Sociology 138: Sociology of Gender  
Fall 2012  
University of Wisconsin-Madison  
Lecturer: Madeleine Fairbairn  
fairbairn@wisc.edu  
Lecture: MWF 9:55-10:45am, 5106 Sewell Social Sciences  
Office Hours: MW 10:45-11:45am, 2446 Sewell Social Sciences  
Final exam: Friday, December 21, 12:25-2:25  

This syllabus may change throughout the course of the semester. Readings may be added or removed, and due dates could shift. Changes will be announced in class and via email.  

Course description:  
This course will examine how gender permeates and shapes different domains of social life. Rather than understanding gender in terms of fixed dichotomies (e.g. male/female, masculinity/femininity), sociologists see it as a complex social construction whose meaning varies across different cultures and moments in history. Gender also intersects and interacts with other markers of social difference such as race, social class, sexuality, and place. The class will begin by introducing some conceptual and theoretical tools for understanding gender. We will then move on to examine how gender relates to a wide array of topics including: dating, marriage, schools, the economy, TV and the media, medicine, international development, and citizenship. The goal is to teach students to notice and question the construction of gender in many different realms of their lives.  

Required texts:  

These books are available at A Room of One’s Own Bookstore (315 W. Gorham St., 608-257-7888, www.roomofonesown.com). They will also be on reserve at College Library.  

3) All other class readings will be posted on the course website at Learn@UW.  

Learn@UW: I will post all slides from class to the course website at Learn@UW. I will also post all paper and extra-credit assignments, as well as any important announcements. Check the website regularly, especially if you have to miss a class.
**Evaluation:** Your final grade will break down as follows:

- Pop quizzes: 30%
- Paper 1: 15%
- Paper 2: 15%
- Paper 3: 15%
- Final exam: 25%

I am happy to discuss any concerns you might have about how you are evaluated and about your grades. However, I will only make changes to your grades if my grader or I have made an obvious mistake. My main concern when I evaluate you is to make sure that I am fair to everyone in relation to one another. If somebody comes to see me and “convinces” me to increase his or her grade, this puts those who just accepted their grade without coming to see me at a disadvantage. As a policy I therefore do not change grades.

**Grading scale:**

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<th>Grade</th>
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**Pop quizzes:** Fourteen pop quizzes on the readings will be administered throughout the course of the semester. They will consist of multiple choice and short-answer questions and may cover any of the class readings since the previous pop quiz. If you have done the readings, these quizzes should not be difficult. Quizzes could occur during any class, including days with guest lectures and days with films. They may also occur on two consecutive class days. Any missed quizzes will receive a grade of zero. Anyone coming to take the quiz and leaving immediately afterwards will also receive a zero. When calculating your final grade, I will automatically drop your two lowest quiz scores, leaving only your twelve best scores. The reason I drop the lowest two quiz scores is so that you can be absent from class without being penalized. Make-up quizzes are therefore not offered except in cases of prolonged illness. If you are thinking of skipping class early in the semester, remember that you may get sick later on and already have used up your two bad quiz scores on unnecessary absences.

**Papers:** You will be asked to write three 5-6 page papers during the course of the semester. Detailed assignments will be posted on the course website at Learn@UW. Please format papers as follows: 12-point Times New Roman font, double spacing, one-inch margins, and numbered pages. Students will be required to turn in both a physical and a digital copy of each paper. The stapled physical copy must be handed in at the start of class on the due date and the digital copy will be uploaded to the online Dropbox at Learn@UW before the start of class. Individual deadline extensions will not be granted except in cases of illness or other emergency. Late papers will have the final grade reduced each day they are late. You are welcome to discuss your paper ideas with me in office hours, but I will not read any drafts prior to the final. The Writing Center is an excellent resource that you should take advantage of in crafting your papers (6171 Helen White Hall, 608-263-1992, [www.writing.wisc.edu](http://www.writing.wisc.edu)).
**Final exam:** The final exam will test your knowledge of the lectures, readings, and films. It is scheduled for Friday, December 21 from 12:25 to 2:25

**Attendance:** Although attendance will not be taken, you should do your best to attend every class. Missed classes will hurt your grade through zeros on quizzes and poor performance on the final exam. I have tried to keep the class varied and interesting by scheduling a number of short films and guest lectures. These are a part of the course content (not an excuse to skip) and will appear on the final exam.

**Participation:** Although this is a large lecture, we will still have class discussions. There is no formal participation grade and no one will be penalized for not talking in class. However, if you are an informed and helpful participant in class discussions, I will take it into account when it comes to your final grade. What this means is that when I tally up the points at the end of the semester, a student who was an avid class participant may receive a small bump if they are close to getting the next letter grade up. This is completely up to my discretion. In order to get the best possible grade you can, you should therefore come to class prepared and eager to take part in the conversation. The more everyone participates in discussions, the more enjoyable and interesting class will be.

The topics covered in class are often controversial and/or sensitive. They touch on people’s political beliefs and lived experiences in the world. This is what makes gender so interesting, but it also means that you should be careful to frame your questions and comments tactfully. It is ok to take a strong stance or to express opinions that oppose the readings or lecture (in fact, please do!) but do so in a way that doesn’t disrespect the views of others. Remember that there are no stupid questions and that the simplest clarifying question can really move the discussion forward. Also, please try to keep your comments succinct; discussion time is limited and I like to hear as many different voices as possible.

**Extra credit:** Opportunities to earn extra credit will be announced in class and posted to Learn@UW.

**Electronic devices:** No cell phones are allowed in class. Please turn them off or silence them when you walk in the door. Looking at cell phones while in class is very disrespectful to your professor (and much more obvious than you think). Laptops, iPads, and other electronic devices are also not permitted in class. All slides will be posted to the course website at Learn@UW, so you will need to take only very limited notes. Exceptions to this rule will be made for students who require a laptop for accessibility reasons and for students who feel that a laptop is an absolutely essential part of their work process. These students will have to convince me that they require the laptop and will only use it for class-related purposes, and they will register with me as a laptop user. The reason for this rule is that students who are looking at Facebook or checking email in class make poor class participants and distract and annoy the people sitting behind them. It is also disrespectful (and again, much more obvious than you think).

**Office hours:** I will hold office hours for the hour after class on Mondays and Wednesdays. If this is incompatible with your schedule, I am also happy to meet with you at another date and time by appointment. Professor office hours are an excellent resource and making use
of them is one of the hallmarks of a successful student. Topics of discussion during office hours should be forward looking (e.g. seeking a deeper understanding of issues from class or discussing ideas for an upcoming paper) and not backward looking (e.g. asking why you didn’t get a better grade on a paper). The former makes an excellent impression on professors. The latter does not.

Emailing: You can also contact me by email at any point during the semester. I will do my best to reply promptly, but you should allow 24-72 hours for my replies (particularly on weekends). So don’t wait until the last minute to ask important clarifying questions on assignments. When you write please put the words “Soc 138 student” at the beginning of the subject line. Email tone should be informal but professional. Include a greeting, be sure to sign your name, and avoid internet speak – this is not a text message. Finally before you email me, please thoroughly search the syllabus and Learn@UW for an answer to your question!

Accessibility: Please let me know if you require special accommodations in the curriculum or instruction procedures so that you may participate fully. The McBurney Center on campus provides assistance for physical, learning, sensory, or psychological disabilities (702 W. Johnson St., 608-263-2741, www.mcburney.wisc.edu).

Academic misconduct: Cheating and plagiarism will not be tolerated. Either behavior will have a serious effect on your final grade. I run all papers through anti-plagiarism software that checks class papers against each other, against previous papers submitted at UW-Madison, and against information available on the internet. Before beginning your first paper, please visit the Writing Center’s web page on quoting and paraphrasing (http://writing.wisc.edu/Handbook/QuotingSources.html).

Course schedule:

Concepts and theories

Wed 9/5 Course overview
  • No readings

Fri 9/7 What is sociology? What is gender?
  • C. Wright Mills. 1959. “The promise of Sociology” from The Sociological Imagination.
  • Allan Johnson. 2005. “Patriarchy, the system: An it not a he, a them, or an us” from The Gender Knot.
  • Connell – Chapter 1

Mon 9/10 Sex differences and gendered bodies
  • Anne Fausto-Sterling. 1993. “The five sexes: Why male and female are not enough”
  • Connell – Chapter 4
Wed 9/12  “Doing gender”  

Fri 9/14  The science of sex and gender  
  Film: “The boy who was turned into a girl”  
  • Connell – Chapter 6 (pp. 109-114)

Mon 9/17  Feminism and feminist theory  
  • Connell – Chapter 3  

Wed 9/19  Intersectionality  
  • Connell – Chapter 5  
  • Peggy McIntosh. 1989. “White privilege: Unpacking the invisible knapsack”  
  • Yen Le Espiritu. 2001. “We don’t sleep around like white girls do” from Home bound.

Sexuality, desire, dating

Fri 9/21  Sexuality  
  • Leila Rupp. 2008. “Loving women in the modern world”

Mon 9/24  Heteronormativity  
  • Michael Messner. “Becoming 100 percent straight”  

Wed 9/26  Dating and desire  
  • Laura Hamilton and Elizabeth Armstrong. 2009. “Gendered sexuality in young adulthood: Double binds and flawed options.”

Fri 9/28  Sexuality and intersectionality  
  Guest lecture: Jason Orne.
• Chong-suk Han. 2006. “Geisha of a different kind: Gay Asian men and the gendering of sexual identity”
• Daniel Lee. 2010. “Don’t ask, just tell”
• Jason Orne. 2012. “Those boys are going to eat you up”

_Schools_

Mon 10/1  _Gender and education_
• Peggy Orenstein. “Learning silence: Girls and boys in school” from _Schoolgirls._
• Peg Tyre. 2006. “The trouble with boys”
• Pascoe – Chapter 1

Wed 10/3  _Masculinity and homophobia in schools_
• Pascoe – Chapter 2
• Pascoe – Chapter 3

Fri 10/5  _Compulsory heterosexuality in schools_
• Pascoe – Chapter 4

_Labor, care, and the gendered economy_

Mon 10/8  _Women in the labor force_
• Christine Bose and Rachel Whaley. 2001. “Sex segregation of the U.S. labor force”
• Crittenden. 2001. “The mommy tax”
• Connell – Chapter 7 (pp.115-120 “The gendered corporation”)

Wed 10/10  _Care work_
• Nancy Folbre. 2001. “The milk of human kindness” from _The Invisible Heart._
• Evelyn Glenn. 2000. “Creating a caring society”

Fri 10/12  _Housework_
• Arlie Hochschild. 1989. “A speed-up in the family” from _The Second Shift._ (pp. 1-11)
• Kristin Natalier. 2003. “‘I’m not his wife’: Doing gender and doing housework in the absence of women”

_Migration_

Mon 10/15  _Migration_
  _First paper due._
• Michele Gamburd. 2002. “Breadwinner no more” from _Global Woman._
• Leah Schmalzbauer. 2009. “Gender on a new frontier: Mexican migration in the rural mountain West”

Wed 10/17 Migrant house workers

*Guest lecture: Pilar Goñalons Pons*

- Pierette Hondagneu-Sotelo. 2001. “Maid in LA” from *Doméstica*. (pp29-47)

Fri 10/19 Transnational motherhood

*Film: When mother comes home for Christmas*

- No reading.

*Family structure*

Mon 10/22 Marriage


Wed 10/24 Motherhood and family structure

- Anne Roschelle. 1999. “Gender, family structure, and social structure: Racial ethnic families in the United States” (pp.311-326)
- Kathryn Edin. “Introduction” from *Promises I can keep*. (pp. 1-11)

Fri 10/26 Changing families, queer families

- Kath Weston. 1991. “Kinship and procreation” from *Families we choose*.

*Representation and media*

Mon 10/29 Gender, race, and sexuality in the media

Brian Stelter. 2012. “Gay on TV: It’s all in the family”

Wed 10/31  Body image and the media
• Susan Bordo. 2003. ““Material girl’: The effacements of postmodern culture” from Unbearable Weight.
• Jezebel. 2011. “Self Editors Explain Covers Aren’t Supposed to Look Realistic”

Fri 11/2  Images of women in advertising
Film: Killing Us Softly 4
• no readings

Gender violence, sex work, and crime

Mon 11/5  Gender violence
• Patricia Martin and Robert Hummer. 1989. “Fraternities and rape on campus”
• Periscope Post. 2012. “After Galloway and Akin, why can’t male politicians get it right about rape?"

Wed 11/7  Sex trafficking and sex work
• Kevin Bales. 2002. “Because she looks like a child” from Global Woman.

Fri 11/9  Gender and crime
Guest lecture: Amanda Ward
• James Messerschmidt. 1993. “Gender and criminological theory”

Science and medicine

Mon 11/12  Gender in science
Second paper due.
• Michael Smith. 2001 ““Silence, Miss Carson!’ Science, gender, and the reception of Silent Sprint” (pp. 733-744)
• Emily Martin. 1991. “The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles.”

Wed 11/14  Women’s health and reproductive justice

Fri 11/16  Reproductive justice
*Film: The Pill*
• No readings.

Sports and games

Mon 11/19  Sports and games
• Cabell Gathman. 2006. “Real girls don’t: The invisible minority of female video game players.”

Agriculture and the environment

Wed 11/21  Rural masculinity
• David Bell. 2006. “Cowboy love” from *Country Boys.*
• Michael Bell. 2004. “New farms new selves” from *Farming for us all.* (pp.201-217)

Fri 11/23 – NO CLASS

Mon 11/26  Resource distribution and development policy
• Leila Harris and Whitney Gantt. 2007. “Gender and shifting water governance: Differential effects of privatization, commodification, and democratization.”

Wed 11/28  Relationships with nature
• Melissa Leach. 2008. “Earth mother myths and other feminist fables: How a strategic notion rose and fell” from *Gender myths and feminist fables.*
**Gender and the State**

Fri 11/29  **Political representation**

Mon 12/3  **Gender and citizenship**
- Connell – Chapter 7 (pp.120-126 “The gendered state”)
- Cynthia Enloe. 1989. “Nationalism and masculinity” from *Bananas, beaches, and bases.*

Wed 12/5  **Women and welfare**

Fri 12/7  **Women and welfare**
- Jane Collins and Victoria Mayer. 2010. “Chapter 5: Tying the second hand: Challenges to economic citizenship” from *Both hands tied.*
- Jane Collins and Victoria Mayer. 2010. “Chapter 7: Conclusion: Untying the hands” from *Both hands tied.*

Mon 12/10  **Economic globalization**
  **Third paper due.**
- Connell – Chapter 7 (pp.126-133 “Gender in world society”)
- Carmen Bain. 2010. “Structuring the flexible and feminized labor market: GlobalGAP standards for agricultural labor in Chile.”

**The future of gender**

Wed 12/12  **Challenges to problematic gender relations**
- Pascoe – Chapter 5

Fri 12/14  **Wrap up and review for final**
- No readings