

# Gender in U.S. Society

-SOC1 222 cross listed as WMST 222-

Department of Sociology  
Case Western Reserve University

FALL SEMESTER 2009

M/W/F 8/24/09-12/4/09

- Instructors: Antje Daub and Jackie Arendt
- Contact information: Antje: [axd84@case.edu](mailto:axd84@case.edu); Jackie: [jaa36@case.edu](mailto:jaa36@case.edu)  
216.570.5863 (Antje's cell phone); 440-668-7136 (Jackie's cell phone)  
*Please call between the hours of 9 am and 9 pm and ONLY in the case of an emergency. **Email** is the preferred method of communication.*
- Time: 10:30 am – 11:20 pm
- Location: Sears 548
- Office Hours: Mondays 8:00-10:00 am in room 223A and Fridays 8:00-10:00 in room 222A;  
and by appointment (for room location ask main office).
- Location Office Hours: Mather Memorial Room 222A (see <http://www.case.edu/visit/map/flash>).

## **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. 2005. *The Sociology of Gender*. Second Edition. Los Angeles, CA: Roxbury Publishing.

Several handouts are 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.

Note: Both recommended books are on reserve at Kelvin Smith Library and can be used as references.

### **COURSE REQUIREMENTS:**

Class Participation:	12%	Counted every lecture including attendance!
2 Quizzes:	18%	September 14 and October 26.
Midterm:	25%	October 5.
Paper:	15%	Due: November 13.
Final:	30%	Due: December 8.
Extra Points:	6%	September 4; September 17; and November 11.

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 role play. Furthermore, students will be expected to help further ideas gained from class readings, movies, and lectures.

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

Midterm: The midterm will be an in class essay exam. Students are supposed to choose 1 out of 3 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.

Compare/Contrast Paper: Students are required to compare and contrast critically two readings selected by the instructors. The focus of the paper will be on how women in different racial groups experienced gender throughout history in the United States.

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. You can start this project on the first day of class and turn it in any time before the final is due.

Extra Points: We will select 3 events throughout the semester which deserve an extra point. Each event is worth 3% but you can only accumulate a total of 6% extra credit. In other words you must attend 2 of the three events for 6% extra credit. If you decide to attend another event/occasion for extra point instead of our suggested ones, it must be approved by the instructors and you need to present your findings in class.

### **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 1" margins. The student ID should be on the top of the front page and the document should be stapled. Make sure to get your student id in the beginning of the semester. Note: please don't put your name on the assignment that we grade.

### 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). It's not ok to just use an author's name. Questions concerning citation formats will be answered and addressed in class.

### Plagiarism—Pls Read:

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. We consider ethics as an important aspect of this course.

### 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](mailto: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. Despite this course focuses on gender inequalities, we will also emphasize race and ethnicity in the discussions--which cannot be seen separated.

### 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.). 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. We try to keep the changes at a very minimal level!***

### COURSE OUTLINE:

#### Week 1: INTRO

*Monday, August 24-class begins*

- Nuts and bolts of the course

*Wednesday, August 26*

- 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 28*

- 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 IDEOLOGIES

*Monday, August 31*

- 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 2

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

Friday, September 4

EXTRA POINT: Movie "The World's Greatest Dad" starts today at Cedar Lee.

- 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 3: GENDER MOVEMENTS IN THE U.S.

Monday, September 7 – no class (Labor Day)

Wednesday, September 9

- 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.  
Aulette, Judy Root, Judith Wittner and Kristin Blakely. 2009. *Gendered Worlds*. "Three Waves,"  
Pp.7-8.

Friday, September 11

- 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](http://www2.huberlin.de/sexology/ATLAS_EN/html/the_feminist_movement_in_the_u.html)).

Week 4: GENDER LAWS AND POLITICS

Monday, September 14

- ⊕ **Quiz 1!!**
- 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).  
Kramer, Laura. 2007. Pp. 168-175.

Wednesday, September 16

EXTRA POINT: Helen Lefkowitz Horowitz lecture.

- 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?  
Kramer, Laura. 2007. Pp. 28-32.
- ⊕ "Women in American Politics" start (20 min).

Friday, September 18

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 21

- ☹ "Through the Glass Ceiling" (17 min).

Kanter, Rosabeth. 1977. *Men and women of the corporation*. New York: Basic. (Excerpts BB).

Kramer, Laura. Pp. 132-136.

Wednesday, September 23

- 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 25

- New Developments in the Sociology of Work

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 28

- 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, September 30

- 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).

Guest speaker: Prof. Susan Hinze.

Friday, October 2

- 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 5

- 🕒 **Midterm!!**

Wednesday, October 7

- 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).

*Friday, October 9*

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

#### Week 8: GENDER AND THE FAMILY

*Monday, October 12*

- 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 14*

- 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 16*

- 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 19-no class (Fall break).*

*Wednesday, October 21*

- 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).  
Kramer, Laura. 2007. Pp. 94-100.

*Friday, October 23*

- Gender and organizations/institutions: Gendered networks in companies  
Acker, Joan. 2006. "Inequality regimes." *Gender and Society* 4, 441-464. (BB).  
Bending, Joan. 2004. "The glass ceiling and the maternal wall in academia. New Directions in Higher Education. *New Directions in Higher Education* 130, 91-105.

#### Week 10: GENDER, HEALTH, AND SEXUALITY

*Monday, October 26*

🕒 **Quiz 2!!**

➤ 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).

Wednesday, October 28

➤ Gender and Sexuality

Kilbourne, Jean. 2004. "You Talkin' To Me?" Pp. 228-233 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 30

➤ 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 2

➤ Gender and Schools

Kramer, Laura. 2005. Chapter 5 "Education," pp.107-127 in *The Sociology of Gender*. Los Angeles, CA: Roxbury Publishing.

Wednesday, November 4

➤ 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 6

➤ 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 9

➤ 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 11

➤ 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).

EXTRA POINT: Joan Williams lecture on November 12.

Friday, November 13

**Paper due!!**

➤ 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 16

➤ 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 18

➤ Domestic violence

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

Friday, November 20

➤ Street gangs

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

Week 14: GENDER AND THE PENAL SYSTEM

Monday, November 23

➤ 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 25

➤ Gender and the penal system

Steffensmeier, Darrell, Jeffrey Ulmer, and John Kramer. 1998. "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 27—no class (Thanksgiving Break)

Week 15: GENDER AND LANGUAGE

Monday, November 30

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 2

➤ 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.

Friday, December 4-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).

Wrap up --reflecting upon important themes throughout the semester.

Monday, December 7-Reading Day

Tuesday, December 8

- 🕒 Final exams are due by **5 pm** via e-mail to either Antje at [axd84@case.edu](mailto:axd84@case.edu) or Jackie at [jaa36@case.edu](mailto:jaa36@case.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).

"Gender is such a familiar part of daily life that it usually takes a deliberate disruption of our expectations of how women and men are supposed to act to pay attention to how it is produced. Gender signs and signals are so ubiquitous that we usually fail to note them - unless they are missing or ambiguous. Then we are uncomfortable until we have successfully placed the other person in a gender status; otherwise, we feel socially dislocated. In our society, in addition to man and woman, the status can be *transvestite* (a person who dresses in opposite-gender clothes) and *transsexual* (a person who has had sex-change surgery). Transvestites and transsexuals carefully construct their gender status by dressing, speaking, walking, gesturing in the ways prescribed for women or men whichever they want to be taken for - and so does any "normal" person."

Judith Lorber (from *Paradoxes of Gender*, 1995)



“What would happen...if suddenly, magically, men could menstruate and women could not? The answer is clear - menstruation would become an enviable, boast-worthy, masculine event.” Gloria Steinem

*“Women are the only exploited group in history who have been idealized into powerlessness.”*

*Erica Jong*