I require a doctor's note for all illnesses in order to give you an opportunity to make up points. Because I assume that your reasons for missing class were legitimate to you, I only ask that you explain, using sociological analysis, your absence. This need not include details you are uncomfortable sharing, but a general explanation would include a critical analysis of your reasons for missing class. Provide this to me in a 1-page paper and I will give back some points for missed classes. Good papers can earn all points back from an absence.

3.) Response Papers:

Each paper assignment will be an analysis using topics discussed in class or found in the readings. Each paper will be worth 10% of your grade. The papers will be no longer than 3 pages typed, double-spaced, Times New Roman, with 12-point font. Specific instructions are on D2L under content.

Papers are due in the D2L Dropbox by the beginning of class exactly 1 week after they are assigned. **I do not accept papers sent to me by e-mail.** Each day that a paper is late, that paper will lose 2 points. I do not give extensions for assignments unless you have requested and received permission ahead of the deadline.

If you need help on your papers, please come to my office hours. You can ask specific questions about the paper there. Please do not send an entire paper by e-mail to be read and corrected prior to the due date.

4.) Midterm and Final Exam: Students will also be evaluated on the basis of a take-home midterm and final exam that will cover course material. The tentative format for the exams will be:

- (1) 20 multiple- choice questions
- (2) two short answer questions
- (3) one long essay.

I reserve the right to change this format; however, if I intend to do so, I will notify students of the changes well in advance. **Students must attend lecture on the day the midterm is handed out and bring the midterm as a printed document to turn in the day it is due.** I will take attendance on these days. Students who turn in an exam but were not present on the day it assigned will **NOT RECEIVE CREDIT unless they have documentation to excuse their absence. No credit will be given for exams turned in by email.** Any accommodations you receive should be communicated to me in the first week of class. A hard deadline for all assignments and tests should be agreed upon in line with these accommodations. No make-up exams or incompletes will be given except where allowed by University Policy. Please plan accordingly.

5.) Class Participation: As noted above, discussion and class participation are an important part of the classroom experience. Consequently, attending class is extremely important, and therefore I will measure class participation through attendance. There will also be short quizzes and in-class assignments that will be used to measure your class preparedness. These scores will be added to your overall class participation.

** If time allows, we will go over some of the questions in class – in order to have a gender and society centered conversation. Students are encouraged to store their questions in the notebook that they use for class.

COMMUNICATION & GETTING HELP

Office Hours

Please come to my office hours if you have questions or concerns about the course. The scheduled office hours are the best time to meet with me, but I can make appointments with students who are unable to stop by during these hours. My office hours are Tuesday and Thursday from 9:30-11:00 and by appointment.

Electronic Mail and D2L Website

Students are expected to have access to Panthermail and D2L and check BOTH frequently. I will post all-class messages to the News section on D2L. The syllabus, readings, and other pertinent information will be stored on the course's D2L website. Please notify me if there are technical problems with the material on the course website; otherwise we will assume that all students have access to readings and other course materials.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. You are also expected to be **rigorously honest**. Plagiarism will not be tolerated. We want to avoid even the appearance of impropriety. Come see me if you are having trouble. You can often make up for a poor performance on a test or assignment. It is harder to repair your integrity.

Also, please do not take pictures of PowerPoint presentations using cell phones or other electronic devices. If I see this happen, I will ask you to put your phone away. If I see it again, I will stop the class to make sure that it is deleted. Lectures are one way that I make a living and I'd appreciate that they not be made available to people who are not signed up for this class.

Statement of Needs or Accommodations

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student

Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Class Guidelines:

Last but not least: The content of this course will be intellectually, personally, and emotionally challenging. In order to achieve the objectives of the course, the classroom environment must be a safe one for all to participate. Therefore, it is important that all members of the class are free to discuss their thoughts and feelings, ask questions, and state their opinions. It is equally important that all statements made are respectful and do not degrade or humiliate any individual present or any group of people. Moreover, students need not agree with me, but a) they need to think/write/speak sociologically (and have evidence for their opinions), and b) they must be respectful. Students should refrain from anti-participatory behaviors, such as sleeping, talking to one's neighbor, allowing cell phones to ring, reading the newspaper, surfing the web or other behaviors that detract from the learning experience of other students. Cross-talk (interrupting the acknowledged speaker, having side discussions, or engaging in interactions that do not address course material) will lose you participation points.

TENTATIVE TOPICS AND READINGS

(WF) = Wade and Ferree, *Gender: Ideas, Interactions, Institutions*

(KA) = Kimmel and Aronson, *The Gendered Society Reader*

(D2L) = Available online, under the Content link on D2L

Week 1: Introduction

Jan 10: Syllabus and Discussion: “What is Gender?”

Jan 12: Sex, Gender, and the Gender System

- Chapter 1 (WF)

Week 2: Biological Perspectives and Gender Socialization I

Jan 17:

- Sapolski – “Trouble with Testosterone” (D2L)
- Coventry – “Making the Cut” (D2L)

Jan 19:

- Messner – “Barbie Girls vs. Sea Monsters” (KA)
- Willer et al. 2013 “Masculine Overcompensation” (D2L)
- **Video: Dr. Money and the Boy with No Penis**
(<https://www.youtube.com/watch?v=MUTcwqR4Q4Y>)

Week 3: The Social Construction of Gender

Jan 24:

- Lorber, Judith - “The Social Construction of Gender” (D2L)
- Fausto-Sterling – “To Build a Man” (D2L)
- **Video: Codes of Gender** (<http://thoughtmaybe.com/the-codes-of-gender/>)

Jan 26: The Social Construction of Gender II

- Gould – “X – A Fabulous Childs Story” (D2L)
- **Video: Sexy Inc** (https://www.nfb.ca/film/sexy_inc/)
- **Paper # 1 Assigned**

Week 4: Gender Performance

Jan 31: Gender Performance and gender in interaction

- West, C. and Zimmerman D. 1987. Doing Gender. (KA)
- Framed Before We Know it: How Gender Shapes Social Relations (KA)

Feb 2: Gender Performances in Relationships

- Allen – “My First Time” (D2L)
- **Paper #1 Due**

Week 5: Intersectionality, Multiple Jeopardy, and Inequality

Feb 7:

- Chapter 5 (WF)

Feb 9:

- Collins – “Black Feminist Thought and Intersectionality” (D2L)
 - Asultany “Los Intersticios” (D2L)
- Video: Beyond Beats and Rhymes** (<https://www.youtube.com/watch?v=uCaoajwOgp8>)

Week 6: Gender and the Family

Feb 14:

- Chapter 11 (WF)
- Medved and Rawlins – “At Home Fathers and Breadwinning Mothers: Variations in Constructing Work and Family Lives” (KA)

Feb 16:

- Excerpt. Hochschild, Arlie. 2003. *The Second Shift: Working Parents and the Revolution at Home*. NY: Viking. (D2L)
- Douglass – “The New Momism” (D2L)

Week 7: Gender and the Workplace

Feb 21:

- Chapter 12 (WF)
- Lovaglia—“Your Place in the Workplace.” (D2L)
- Correll, Benard, and Paik 2008—“The Motherhood Penalty” (D2L)

Feb 23: **Midterm Take Home Exam Assigned**

Week Eight: Sexuality and Relationships

Feb 28:

- Chapter 10 (WF)
- Hubbard—“The Social Construction of Sexuality” (D2L)

March 2:

- Denizet-Lewis, “Coming Out in Middle School.” (D2L)
- England and Thomas, “Decline of the Date.” (D2L)
- **Midterm Due**
- **Paper #2 Assigned**

Week Nine: Gender and Education

March 7:

- Barnett – “Do The Math” (D2L)
- Sadker & Sadker – “Missing in Interaction” (D2L)
- Hoffman – “Can a Boy Wear a Dress?” (D2L)

March 9:

- Leicht et al. 2007—"Labor Market and Identity Effects on Men's and Women's College Enrollment" (D2L)
- Kimmel – "The War on Boys" (D2L)
- **Paper #2 Due**

Spring Break, No Classes March 13-17

Week 10: Masculinity I

March 21:

- Chapter 6 (WF)
- Kimmel – "Guyland" (D2L)

March 23:

- Souliere – "Wrestling With Masculinity" (D2L)

Week 11: Masculinities II

March 28:

- Kimmel – "Masculinity and Homophobia" (D2L)

March 30:

- Pascoe - "Dude You're a Fag: Adolescent Masculinity and the Fag Discourse" (KA)

Week 12: Gender and Violence

April 4:

- Boswell and Spade, "Fraternities and Collegiate Rape Culture" (D2L)
- Cohn – "Wars, Wimps, and Women: Talking Gender, Thinking War" (KA)

April 6:

- Stroud—"Good Guys with Guns: Hegemonic Masculinity and Concealed Handguns" (KA)

Week 13 (Apr. 11-13): Standard Operating Procedure (video and discussion)

- Enloe, "Wielding Masculinity inside Abu Ghraib" (D2L)
- **Paper #3 Assigned**

Week 14: The Gendered Body: Politics and the Media

April 18:

- Hall, "Bully in the Mirror." (D2L)
- Hooks – "Selling Hot Pussy" (D2L)

April 20:

- Byrd - "Claiming Jezebel: Black Female Subjectivity in Hip Hop Culture" (D2L)
- Waters – "Selling Gender" (D2L)
- **Video: Killing us Softly** (<https://www.youtube.com/watch?v=atI0K7YpbpM>)

Paper # 3 Due

Week 15: Solutions and Final Review

April 25:

- Lorber – “A World Without Gender” (D2L)
- Deutsch, Francine M. 2007. “Undoing Gender.” *Gender & Society* 21(1):106-127. (D2L)

April 27: **Final Review!!!!**

Finals Week: May 1—May 4