

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

**Term:** Fall, 2018

**Day and Time of Classes:** Tues 15:30-18:20

**Class Location:** KTH-712

**Office:** KTH-638

**Instructor:** Melanie Heath

**Ext.:** 23620

**Office Hours:** Tues 14:30-15:30

**Email:** mheath@mcmaster.ca

This course provides an overview of the sociology of gender and sexuality at the graduate level. The sociology of gender has sought to 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. The literature is vast, and this course is by no means a comprehensive survey of it. We will focus on specific examples of contemporary empirical research that analyze gender and sexuality as central axes of inequality, and the intersections of these with class, race, ethnicity, and nationality. We will pay particular attention to the relationship between gender, sexuality, structure, and power.

This course will:

- Challenge you to gain a broad knowledge of research on the sociology of gender and sexuality and apply this knowledge to your own research.
- Encourage you to think about methods and the way methods connect to theory as key to being a sophisticated consumer of social scientific research.
- Sharpen your oral, critical thinking, and writing skills in analyzing and discussing the literature on the sociology of gender and sexuality.

**Required readings:**

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

Meadow, Tey. 2018. *Trans Kids: Being Gendered in the Twenty-First Century*. Berkeley, Calif.: 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.

Puri, Jyoti. 2016. *Sexual States: Governance and the Struggle Over the Antisodomy Law in India*. Duke University Press.

The remaining required articles are available as pdf or html files using the library's online catalogue (<http://library.mcmaster.ca>).

## Recommended readings:

American Sociological Association. 2014. *ASA Style Guide*, 5th edition. Available for purchase through the ASA's online bookstore at <http://www.asanet.org>.

## Course requirements:

### Seminar participation (10%)

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. Seminar participation will be evaluated based on the **quality not quantity** of your contributions, and your ability to listen to other student comments and contribute to them. Quality contributions include probing questions, clarifications, and critical assessments of assigned readings. Inappropriate or rude comments will not be tolerated. I encourage you to meet with me if you experience any challenge to fully participating in the seminar, such as an unwelcoming/non-inclusive environment. As a seminar focusing on inequalities based on gender, race, and class, we must consider how dynamics in class might marginalize some voices.

### Critical Response Memos (30%)

In the first class you will be assigned to a group, and every week one group member will be responsible for writing a brief, two-page, double-spaced critical response memo that covers one or more of the week's assigned readings (each student will complete **three** memos over the course of the semester). Response memos should include the following: 1) A statement of the research question(s) that each author expressly or implicitly seeks to answer; 2) A statement of *how* the author answers the question, such as using a theoretical argument or through empirical methods; 3) An analysis of how effective the research is at achieving its stated objectives (the strengths and weaknesses of the research); and 4) An assessment of the contribution to the overall field of the sociology of gender and sexuality. Do not summarize the readings. Instead, provide an analysis that digs into the "so what" question to identify the significance of this work to the field.

Students will send their memos to the entire group for feedback and then submit them to Avenue to Learn by **noon on the Monday** before class. Each group will be allotted fifteen minutes in class, where the memo writer will discuss her/his critical assessment and the other members will comment on their feedback and assessment. One group member should fill out the class schedule and submit it to Avenue by September 13, 2018.

### Term paper proposal (5%), final paper (45%), and presentation (10%)

Students will write a critical review on a topic that is covered in class of 15-20 double-spaced pages (not including references). This paper should provide an analysis and not just a description of the current literature on your topic. Good

examples of this type of critical assessment of the literature can be found in *Sociology Compass*. This kind of literature review provides a synthesis of the current state of the literature, offers an analysis of any gaps and critically assesses the arguments being made.

Your literature review should cite at least 8 academic, peer-reviewed sociology articles or books that have been published since 2000. Article databases such as Sociological Abstracts or Proquest are a good way to search for recent works. Required readings for this course published after 2000 can also be included in the 8 articles/books. Any works published before 2000 and non-sociology works (e.g. political science, psychology) can also be cited, but they should not be used to meet the 8 article/book requirement. More information on the term paper will be provided in class.

Students will submit proposals for the term paper to Avenue to Learn by the start of class on **Tuesday, October 23**. Proposals should consist of a 1-2 page outline describing the area of the sociology of gender and/or sexuality that the paper will address, including the research question(s) that will drive the paper. The proposal should provide the complete list of 8+ references. Consult the ASA Style Guide for formatting. After I have assessed the proposals, I will meet with all students to discuss the term paper, and I also encourage you to meet with me before turning in the proposal.

The term paper is to be submitted to Avenue to Learn by **Tuesday, December 11, at noon**. Late papers will not be accepted. The paper should follow the style standards of the ASA: double-spaced, in a 12-point font, with page numbers and properly formatted citations for all sources. I will evaluate your term paper in terms of the how well you assess the literature and the strength of your critical analysis.

Students will also have the opportunity to present an outline of their final papers during the final class. This will enable students to gain valuable feedback from me and fellow students on how they might improve their papers. The grades for the presentation will be based on my assessment and those of your peers.

### **Evaluation**

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

Seminar Participation	10%
Response memos (3)	30%
Paper proposal	5%
Final seminar paper	45%
Seminar paper presentation	10%

## Course Schedule

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### Introductions

#### **Week One. 9/11 Studying Gender and Sexuality in Sociology**

Rosenberg, Karen Esther and Judith A. Howard. 2008. "Finding Feminist Sociology: A Review Essay." *Signs: Journal of Women in Culture and Society* 33(3): 675-696.

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

### I. Gender

#### **Week Two. 9/18 Gender: Individual, Interactionist and Structural Approaches**

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

West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2): 125 -151.

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

#### **Week Three. 9/25 Gender: Challenging the Binary**

Meadow, Tey. 2018. *Trans Kids: Being Gendered in the Twenty-First Century*. Berkeley, Calif.: University of California Press (Focus on Chapters 1, 3, 5-7, and Appendix B).

#### **Week Four. 10/2 Gender: Intersectional Approaches**

Collins, Patricia Hill. 2000. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. 2nd ed. New York: Routledge. Preface to Second Edition and Chapter 11 (available as an e-book on the library's online catalogue).

McCall, Leslie. 2005. "The Complexity of Intersectionality." *Signs: Journal of Women in Culture and Society* 30(3): 1771-1800.

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

### **10/9: Mid-term Recess**

## **II. Sexuality**

### **Week Five. 10/16 Sexuality: Overviews and Classics**

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

Rubin, Gayle. 1993[1984]. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." Pp. 3-44 in *The Lesbian and Gay Studies Reader*, edited by H. Abelove, M. Barale, and D. Halperin. New York: Routledge. (Can be downloaded at <http://sites.middlebury.edu/sexandsociety/files/2015/01/Rubin-Thinking-Sex.pdf>).

Simon, William and John Gagnon. 2003. "Sexual Scripts: Origins, Influences and Changes." *Qualitative Sociology* 26(4):491–497.

### **Week Six. 10/23 Sexuality: Field Approaches**

Green, Adam I. 2011. Playing the (Sexual) Field: The Interactional Basis of Systems of Sexual Stratification. *Social Psychological Quarterly* 74(3):244-266.

Farrer, James. 2010. "A Foreign Adventurer's Paradise? Interracial Sexuality and Alien Sexual Capital in Reform Era Shanghai." *Sexualities* 13(1):69-95.

Martin S. Weinberg and Colin J. Williams. 2013. "Sexual Field, Erotic Habitus, and Embodiment at a Transgender Bar." In *Sexual Fields: Toward a Sociology of Collective Sexual Life*, edited by Adam Isiah Green. Chicago: U Chicago Press (available as an e-book on the library's online catalogue).

### **Week Seven. 10/30 Sexuality: Intersecting Race and Class**

Green, Adam Isiah. 2007. "On the Horns of a Dilemma: Institutional Dimensions of the Sexual Career in a Sample of Middle-Class, Urban Black Gay Men." *The Journal of Black Studies* 37(5):753-774.

Moore, Mignon. 2006. "Lipstick or Timberlands: Meanings of Gender Presentation in Black Lesbian Communities." *Signs: Journal of Women in Culture and Society* 32(1):113-139.

McDermott, Elizabeth. 2011. "The world some have won: Sexuality, class and inequality." *Sexualities* 14(1):63 - 78.

### **III. Gender and Sexuality as Institutions**

#### **Week Eight. 11/6 Masculinity, Sexuality, and School**

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

#### **Week Nine. 11/13 Gender, Heterosexuality, and the State**

Heath, Melanie. 2012. *One Marriage Under God: The Campaign to Promote Marriage in America*. New York: New York University Press (Focus on Introduction, Chapters 2, 4-6, Conclusion, and Appendix A).

#### **Week Ten. 11/20 Gender, Sexuality and Who Does Paid Work, Housework, and Childcare?**

Hochschild, Arlie. 1989. Ch 2 from *The Second Shift*. New York: Viking Press.

Moore, Mignon. 2008. "Gendered Power Relations among Women: A Study of Household Decision-Making in Black, Lesbian Stepfamilies." *American Sociological Review* 73(2): 335-356.

Pfeffer, Carla. 2010. "Women's Work'? Women Partners Of Transgender Men Doing Housework and Emotion Work." *Journal of Marriage and the Family* 72(1): 165-183.

#### **Week Eleven. 11/27 Sexuality and Postcolonialism**

Puri, Jyoti. 2016. *Sexual States: Governance and the Struggle Over the Antisodomy Law in India*. Duke University Press (focus on Chapters 1, 3, 5-6).

#### **Week Twelve. 12/4 Presentations**

## **Academic dishonesty**

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means. It can result in serious consequences, such as 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 email communication policy**

It is the policy of the Faculty of Social Sciences that all email communication sent from students to instructors and staff must originate from the student's own McMaster University email 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 their discretion.

## **Please note**

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.