

**SOCIOLOGY 759:
Sociology of Gender and Sexuality**

Term: Fall, 2016

Day and Time of Classes: Wed 11:30-14:20

Class Location: KTH-712

Office: KTH-638

Instructor: Melanie Heath

Ext.: 23620

Office Hours: Mon 3:30 -4:30pm

Email: mheath@mcmaster.ca

This course provides an overview of the sociology of gender and sexuality at the graduate level. The sociological study of gender has sought to: 1) uncover the lived experiences of women that were largely ignored and distorted in traditional sociological knowledge; and 2) analyze gender, or gender relations, as a central category of sociological thought. The sociology of sexuality draws on interdisciplinary research to uncover the social organization of sexuality and desire. In the first few weeks, we will tackle the fluid, hard-to-pin-down, contested meanings of the terms sex, gender, and sexuality that reflect a range of theories from essentialist/biological to social constructionist to queer and poststructuralist. After establishing our bearings in the theories and methods of gender and sexuality studies, this seminar will engage with contemporary empirical research that analyzes gender and sexuality as central axes of inequality, along with class, race, ethnicity, and nationality. We will pay particular attention to the relationship between gender, sexuality, structure, and power.

In addition to exposing you to important theories and research in gender and sexuality, this course will:

- Encourage you to think about methods and the way methods connect to theory as key to being a sophisticated consumer of social scientific research.
- Require you to think and write critically about theory and methods in our weekly memos, and to articulate these ideas in our classroom discussions.
- Make theoretical arguments and/or make arguments from secondary sources.

Because the class relies so much on your participation, it will only be as good as you make it. Please give it your all!

Required Readings:

Bakan, Abigail and Daiva Stasiulis. 2005. *Negotiating Citizenship: Migrant Women in Canada and the Global System*. Toronto: University of Toronto Press.

Heath, Melanie. 2012. *One Marriage Under God: The Campaign to Promote Marriage in America*. New York: New York University Press.

Hoang, Kimberly Kay. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. Berkley: University of California Press.

Moore, Mignon. 2011. *Invisible Families: Gay Identities, Relationships, and Motherhood among Black Women*. Berkeley: University of California Press.

Pascoe, C.J. 2012 *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, Calif.: University of California Press.

The remaining assigned articles are accessible through Avenue or will be made available for photocopying.

Course requirements:

All written work should follow the style standards of the ASA. It should be double-spaced, in a 12-point font, with page numbers and appropriate citations for all sources.

1. Weekly reading, participation and critical analysis memos (30%). This course is a graduate seminar and students are expected to attend every class meeting having thoughtfully completed the assigned readings and be prepared to discuss them. Class participation grades are based on seminar participation (10%) and critical analysis memos (20%). Seminar participation will be evaluated based on the **quality not quantity** of your contributions. Quality contributions include probing questions, clarifications, and challenges to class materials and others' contributions.

Class members will write two short critical analysis memos (four double-spaced pages) based on the required readings for the week and co-facilitate the class with me. You will select four of nine topics from Weeks 3-11 and email me your preferences by 9am, September 16 (Friday). Based on your preferences, I will assign each student two topics. These concise memos should address all required readings for the week. The memos should be organized according to a thesis (the main argument you will make in your memo), should identify and provide an analysis of the specific research questions posed, and discuss the strengths and weaknesses of data and methods, theories, and findings. At the end of the memo, you will provide at least four questions that you will pose to the class concerning the readings. Your memos should be posted on Avenue to Learn on Tuesday by 11pm prior to the class meeting. During class, I will ask each of the memo writers to briefly present their critical analysis (maximum 5 minutes each).

2. In-class exam (20%). There will be one in-class exam on December 7. It will consist of short-answer questions and one longer essay question based on the course readings. The exam will take place in the first half of class and will take about an hour and half to complete.

3. Proposal (5%) and final paper (45%). Students will complete a seminar paper of 20 pages (not including works-cited list) that examines a sociological aspect of gender and/or sexuality, offering an in-depth literature review that either: a) extends a topic introduced in class; or b) reviews a topic that is approved by me. The paper must include at least ten peer-reviewed journal articles, five of which must be sociological. You will submit a two-page, double-spaced proposal for your final paper and ten proposed references to Avenue on Wednesday, October 26 by 9am. Your proposal should provide a clear research question that will guide the literature review. It should also outline the proposed themes the literature review will address.

Your final paper is due on December 14 by 9am to be submitted on Avenue. Late papers will not be accepted. The paper should follow the style standards of the ASA. It should be double-spaced, with page numbers and properly formatted citations for all

sources. Your seminar paper will be evaluated in terms of how well you convey the sociological knowledge and ideas established on your topic and analyze their strengths and weaknesses. Detailed instructions for the literature review will be posted on Avenue, and I highly recommend discussing your project with me during my office hours. We will consecrate the second half of our final class to a workshop to improve a draft of your literature review. Please bring two hard copies to class on December 7 of your draft of at least 8 pages and 10 references.

Evaluation

Marks will be assigned for each course requirement, as follows:

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| ➤ Seminar Participation and Critical Analysis Memos | 30% |
| ➤ In-Class Exam | 20% |
| ➤ Proposal and Final Seminar Paper | 50% |

Academic Dishonesty:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Faculty of Social Sciences E-mail Communication Policy

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Weekly Schedule

PART I. Sex and Gender Matters: Sociological Theory and Debates

Week One. Sept. 14: Seminar Introductions, Logistics

Raewyn Connell. 2009. *Gender*. Cambridge: Polity Press. Pp. 1-30.

Week Two. Sept. 21: Epistemology and Knowledge Production

Judith Stacey and Barrie Thorne. 1985. "The Missing Feminist Revolution in Sociology." *Social Problems* 32: 301-16.

Arlene Stein and Ken Plummer. 1994. "I Can't Even Think Straight: 'Queer' Theory and the Missing Sexual Revolution in Sociology." *Sociological Theory* 12 (2):178-187.

Raewyn Connell. 2014. "The Sociology of Gender in Southern Perspective." *Current Sociology* 62(4): 550-567.

Week Three. Sept. 28: Sociological Approaches to Gender

Judith Lorber. 1993. "Believing Is Seeing: Biology as Ideology." *Gender & Society* 7: 568-81.

Barbara Risman. 2004. "Gender as a Social Structure: Theory Wrestling with Activism." *Gender & Society* 18:429-50.

Laurel Westbrook and Kristen Schilt. 2014. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System." *Gender & Society* 28(1):32-57.

Week Four. Oct. 5: Sociological Approaches to Sexuality

Arlene Stein. 1989. "Three Models of Sexuality: Drives, Identities, and Practices." *Sociological Theory* 7(1):1-13.

Joshua Gamson and Dawne Moon. 2004. "The Sociology of Sexualities: Queer and Beyond." *Annual Review of Sociology* 30:47-64.

Adam Green. 2008. "The Social Organization of Desire." *Sociological Theory* 26:25-50.

Oct. 12: Mid-term Recess, No Class

Week Five. Oct. 19: How Are Gender and Sexuality Linked?

Judith Butler, 2004. *Undoing Gender*. (Chapter 1, "Introduction: Acting in Concert").

Gayle S. Rubin. 1984/2004. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." Pp. 304-353 in *Queer Cultures*, edited by Deborah Carlin and Jennifer DiGrazia. Prentice Hall.

Allyson Stokes. 2015. "The Glass Runway: How Gender and Sexuality Shape the Spotlight in Fashion Design." *Gender & Society* 29: 219-243.

Week Six. Oct. 26: Intersectionality

Moore, Mignon. 2011. *Invisible Families: Gay Identities, Relationships, and Motherhood among Black Women*. Berkeley: University of California Press.

- **Paper Proposal Due, Submit to Avenue by 9am**

PART II. Gender and Sexuality as Institutions

Week Seven. Nov. 2: Heteronormativity and Masculinities

Pascoe, C.J. 2012 *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, Calif.: University of California Press.

Week Eight. Nov. 9: Labour Markets and Breadwinners

Barbara Reskin. 1993. "Sex Segregation in the Workplace." *Annual Review of Sociology* 19:241-70.

Sarah Thébaud. 2010. "Masculinity, Bargaining, and Breadwinning: Understanding Men's Housework in the Cultural Context of Paid Work." *Gender & Society* 24(3): 330-354.

Christine L. Williams. 2013. "The Glass Escalator, Revisited: Gender Inequality in Neoliberal Times." *Gender & Society* 27: 609-629.

Week Nine. Nov. 16: Sex Work and Globalization

Hoang, Kimberly Kay. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. Berkley: University of California Press.

Week Ten. Nov. 23: Gender, Work, and Migration

Abigail Bakan and Daiva Stasiulis. 2005. *Negotiating Citizenship: Migrant Women in Canada and the Global System*. Toronto: University of Toronto Press.

Week Eleven. Nov. 30: Gender, Heterosexuality, and the State

Melanie Heath. 2012. *One Marriage Under God: The Campaign to Promote Marriage in America*. New York: New York University Press.

Week Twelve. Dec. 7: Final class

- **In-class exam**
- **Final Paper Workshop:** Please bring two copies of your draft literature review that should include at least 8 double-spaced pages, and at least ten references.

December 14: Final paper due by 9am to be submitted on Avenue

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.