

GENDER AND SOCIETY: U.S. AND GLOBAL PERSPECTIVES

SOC 226

Fall 2022

Lectures: Mondays and Wednesdays 9-9.50am **Precept times:** TBD
Julis Romo Rabinowitz Building, A97

Instructor: Professor Sanyu Mojola, 147 Wallace Hall; smojola@princeton.edu

Office Hours: Mondays 10-12 noon (see Canvas for sign-up details)
By appointment: Please email Mary Lou Delaney at md@princeton.edu

COURSE DESCRIPTION:

What is gender? Does it still matter in the 21st century? If so, how and why does it matter? This course will undertake a sociological examination of the role of gender in society. We will examine how gender shapes our identities, how it shapes our interactions with others, and how it shapes and is shaped by interactions with institutions. We will look not only at ways in which our gender privileges us, but also ways in which we are both subject to and participate in producing gender inequality in our everyday lives. U.S and cross-cultural readings and screenings will be used for the class.

CLASSROOM POLICIES:

1. **Readings:** All articles and book chapters for this course are available on Canvas. There are no required books. You will gain more from class if you attend lectures having done the reading.
2. **Technology:** My strong preference is for a student screen-free classroom to enhance focus and concentration, and limit distraction in class. However, laptops are permitted for note-taking.
3. **Email:** When sending Prof Mojola an email, please use SOC226 in the subject line. I will not respond to email over the weekend (between 5 pm Friday and Sunday) unless it is an emergency. Assignments will usually be due on Mondays, so please plan accordingly.
4. **Attendance:** Attendance at lectures and precepts is expected. Attendance will be taken at every class, starting in the third week (Sept 19th), and this will be the record used to count absences. I will treat your first 3 absences as personal days; no explanation for those absences is needed. Unexcused absences from class, after your personal days are used up, will result in deductions to your participation grade. More than 2 weeks of absences could result in failing the course. Excused absences are campus approved absences related to athletic competitions, accommodations, religious observance, jury duty, illnesses, and other emergencies. To excuse your absence, please email me supporting documentation within one week of the absence or in the case of an emergency or illness, as soon as you are able. If you will be unable to turn in an assignment on time because of an excused absence, please email me at least one week in advance of the assignment due date to organize an alternative

due date. Powerpoint slides will be posted on the class Canvas website. So if you miss class, review the slides and arrange with a classmate to review their lecture notes.

5. **Assignments:** Assignments are due by the beginning of class on the due date. Late assignments (turned in after class up until the beginning of the next class) will be one grade lower, and will not be accepted at all (receive 0%) after that. Extensions will only be approved in conjunction with your residential college dean, in the event of circumstances such as incapacitating illness or emergencies, or in accommodations approved by relevant campus offices.
6. **Grades:** I grade the quality of the work you turn in and not your hard work. This can sometimes feel frustrating for students who feel their grade does not reflect their effort. I therefore encourage you to see me early on in the semester if you are concerned about your grades. Assignments are distributed over the entire term so that your entire grade does not depend on a few high-stakes assignments. So there is an opportunity to improve throughout the semester if you seek help. There is **no extra credit** available for this class.

Grading Rubric: Each assignment will come with a detailed grading rubric that gives you a clear idea of how it will be graded. Below is a description of the overall course grading scale:

A+ (97-100)	Exceptional; significantly exceeds the highest expectations.
A (93-96)	Outstanding; meets the highest standards.
A- (90-92)	Excellent; meets very high standards.
B+ (87-89)	Very good; meets high standards.
B (83-86)	Good; meets most of the standards.
B- (80-82)	More than adequate; shows some reasonable command of material.
C+ (77-79)	Acceptable; meets basic standards.
C (73-76)	Acceptable; meets some of the basic standards.
C- (70-72)	Acceptable, while falling short of meeting basic standards in several ways.
D (60-69)	Minimally acceptable; lowest passing grade.
F (59 and below)	Failing; very poor performance

IMPORTANT UNIVERSITY RESOURCES AND POLICIES:

Academic Resources:

The Writing Center: <https://writing.princeton.edu/undergraduates/writing-center>
I encourage you to visit The Writing Center to improve your assignments. Strong writing can significantly affect a grade on an assignment. The Center offers student writers free one-on-one and group meetings with experienced fellow writers trained to consult on assignments in any discipline. In addition to appointments, there is also a drop-in service.

The McGraw Center: <https://mcgraw.princeton.edu>

The McGraw Center for Teaching and Learning offers one-on-one learning consultations that can be particularly useful for developing active reading strategies, project management skills, and note-taking tactics. You can make an appointment for an individual consultation by visiting their website. The McGraw Center also supports group study hall and individual peer tutoring.

Academic Integrity:

All students are expected to abide by the Honor Code and to complete their own work in accordance with University regulations. On each examination or quiz, please write out and sign the following statement: *"I pledge my honor that I have not violated the Honor Code during this examination."* At the end of any written work completed outside of class for a grade including assignments and examinations, please type or write out and sign the following statement: *"I pledge my honor that I have not violated the Honor Code. This represents my own work in accordance with University regulations."* For electronic submissions, you may type your name preceded by the notation /s/, which stands for "signature." Any suspected infractions will be referred to the Faculty-Student Committee on Discipline or the Honor Committee in accordance with University policy. If you are found to have plagiarized or copied the work of another person on any portion of an assignment or exam, you will receive an automatic "0," which may result in a failing grade for the course.

Disability Services and Academic Accommodations:

Students must register with the Office of Disability Services (ods@princeton.edu) for disability verification and determination of eligibility for reasonable academic accommodations. Requests for academic accommodations for this course should be made at the beginning of the semester, or as soon as possible for newly-approved students. I encourage students with approved accommodations to contact me at the beginning of the semester, and again before major course assessments. Please note that no accommodations for a disability will be made without authorization from ODS, or without advance notice.

Mental Health Resources:

Undergraduate students may experience a range of emotional and psychological challenges that can interfere with their learning. Strained relationships, increased anxiety, substance or alcohol abuse, depression, difficulty concentrating and/or lack of motivation are frequently responses to significant stress. Mental health concerns caused by stressful circumstances that influence your life out of class might affect the quality of your academic work and otherwise impede your happiness this term. Princeton makes available numerous services to help support you through difficult moments. You can learn more about confidential mental health services available on campus at <https://uhs.princeton.edu/counseling-psychological-services>. Support is available 24-hours-a-day from Counseling and Psychological Services. You can call 609-258-3141 to speak with a counselor..

COURSE REQUIREMENTS AND ASSESSMENT:

Class/Precept participation: 10% of class grade

This portion of your grade will be based on your participation in and quality contributions to class and precept activities and discussions. It also takes account of unexcused absences. The participation grade is calculated and posted at the same time as your final course grade at the end of the term.

Reading Quizzes: 10% of class grade

There will five timed reading quizzes posted on the course website throughout the term. Each quiz will be worth 2% of your class grade.

Paper Assignments: 30% of class grade

Assignment 1: Gender Socialization 10% **Due Mon Sept 26st**

Assignment 2: Gender in Everyday Life at Princeton 20% **Due Mon Nov 14th**

Timed (24 hours) Take Home Exams: 50% of class grade

Mid-Term Exam 20% **Due Wednesday October 12th 11am**

Final Exam 30% **Due Saturday December 17th 5pm**

COURSE READINGS: (subject to change)

Week 1: Introduction

Wed Sept 7th Introduction to Class
No precept this week

Week 2: Sex and Gender: Nature or Nurture?

Mon Sept 12th Barash, David (2002) Evolution, Males and Violence. *The Chronicle Review* 48(37): 1-11

Bian, Lin, Sarah-Jane Leslie, and Andrei Cimpian (2017). Gender stereotypes about intellectual ability emerge early and influence children's interests. *Science* 355 (6323): 389-391.

Kessler, Suzanne J. (1990) The Medical Construction of Gender: Case Management of Intersexed Infants. *Signs* 16(1): 3-26

Wed Sept 14th Dozier, Raine (2005) Beards, Breasts, and Bodies: Doing Sex in a Gendered World. *Gender & Society* 19(3): 297-316

Meadow, Tey (2018) "Gender Troubles" (Ch 2: 24-53). In Trans Kids: Being Gendered in the Twenty-First Century. Oakland, CA: University of California Press.

Week 3: Learning Gender Around the World

Mon Sept 19th Martin, Karin (1998) Becoming a Gendered Body: Practices of Preschools. *American Sociological Review* 63(4): 494-511.

Basu, Sharmistha, Xiayun Zuo, Chaohua Lou, Rajib Acharya, and Rebecka Lundgren (2017) Learning to be gendered: gender socialization in early adolescence among urban poor in Delhi, India, and Shanghai, China. *Journal of Adolescent Health* 61(4):S24-S29.

Wed Sept 21st Yu, Chunyan, Xiayun Zuo, Robert W. Blum, Deborah L. Tolman, Anna Kågesten, Kristin Mmari, Sara De Meyer et al. (2017) "Marching to a different drummer: A cross-cultural comparison of young adolescents who challenge gender norms." *Journal of Adolescent Health* 61(4): S48-S54.

Leclerc-Madlala, Suzanne (2003) "Protecting girlhood? Virginity revivals in the era of AIDS." *Agenda* 17 (56): 16-25.

Week 4:

Gender Identities

Mon Sept 26th

Assignment 1 due – Gender Socialization essay

Hill Collins, Patricia (2000) Mammies, Matriarchs and Other Controlling Images (Ch 4: 69-96). In Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment. New York, NY: Routledge

Hoang, Kimberly (2015) New Hierarchies of Global Men (Ch 3: 53-77) In Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex. Oakland, CA: University of California Press

Wed Sept 28th

Robinson, Margaret (2020) Two-Spirit Identity in a time of gender fluidity. *Journal of Homosexuality* 67(12): 1675-1690

Hossain, Adnan (2017). The Paradox of Recognition: Hijra, Third Gender and Sexual Rights in Bangladesh. *Culture, Health & Sexuality* 19(12): 1418-1431.

Week 5:

Gender and Work

Mon Oct 3rd

Ralph, David (2018). The Unsung Heroes of Ireland: Masculinity, Gender, and Breadwinning among Ireland's "Euro-Commuters. *Men and Masculinities* 23(3-4): 702-724

Schilt, Kristen (2006) Just One of the Guys? How Trans Men Make Gender Visible at Work. *Gender and Society* 20(4): 465-490

Wed Oct 5th

Hochschild, Arlie with Anne Machung (1989) "The Family Myth of the Traditional: Frank and Carmen Delacorte" (Ch 5: 62-78) In The Second Shift. New York: Penguin Books.

Flores, Glenda M. (2019) Pursuing Medicina [medicine]: Latina physicians and parental messages on gendered career choices." *Sex Roles* 81(1): 59-73.

Slaughter, Anne-Marie (2012) Why Women Still Can't Have it All. *The Atlantic Monthly* (July 2012): 1-22

Week 6:

Mon Oct 10th

Mid-Term Exam Review

Wed Oct 12th

No Class or Precept – Take Home Mid-Term Exam due

Week 7:

Fall Recess – NO CLASS

Week 8: Gender, Family, and the Household

- Mon Oct 24th Pfeffer, Carla A.(2010) “Women's work”? Women partners of transgender men doing housework and emotion work. *Journal of Marriage and Family* 72(1): 165-183.
- Hoang, Lan Anh and Brenda S. A. Yeoh (2011) Breadwinning Wives and "Left-Behind" Husbands: Men and Masculinities in the Vietnamese Transnational Family *Gender & Society* 25 (6): 717-739
- Wed Oct 26th Clevenger, Casey (2020). Constructing Spiritual Motherhood in the Democratic Republic of Congo. *Gender & Society* 34(2): 307-330
- 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.

Week 9: Gender and Health

- Mon Oct 31st Gerschick, Thomas J. and Adam Stephen Miller (2007). “Coming to Terms: Masculinity and Physical Disability” (Article 27: 303 – 316). In Messner, Michael and Michael Kimmel (2007) Men’s Lives 7th edition. New York: Pearson Education
- Williams, David R. (2003) The Health of Men: Structured Inequalities and Opportunities. *American Journal of Public Health*. 93(5): 724-731
- River, Jo, and Michael Flood (2021) Masculinities, Emotions and Men’s Suicide. *Sociology of Health & Illness* 43(4): 910-927.
- Wed Nov 2nd Mojola, Sanyu A. (2011) Fishing in Dangerous Waters: Ecology, Gender and Economy in HIV Risk. *Social Science and Medicine* 72(2): 149-156
- Villarosa, Linda (2018) Why America’s Black Mothers and Babies Are in a Life-or-Death Crisis. *New York Times* April 11, 2018. 1-26

Week 10: Gender and Intimate Relationships

- Mon Nov 7th England, Paula, Emily Fitzgibbons Shafer, and Alison C. K. Fogarty (2007) Hooking Up and Forming Romantic Relationships on Today's College Campuses. (Part 13: 559-572). In The Gendered Society Reader. New York: Oxford University Press
- Silva, Tony (2017) Bud-Sex: Constructing Normative Masculinity among Rural Straight Men that have Sex with Men.” *Gender & Society* 31(1): 51-73.

Wed Nov 9th Nyamnjoh, Francis B. (2005) Fishing in Troubled Waters: Disquettes and Thiofs in Dakar." *Africa* 75 (3): 295-324.

Woźny, Anna. (2022) Herbivorous Men, Carnivorous Women: Doing Masculinity and Femininity in Japanese "Marriage Hunting". *Signs: Journal of Women in Culture and Society* 47(3): 715-740.

Week 11: Gender and Violence

Mon Nov 14th **Assignment 2 due – Gender in Everyday Life at Princeton**

Armstrong, Elizabeth A., Laura Hamilton, and Brian Sweeney (2006) Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape. *Social Problems* 53(4): 483-499.

Sweet, Paige L. (2019) The Sociology of Gaslighting. *American Sociological Review* 84 (5): 851-875.

Weaver, Hilary N. (2009) The Colonial context of Violence: Reflections on Violence in the lives of Native American women." *Journal of interpersonal violence* 24(9): 1552-1563.

Wed Nov 16th Madfis, Eric (2014). Triple Entitlement and Homicidal Anger: An Exploration of the Intersectional Identities of American Mass Murderers. *Men and Masculinities* 17(1): 67-86.

Carlson, Jennifer. (2020) Police Warriors and Police Guardians: Race, Masculinity, and the Construction of Gun Violence." *Social Problems* 67(3): 399-417.

Ashforth, Adam (1999) Weighing Manhood in Soweto. *Codesria Bulletin* 3 & 4: 51-58

Week 12: Gender and Reproduction

Mon Nov 21st Inhorn, Marcia C. (2003) "The Worms are Weak": Male Infertility and Patriarchal Paradoxes in Egypt. *Men and Masculinities* 5(3): 236-256

Epstein, Rachel. (2018). Space invaders: Queer and trans bodies in fertility clinics. *Sexualities* 21 (7): 1039-1058.

Pande, Amrita (2010). Commercial Surrogacy in India: Manufacturing a Perfect Mother-Worker." *Signs: Journal of Women in Culture and Society* 35(4): 969-992.

Wed Nov 23rd **Thanksgiving Break – NO CLASS**

Week 13:

Mon Nov 28th

Suh, Siri (2018). Accounting for abortion: Accomplishing transnational reproductive governance through post-abortion care in Senegal. *Global Public Health*. 13 (6): 662-679

Dalessandro, Cristen, Laurie James-Hawkins, and Christie Sennott. (2019) Strategic Silence: College Men and hegemonic masculinity in contraceptive decision making. *Gender & Society* 33(5): 772-794.

Gender and Social Change

Wed Nov 30th

England, Paula, Andrew Levine, and Emma Mishel. (2020) "Progress toward gender equality in the United States has slowed or stalled. *Proceedings of the National Academy of Sciences* 117(13): 6990-6997

Klasen, Stephan (2020). From 'MeToo' to Boko Haram: a survey of levels and trends of gender inequality in the world. *World Development* 128: 104862: 1-10

Yavorsky, Jill E., Yue Qian, and Amanda C. Sargent (2021) The gendered pandemic: The implications of COVID-19 for work and family. *Sociology Compass* 15(6): e12881. 1-13

Week 14:

Mon Dec 5th

Mojola, Sanyu A., Nicole Angotti, Enid Schatz, and Brian Houle. (2021) "A Nowadays Disease": HIV/AIDS and Social Change in a Rural South African Community. *American Journal of Sociology* 127(3): 950-1000.

Wed Dec 7th

Concluding Thoughts and Final Exam Review