

Gender in U.S. Society
Department of Sociology
Case Western Reserve University
FALL SEMESTER 2008
M/W/F 8/25-12/5
~SOC1 222 cross listed as WMST 222~

Instructors: Antje Daub and Casey Miklowski
Contact information: Antje: axd84@case.edu; Casey:cms51@case.edu
216.570.5863 (Antje's cell phone); 216.374.8500 (Casey's cell phone)
Please call between the hours of 9am and 9pm and ONLY in the case of an emergency. Email is the preferred method of communication.
Time: 11:30 am – 12:20 pm
Location: Sears 548
Office Hours: Mondays 3:00-5:00 pm and Fridays 9:00-11:00,
and by appointment
Location Office Hours: Mather Memorial Room 223 (location may change)

COURSE DESCRIPTION:

The focus of this course is on unique and convergent experiences of men and women in U.S. society. Different social expectations and opportunities encountered by men and women in the context of marriage and the family, work settings, and in informal organizations will be addressed. Legislation and social policy dealing with gender issues will be considered.

REQUIRED READINGS:

Kramer, Laura, Beth Hess, and Judith Lorber. 2007. *The Sociology of Gender*. Los Angeles, CA: Roxbury Publishing.

Several handouts to be posted on Blackboard (BB).

RECOMMENDED:

Baca Zinn, Maxine, Pierrette Hondagneu-Sotelo, and Michael A. Messner. 2007. *Gender through the Prism of Difference*. Boston: Allyn and Bacon.

Kimmel, Michael. 2006. *Men's Lives*. Upper Saddle River: Pearson Education.

COURSE REQUIREMENTS:

Class Participation: 12%
3 Quizzes: 18%
Midterm: 30%
Final: 40%

Attendance: Students are required to attend class in order participate and learn from class discussions. If you are unable to attend the class, you should inform the instructors.

Class Participation: Students are expected to participate in class discussions and to help further ideas gained from class readings, movies, and lectures.

Quizzes: Students are expected to take 2 quizzes before the midterm and 1 quiz between midterm and final. The quizzes will be multiple choice. The dates of the quizzes will be announced.

Midterm: The midterm will be an in class essay exam. Students are supposed to choose 1 out of three essays and elaborate with 3 class-readings on the subject matter. A critical analysis of the employed readings (as opposed to just a summary) is required in order to receive the complete percentage.

Final: The final project will be a 5-8 page paper. Students should choose a topic of interest and consult with the instructors. At least one reading listed on the syllabus will be the basis of the critical discussion of the paper.

Final Alternative: Alternatively, students can create a collage about their topic of interest. An additional 3 page paper combined with one class reading should describe the critical gender issue addressed in the collage. The student should consult with the instructor beforehand.

PREREQUISITES:

There are no pre-requisites for the course. When reading research articles, it is more important that the main argument is understood and less important that the research method of the article is understood.

COURSE POLICIES:

Respect:

Some themes in this course are socially sensitive. Consequently, respect towards all individuals' viewpoints will be emphasized in the classroom.

Assignment Format:

All assignments must be double spaced 12pt Times New Roman with the normal range of margins. The student id should be on the top of the front page and the document should be stapled.

Late Policy:

If you miss a quiz or the midterm and do not contact one of the instructors within 48 hours of the quiz or midterm date, you will not have an opportunity to make up the quiz or midterm and will receive a grade of zero on that quiz or exam. Any students requesting a make-up exam may be required to provide documentation of extenuating circumstances that interfere with taking the exam as scheduled.

The above policy also applies to the final paper/project.

Academic Honesty:

The student id should reflect the work of the student. Although collaborative learning is encouraged – especially when studying for the quizzes and the midterm, the final should only be discussed between the instructor and the student. Citation formats for class readings should follow commonly used formats (e.g. APA or ASA). Questions concerning citation formats will be answered and addressed in class.

Plagiarism:

These guidelines are adapted from Prof. Vernon Lidtke of the Johns Hopkins University (courtesy of Prof. Ken Ledford, Dept. of History, CWRU):

Plagiarism covers a multitude of offenses. It involves the theft of words, ideas or conclusions from another writer. If an academic paper gives the impression that the writer is himself or herself the author of words, ideas or conclusions that are in fact the product of another person's work, the writer of that paper is guilty of plagiarism. In the following cases, such a misleading impression is given:

1. Failure to give credit for ideas, statements of fact, or conclusions derived from another writer.
2. Failure to use quotation marks when quoting directly from another writer, whether an entire sentence or only a phrase is quoted. In addition, all quotations must always be cited with page numbers.
3. Closed and extended paraphrase of another writer even if credit is given in a citation.
4. Citing a source that is quoted or cited by another author but that has not been examined by the writer of the paper.

These examples do not exhaust the forms that plagiarism may take. Plagiarism is committed whenever and however a writer appears to take credit for work done by another. An entire paper may be plagiarized, as when a student submits a paper written by someone else, or plagiarism may be limited to a single page. While plagiarism may be more or less extensive in a paper, it is always a fraud, and it is always a most serious offense.

Plagiarism needs not be deliberate; it may be committed unintentionally through carelessness or ignorance. Since accidental plagiarism in a paper is indistinguishable from deliberate dishonesty, a student must be alert to avoid the sort of carelessness or ignorance that may leave him or her open to a charge of having plagiarized another's work. The safest rule to follow is: *When in doubt, cite.*

The penalty in this course for plagiarism is a grade of "F" on the paper and it will be calculated as a zero into the student's final grade. All cases of plagiarism will be reported to the Dean of Undergraduate Studies as prescribed in *General Bulletin*.

A final note about the Internet: Unfortunately, the Internet is contributing to a rise in plagiarism. However, sophisticated search engines are available for professors to check the authenticity of student work.

Special Needs:

Students with disabilities who need special assistance should meet with the instructor. Students will not be afforded any special accommodations for their work prior to disclosure of the special need or disability. Furthermore, please get in touch with the Coordinator of Disability Services at CWRU, Susan Sontag (sms17@cwru.edu or 368-5239).

COURSE OBJECTIVES:

After completion of the course, students will be able to recall important sociological milestones in the U.S. gender literature and to apply the knowledge to gender themes discussed in the class and other themes of interest.

OFFICE HOURS:

We gladly discuss your interests and questions about the course and course materials. We hold regular office hours and we schedule appointments outside those hours.

*****This syllabus is subject to change (readings, assignments, quizzes, etc.). To maintain the integrity of the course, the instructors reserve the right to change this syllabus. Please pay close attention to announcements of such changes made either in class or via Blackboard. It is the student's responsibility to keep informed about such changes.***

COURSE OUTLINE:

Week 1: INTRO

Monday, August 25-class begins

- Nuts and bolts of the course

Wednesday, August 27

- Sex and Gender: What's the same and what is different?
- ⊕ Movie: "Men, Women, and the Sex Difference: Boys and Girls are Different" (43 min).
Lorber, Judith. 1993. "Believing is seeing. Biology as ideology." *Gender and Society* 7(4): 568-581.

Friday, August 29

- Sex and Gender: What's the same and what is different? (cont'd).
Lorber, Judith. 1994. *Paradoxes of Gender*. New Haven: Yale University Press. (Excerpts BB).
Kramer, Laura. 2007. Pp. 1-8.

Week 2: GENDER MOVEMENTS IN THE US

Monday, September 1 – no class (Labor Day)

Wednesday, September 3

- Women's and men's movements in the U.S.
- The meaning of feminism
- ⊕ Movie: "The Men's Movement" (29 min).
Kramer, Laura. 2007. Pp. 159-168.

Friday, September 5

- Women's and men's movements in the U.S. (cont'd).
Magnus Hirschfeld Archive of Sexology. 2008. "The Feminist Movement in the United States"
retrieved August 10, 2008
(http://www2.huberlin.de/sexology/ATLAS_EN/html/the_feminist_movement_in_the_u.html).

Week 3: GENDER IDEOLOGIES

Monday, September 8

- Gender ideologies and ads
- ⊕ Movie: "Killing us Softly" (34 min).
Barthel, Diane. 1988. "Madison avenue: Method and madness. Pp. 15-18 in *Putting on Appearances*. Philadelphia, PA: Temple University Press. (BB).

Wednesday, September 10

- Gender ideologies
Kramer, Laura. 2007. Pp. 22-32.

Friday, September 12

- Gender images, stereotypes, and clichés: Harmful or helpful?
Steele, Jennifer R. and Ambady Nalini. 2005. "Math is hard: The effect of gender priming on women's attitudes." *Journal of Experimental Social Psychology* 42:428-436. (BB).

Week 4: GENDER LAWS AND POLITICS

Monday, September 15

- Gender policies over the life course
Orloff, Shola. 1993. "Gender and the social rights of the citizenship: The comparative analysis of gender relations." *American Sociological Review* 58(3): 303-328. ((BB)).
Hagestad, Gunhild O. and Vaughn R. A. Call. 2007. "Pathways to childlessness." *Journal of Family Issues* 28(10), 1338-1361. (BB).
Recommended: Kramer, Laura. 2007. Pp. 168-175.

Wednesday, September 17

- Important gender laws and court decisions in the U.S.
Ross et al. (2007). "Just choices: Women of color, reproductive health, and human rights." Pp. 147-174 in *A Project of the Committee on Women, Population on the Environment* edited by J. Silliman and A. Bhattacharjee. Cambridge, MA: South End Press. (BB).
- Homophobia: Still an issue?
Skim: Ronner, Amy R. 2005. *Homophobia and the Law*. Washington, DC: American Psychological Association. (Excerpts BB).
Kramer, Laura. 2007. Pp. 28-32.
- ☹ "Women in American Politics" start (20 min).

Friday, September 19

- Kramer, Laura. 2007. Pp. 156-159.
- ☹ "Women in American Politics" cont'd (40 min).
- Wrap up gender policies

Week 5: GENDER, WORKPLACES, AND DRESS CODES

Monday, September 22

- ☹ "Through the Glass Ceiling" (17 min).
Kanter, Rosabeth. 1977. *Men and women of the corporation*. New York: Basic. (Excerpts BB).
Acker, Joan. 1990. "Hierarchies, jobs, and bodies." *Gender and Society* 4(2): 139-158. (Excerpts BB).
Kramer, Laura. Pp. 132-136.

Wednesday, September 24

➤ Dressing for Success: Myth or Reality?

Scherbaum, Carol J. and Donald H. Shepherd. 1987. "Dressing for success: The effects of color layering on perceptions of women in business." *Sex Roles* 16(7-8): 391-399. (BB).

Friday, September 26

➤ New Developments in the Sociology of Work

Carr, Deborah. 2001. Two paths of self employment: Women's and men's self-employment in the United States, 1980. Pp. 127-150 in *Working in Restructured Workplaces: Challenges and New Direction for the Sociology of Work* edited by D.B. Cornfield, K. E. Campbell, and H.J. McCammon. Thousand Oaks: Sage Publication. (BB).

Hinze, Susan W. 1999. "Gender and the body of medicine or at least some body parts: (Re)constructing the prestige hierarchy of medical specialties." *The Sociological Quarterly* 40(2):217-239.

Kramer, Laura. 2007. Pp. 128-132.

Week 6: GENDER AS A SOCIAL CONSTRUCT

Monday, September 29

➤ The social construction of gender

Lorber, Judith. 1994. "Night to his day": The social construction of gender. Excerpts Ch. 1 in *The Social Construction of Gender*. Yale: Yale University Press. (BB).

Wednesday, October 1

➤ The social construction of gender (cont'd)

"The Remarkable Story of John/Joan" (30 min).

West, Candace and Don H. Zimmerman. 1987. "Doing Gender". *Gender and Society* 1(2): 125-137. (BB).

Friday, September 3

➤ The social construction of gender (cont'd)

West, Candace and Don H. Zimmerman. 1987. "Doing Gender". *Gender and Society* 1(2):138-151. (BB).

Week 7: GENDER ROLE MODELS

Monday, October 6

🕒 Midterm!!

Wednesday, October 8

- Gender role models: Team work.

Andrew J. Murrell and Thomas J. Zagenczysk. 2006. "Gender, race, and role model status: Exploring the impact of informal developmental relationships on management careers". Excerpts. In *Gender, Ethnicity, and Race in the Workplace* edited by M. Karsten (Ed.). Westwood, CT: Greenwood/Praeger Publishers. (BB).

Recommended: Gibson, Donald E. 2003. "Role models in career development: New directions for theory and research". *Journal of Vocational Behavior* 65(1), 134-156. (BB).

Friday, October 10

- Student presentations: Gender role models

Hicks, Stephen. 2008. "Gender role models...who needs 'em?!" *Qualitative Social Work* 7(1):43-59

Gordon, Hava R. 2008. "Gendered paths to teenage political participation: Parental power, civic mobility, and youth activism". *Gender and Society* 22(1), 31-55. (BB).

Week 8: GENDER AND THE FAMILY

Monday, October 13

- The family and the concept of triple jeopardy

Quadagno, Jill. 1990. "Race, class, and gender in the U.S. Welfare State: Nixon's failed family assistance plan." *American Sociological Review* 55:11-2. (BB).

Kramer, Laura. 2007. Pp. 78-87.

Wednesday, October 25

- Families in the United States

Mason, Mary A., Arlene Skolnick, and Stephen D. Sugarman. 2002. *All our Families: New Policies for a New Century*. New York: Oxford University Press. (Excerpts BB).

Friday, October 17

- Race, class, gender, and imported labor

Landale, Nancy S., Salvador Oropesa, and Christina Bradatan. 2005. "Hispanic families in the United States: Family structure and process in an era of family change." Pp. 138-179 in *Hispanics and the Future of America* edited by M. Tienda and F. Mitchell. Washington, D.C.: The National Academic Press. (BB).

Week 9: GENDER AND INFORMAL ORGANIZATIONS

Monday, October 20-no class (Fall break)

Wednesday, October 2

- Gender and informal organizations: Care networks in the community
Skim: Parry, Jane. 2005. "Care in the community? Gender and the reconfiguration of community work in a post mining neighborhood." *The Sociological Review* 53:149-166. (BB).
Coltrane, Scott. 1989. "Household labor and the routine production of gender." *Social Problems* 36(5), 473-490. (BB).
Kramer, Laura. 2007. Pp. 94-100.

Friday, October 24

- Gender and informal organizations: Gendered networks in companies
Acker, Joan. 2006. "Inequality regimes." *Gender and Society* 4, 441-464. (BB).

Week 10: GENDER, HEALTH, SEXUALITY

Monday, October 27

- Socialization, Masculinity and the Longevity Disadvantage
Messner, Michael A. 1990/2006. "Boyhood, organized sports and the construction of masculinities." Pp. 115-127 in D.M. Newman and J. A. O'Brian *Sociology Exploring the Architecture of Everyday Life Readings*. Thousand Oaks, CA: Pine Forge Press. (BB).
Recommended: Courtenay, Will H. 2000. "Constructions of masculinity and their influence on men's well being: A theory of gender and health." *Social Science and Medicine* 50: 1385-1401. (BB).

Wednesday, October 29

- Gender and Sexuality
Kilbourne, Jean. 2004. "You Talkin' To Me?" Pp. 228-2333 in *Race, Class, and Gender: An Anthology* edited by M.L. Andersen and P.H. Collins. Florence, KY: Wadsworth. (BB).
Dowsett, Gary W. 2003. "Some Considerations on Sexuality and Gender in the Context of AIDS." *Reproductive Health Matters* 11 (22): 21-29. (BB)
Purnell, Beverly, Leslie Roberts, and Orla Smith. 2005. Introduction to special issue: Vive la différence. *Science* 308(5728), 1569. (BB).

Friday, October 31

- Body images
Lelwica, Michelle. 2006. "Re-defining womanhood (?): Gender, power, and the religion of thinness." *Anthropology of Food* retrieved August 10, 2008 (<http://aof.revues.org/document571.html>).
Kramer, Laura. Pp. 71-76.

Week 11: SCIENCE, EDUCATION, AND GENDER

Monday, November 3

➤ Gender and Schools

Nayak, Anoop and Khelip, Mary J. 2006. "Gender undone: Subversion, regulation and embodiment in the work of Judith Butler." *British Journal of Sociology of Education* 27(4), 459-472. (BB).

Recommended: Babbitt-Zeher, Donna. 2007. "The gender income gap and the role of education." *Sociology of Education* 80(1), 1-22. (BB).

Wednesday, November 5

➤ Gender and scientists

Fox, Mary F. 2005. "Gender, family characteristics, and publication productivity among scientists." *Social Studies of Science* 35(1):131-150. (BB).

Friday, November 7

➤ Gender and knowledge

Harding, Sandra. 2005. "From the woman question in science to the science question in feminism." Pp. 327-343 in *Knowledge, Critical Concepts* edited by Nico Stehr and Reiner Grundmann. London, England: Taylor and Francis. (BB).

Week 12: GENDER IN THE MEDIA

Monday, November 10

➤ Gender commercials on TV

Kenneth, Allen and Scott Coltrane. 1996. "Gender displaying television commercials: A comparative study of television commercials in the 1950s and 1980s." *Sex Roles* 35(3-4): 185-203. (BB).

Kramer, Laura. Pp. 35-42.

Wednesday, November 12

➤ Gender, age, and movies

Lauzen, Marta M. and David M. Dozier. 2005. "Maintaining the double standard: Portrayals of age and gender in popular movies." *Sex Roles* 52, 7-8: 1573-2762. (BB).

Friday, November 14

➤ Gender in video games

Dietz, Tracey L. 1998. "An examination of violence and gender role portrayals in video games: Implications for gender socialization and aggressive behavior." *Sex Roles* 38, 5-6:1573-2762. (BB).

Week 13: GENDER AND VIOLENCE

Monday, November 17

➤ The paradox of masculinity

Boon, Kevin-Alexander. 2005. "Heroes, metanarratives, and the paradox of masculinity in contemporary western culture." *The Journal of Men's Studies* 13(3):301-312. (BB).

Wednesday, November 19

➤ Domestic violence

Carmelet, Jill. 2007. Men's violence against women: From prevalence to prevention. *Sex Roles* 57, 11-12: 929-931. (BB).

Friday, November 21

➤ Street gangs

Bing, Leon. 1992. *Do or Die*. New York, NY: Harper Collins. (Excerpts BB).

Week 14: GENDER AND THE PENAL SYSTEM

Monday, November 24

➤ Gender and crimes

Merolla, David. 2008. "The war on drugs and gender gaps in arrests: A critical perspective." *Critical Sociology* 34, 2: 255-270. (BB).

Kramer, Laura. 2007. Pp. 175-177.

Wednesday, November 26

➤ Gender and the penal system

Steffensmeier, Darrell, Jeffrey Ulmer, and John Kramer. 2006. "The interaction of race, gender, and age in criminal sentencing: The punishment cost of being young, black, and male." *Criminology* 36, 4: 763-798. (BB).

Friday, November 28

➤ Gender and the penal system (cont'd)

Steffensmeier, Darrell and Chester L. Britt. 2002. Judges race and judicial decision making: Do black judges sentence differently? *Social Science Quarterly* 82, 4: 749-764. (BB).

Week 15: GENDER AND LANGUAGE

Monday, December 1

Final exam: Handout will be provided in class!!

➤ Why is it so hard for men to talk to each other

Jordan-Jackson, Felecia F., and Kimberly A. Davis. 2005. "Men talk: An exploratory study of communication patterns and communication apprehension of black and white males." *Journal of Men's Studies* 13, 3:347-367. (BB).

Wednesday, December 3

➤ Hidden forms of sexism

Zimmerman, Don and West, Candice. 1975. "Sex roles, interruptions and silences in conversations." Pp. 105-129 in *Language and Sex: Difference and Domination* edited by B. Thorne and N. Henley. Rowley, MA. (BB).

Laura, Kramer. 2007. Pp. 33-35.

Recommended: Weahterhall, Ann. 2002. "*Gender, Language, and Discourse.*" New York: Routledge. (Excerpts BB).

Friday, December 5-last day of class

➤ Nonsexist language

Mucchi-Faina, Angelica. 2005. "Visible or influential? Language reforms and gender (in) equality." *Social Science Information* 44, 1: 189-215. (Excerpts BB).

Wednesday, December 10

- 🕒 Final exams are due at 5 pm via e-mail to either Antje at axd84@cwru.edu or Casey at cms51@cwru.edu!!

"The principle which regulates the existing social relations between the two sexes – the legal subordination of one sex to the other is wrong in itself, and now one of the chief hindrances to human improvement; and...it ought to be replaced by a principle of perfect equality, admitting no power or privilege on the one side, nor disability on the other."

John Stewart Mill (from *The Subjection of Women*, 1989).

"What would happen...if suddenly, magically, men could menstruate and women could not? The answer is clear - menstruation would become an enviable, boast-worthy,