

**SOC 792b: Gender & Society**  
**Fall 2022**

Instructor: Joya Misra

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Classroom: Thompson 919

Office Hours: Thompson 936, Tuesday 3-4

Class Meetings: Tuesday 4-6:30 pm

<https://umass.moonami.com/course/view.php?id=31598>

Gender is one of the most central axes of inequality, along with class, race, ethnicity, nationality, citizenship, and sexuality. Gendered analyses of almost every social phenomenon exist, because gender *always* matters when we are thinking about the social world. This survey course highlights only a few key areas: feminist theory; migration; bodies/health; work; families; violence; crime, law, and punishment; and politics. In addition, these readings highlight *intersectional* approaches to gender, including thinking about race, masculinity, and transgender, and taking transnational/global perspectives. We will mostly focus on recent works by feminist sociologists, though I've thrown in a few classics. In addition to required readings, I list "recommended works" for you to pursue as interested.

You should leave this course with a good, basic understanding of scholarship on gender and society, capable of teaching undergraduate courses on gender. You will need to read the materials assigned for class, pose questions about these topics, and engage in complex, respectful, and friendly discussions about the course materials. You will also write a book review, a blog entry summarizing gender research for a broader audience, and will submit a rough draft and final paper that is either a literature review, proposal, or empirical paper focused on some element of gender and sexuality.

### **Course Requirements**

Class Participation: As a seminar, this course is based on the active involvement of all participants. This means doing the reading, actively listening to your colleagues, and asking questions or making comments. Because discussion is integral to this course, I expect all of us to treat one another with respect, listening and engaging with one another and assuming best intentions. Because we come to the class with different (real-world and academic) experiences, we need to maintain openings in discussion for *everyone*. If you realize you are not speaking very much, please step into the conversation. If you realize you are speaking a lot, please step back, and encourage others to engage. If we create the very best, most inclusive conditions for conversation, our discussions will be richer, deeper, and will teach all of us more. Asking questions should be a top priority—questions that appear simple often end up leading to the most productive discussions. Don't worry about consulting the readings in class, instead speak about what you remember and know none of us can remember every detail. 25% of your grade

Moodle Participation: Please complete the assigned readings *before class*. I will normally provide reading guidance, which lets you know which elements of the readings you need to focus on (e.g., certain chapters of a book). You will make a short post (30-80 words) that includes one question about the reading or the topic that you would like to see us address in class. These posts are due by **Sunday at 6 pm** *before* the class meets, to give discussion leaders time to plan their session. Please post at least ten times out of the twelve sessions (each post gets full credit). 10% of your grade

Leading Discussion: You will lead a discussion of the course material for one class session, either alone or with another student. Organizing class discussion involves presenting a short (5 minute) orientation of the required readings for the week, raising questions and issues that the class identified on the Moodle as key to these readings, and relating the material to previous readings and class discussions. You will

not “lecture” on the material, but facilitate a thoughtful and active discussion. Joint discussion leaders should meet to plan their duties for the session. You should bring to class a list of *no more than five* main questions that you plan to address during the session. You must **meet with me at least once** before your class session to discuss your plans, and should send me a draft version of your discussion materials by **Monday at 4 pm**. A detailed rubric appears at the end of this syllabus. 15% of the grade

Book Review: You will write one book review on one of the books that we read for class. **You should not write the review on a book for which you lead discussion.** The book review will be due on the date that we discuss the book in class. For this assignment, you will need to read the full book, even if the class only reads sections of the book. In this 750-1000 word essay, you will briefly describe the major argument of the piece, and then critically evaluate the argument, noting both its strengths and weaknesses. A detailed rubric appears at the end of this syllabus. 10% of the grade

Blog: You will write one short blog entry, based on an article that we have read for class, due on the date when we discuss that article. The entry should be between 400-800 words in length, written in non-academic language for readers with a high school education, popularizing the take-away point from one of the pieces you have read for class. You should include one visual with your blog entry, and use a short, engaging title. A detailed rubric appears at the end of this syllabus. 10% of the grade

Final Paper: Your course paper will sociologically examine some aspect of gender. The paper can take a variety of forms: an in-depth review of a certain theoretical or substantive tradition; a research proposal; a piece of original research. The paper should draw on at least 12 peer-reviewed sources, and be 12-25 double-spaced pages. You will turn in the topic and ten sources by **October 4**, and an outline and list of sources by **November 1**. Rough drafts of the paper are due **November 22**; these drafts are ungraded, but the final draft will lose 10% if a rough draft is not submitted. The final version of the paper is due **December 16**. A detailed rubric appears at the end of this syllabus. 30% of your final grade

Accommodations: The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. You may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester (or ASAP after registering with Disability Services) so that we may make appropriate arrangements in a timely manner.

### Pandemic

We are living through a pandemic. My goal is to support you, as a whole person, throughout the semester. Let me know what would be most helpful, and know that I value you, your physical and mental health, and your overall wellbeing above deadlines. If you are not well, please do not attend class. However, you may ask that we “Zoom” you into the session if you feel well enough to engage.

Grades are based on the following criteria. The grading scale is A=>93; A-=90-93; B+=87-90; B=83-87; B-=80-83, C+=77-80, C=<77.

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|-----------------------------|-----|
| Class Participation         | 25% |
| Moodle Participation        | 10% |
| Organizing class discussion | 15% |
| Book Review                 | 10% |
| Blog                        | 10% |
| Final paper                 | 30% |

## Required Readings:

The books that are not available as an e-book through the library are available at Amherst Books, 8 Main Street, and on reserve in the W.E.B. DuBois Library. Articles are available on the course Moodle. Please keep in mind that we will not read every page in these books.

- Angela Y. Davis, Gina Dent, Erica R. Meiners, and Beth E. Richie. 2022. *Abolition. Feminism. Now.* New York: Haymarket Books.
- Pardis Mahdavi. 2016. *Crossing the Gulf: Love and Family in Migrant Lives.* Palo Alto: Stanford University Press.
- Jordanna Matlon. 2022. *A Man among Other Men: The Crisis of Black Masculinity in Racial Capitalism.* Ithaca, NY: Cornell University Press.
- Poulami Roychowdhury. *Capable Women, Incapable States: Negotiating Violence and Rights in India.* Oxford University Press, 2020.
- Laurel Westbrook. 2020. *Unlivable lives: Violence and identity in transgender activism.* Berkeley, CA: University of California Press.
- Adia Harvey Wingfield. 2019. *Flatlining: Race, work, and health care in the new economy.* Berkeley, CA: University of California Press.

## **Class Schedule**

### **September 6: First Class**

### **September 13: Theorizing Gender**

- Candace West and Don Zimmerman. 1987. "Doing gender." *Gender & Society.* 1: 125-151.
- Kristen Schilt and Laurel Westbrook. 2009. "Doing gender, doing heteronormativity: 'Gender normals,' transgender people, and the social maintenance of heterosexuality." *Gender & Society.* 23: 440-464.
- Kimberly Kay Hoang. 2022. "Theorizing from the Margins: A Tribute to Lewis and Rose Laub Coser." *Sociological Theory Online* First: 07352751221106199.
- Mara Viveros Vigoya. 2018. "Race, Indigeneity, and Gender." Pp. 90-110 in *Gender reckonings: New social theory and research*, edited by James Messerschmidt, Patricia Yancey Martin, Michael Messner, Raewyn Connell. New York: New York University Press.
- Mimi Schippers. 2018. "The monogamous couple, gender hegemony and polyamory." Pp. 314-327 in *Gender reckonings: New social theory and research*, edited by James Messerschmidt, Patricia Yancey Martin, Michael Messner, Raewyn Connell. New York: New York University Press.

#### *Recommended:*

Catherine Connell. 2010. "Doing, undoing, or redoing gender? Learning from the workplace experiences of transpeople." *Gender & Society* 24(1): 31-55.

Raewyn Connell. 2014. "Rethinking gender from the South." *Feminist Studies* 40(3): 518-539.

Sarah Fenstermaker and Candace West, Eds. 2002. *Doing gender, doing difference: Inequality, power, and institutional change.* Psychology Press.

Nancy Folbre. 2021. *The rise and decline of patriarchal systems: An intersectional political economy.* Verso Books, 2021.

Jocelyn A. Hollander. 2013. "'I Demand More of People': Accountability, Interaction, and Gender Change." *Gender & Society* 27(1): 5-29.

- Hannah McCann. 2016. "Epistemology of the subject: Queer theory's challenge to feminist sociology." *Women's Studies Quarterly* (2016): 224-243.
- Schippers, Mimi. "Recovering the feminine other: Masculinity, femininity, and gender hegemony." *Theory and Society* 36.1 (2007): 85-102.
- Cecilia Ridgeway. 2011. *Framed by Gender: How Gender Inequality Persists in the Modern World*. NY: Oxford.
- Candace West and Don Zimmerman. 2009. "Accounting for Doing Gender." *Gender & Society*. 23: 112-12.

## September 20: Theorizing Gender

- Laura T. Hamilton, Elizabeth A. Armstrong, J. Lotus Seeley, and Elizabeth M. Armstrong. 2019. "Hegemonic femininities and intersectional domination." *Sociological Theory* 37(4): 315-341.
- Ivy Ken and Allison Suppan Helmuth. 2021. "Not additive, not defined: mutual constitution in feminist intersectional studies," *Feminist Theory* 22(4): 575-604.
- Ghassan Moussawi and Salvador Vidal-Ortiz. 2020. "A queer sociology: On power, race, and decentering whiteness," *Sociological Forum*, 35: 4 (1272-1289).
- Nicole Rousseau. 2013. "Historical womanist theory: Re-visioning Black feminist thought." *Race, gender & class* 20(3/4): 191-204.
- Evelyn Nakano Glenn. 2015. "Settler colonialism as structure: A framework for comparative studies of US race and gender formation." *Sociology of Race and Ethnicity* 1(1): 52-72.

### Recommended:

- Judith Butler. 2004. *Undoing Gender*. New York: Routledge.
- Patricia Hill Collins. 2000. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge.
- Patricia Hill Collins. 2019. *Intersectionality as critical social theory*. Durham, NC: Duke University Press
- Nancy Folbre. 2021. *The Rise and Decline of Patriarchal Systems*. New York: Verso.
- Stevi Jackson. 2006. "Gender, sexuality and heterosexuality: the complexity (and limits) of heteronormativity." *Feminist Theory*. 7(1): 105-121.
- Ivy Ken. 2008. "Beyond the intersection: a new culinary metaphor for race-class-gender studies." *Sociological Theory*. 26(2): 152-172.
- Chandra Talpade Mohanty. 2003. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Durham, NC: Duke University Press.
- Uma Narayan. 2004. "The project of feminist epistemology: Perspectives from a nonwestern feminist." Pp. 213-224 in Sandra Harding's (ed.) *The feminist standpoint theory reader: Intellectual and political controversies*. Psychology Press.
- Oyěwùmí, Oyèrónkẹ́. 1997. *The invention of women: Making an African sense of western gender discourses*. University of Minnesota Press.
- Sancha Doxilly Medwinter, and Tannuja D. Rozario. 2021. "Caribbean Womanism: decolonial theorizing of Caribbean women's oppression, survival, and resistance." *Ethnic and Racial Studies* 44(14): 2702-2722.

## September 27: Masculinities

- Jordanna Matlon. 2022. *A Man among Other Men: The Crisis of Black Masculinity in Racial Capitalism*. Ithaca, NY: Cornell University Press.

### Recommended:

- Miriam J. Abelson. 2019. *Men in Place: Trans Masculinity, Race, and Sexuality in America*. Minneapolis: University of Minnesota Press.
- Kristen Barber. 2016. *Styling masculinity: Gender, class, and inequality in the men's grooming industry*. New Brunswick: Rutgers University Press.
- Jennifer Carlson. 2020. "Police warriors and police guardians: Race, masculinity, and the construction of gun violence." *Social Problems* 67(3): 399-417.
- Jennifer Carlson 2015. *Citizen-protectors: The everyday politics of guns in an age of decline*. Oxford University Press.
- Raewyn Connell and James W. Messerschmidt. 2005. "Hegemonic masculinity rethinking the concept." *Gender & Society*. 19(6): 829-859.

- Maxine Craig. 2014. *Sorry, I Don't Dance: Why Men Refuse to Move*. New York: Oxford.
- Ghassan Moussawi. 2018. "Queer exceptionalism and exclusion: Cosmopolitanism and inequalities in 'gay-friendly' Beirut." *The Sociological Review* 66(1): 174-190.
- Freedren Blume Oeur. 2018. *Black Boys Apart: Racial Uplift and Respectability in All-Male Public Schools*. Minneapolis, MN: University of Minnesota Press.
- CJ Pascoe. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, CA: University of California Press.
- CJ Pascoe and Tristan Bridges. 2016. *Exploring Masculinities*. NY: Oxford University Press.
- Vrushali Patil. 2009. "Contending Masculinities: The Gendered (Re) negotiation of Colonial Hierarchy in the United Nations Debates on Decolonization." *Theory and Society*. 38(2): 195-215.
- Jessica Pfaffendorf. 2-17. "Sensitive Cowboys: Privileged Young Men and the Mobilization of Hybrid Masculinities." *Gender & Society* 31(2):197-222. 2017.
- Maurice Kwong-Lai Poon and Peter Trung-Thu Ho. 2008. "Negotiating Social Stigma Among Gay Asian Men." *Sexualities* 11(1-2):245-68.
- Kristen Schilt. 2006. "Just One of the Guys? How Transmen Make Gender Visible at Work." *Gender & Society*. 20: 465-90.

#### October 4: Transnational Feminist Approaches

- Ashwini Tambe & Millie Thayer. 2021. "The Many Destinations of Transnational Feminism." Pp. 13–36 in *Transnational Feminist Itineraries: Situating Theory and Activist Practice*, edited by Ashwini Tambe & Millie Thayer. Durham, NC: Duke University Press.
- Amrita Pande. 2021 "Wombs in India: Revisiting Commercial Surrogacy." Pp. 171–90. *Transnational Feminist Itineraries: Situating Theory and Activist Practice*, edited by Ashwini Tambe & Millie Thayer. Durham, NC: Duke University Press.
- Seungsook Moon. 2015. "Sexual labor and the US military empire: comparative analysis of Europe and East Asia." Pp. 137-160 in *Making the Empire Work: Labor and United States Imperialism*, edited by Daniel E. Bender, and Jana K. Lipman. New York: NYU Press.
- Victoria Reyes. 2017. "Stigmatized love, boundary-making, and the heroic love myth: Filipina women constructing relationships with US military men within and beyond the legal framework." Pp. 140-157 in *International Marriages and Marital Citizenship*, edited by Asuncion Fresnoza-Flot and Gwénola Ricodeau. New York: Routledge.
- Elena Shih. 2021. "The Trafficking Deportation Pipeline: Asian Body Work and the Auxiliary Policing of Racialized Poverty." *Feminist Formations* 33 (1): 56-73.

#### Topic & 10 Peer-Reviewed References for Final Paper DUE October 4

##### Recommended:

- Sylvanna M Falcón. 2016. "Transnational feminism as a paradigm for decolonizing the practice of research: Identifying feminist principles and methodology criteria for US-based scholars." *Frontiers: A Journal of Women Studies* 37(1): 174-194.
- Inderpal Grewal and Caren Kaplan, Eds. 1994. *Scattered hegemonies: Postmodernity and transnational feminist practices*. Minneapolis: U of Minnesota Press.
- Ranjoo Seodu Herr. 2014. "Reclaiming third world feminism: Or why transnational feminism needs third world feminism." *Meridians* 12(1): 1-30.
- Maria Cecilia Hwang. 2018. "Gendered border regimes and displacements: The case of Filipina sex workers in Asia." *Signs: Journal of Women in Culture and Society* 43(3): 515-537.
- Anne McClintock 2013. *Imperial leather: Race, gender, and sexuality in the colonial contest*. New York: Routledge.
- Kathryn Moeller. 2018. *The gender effect: Capitalism, feminism, and the corporate politics of development*. Berkeley, CA: University of California Press.
- Moon, Katharine HS. 2007. "Resurrecting prostitutes and overturning treaties: Gender politics in the "anti-American" movement in South Korea." *The Journal of Asian Studies* 66(1): 129-157.
- Victoria Reyes. 2019. *Global Borderlands*. Palo Alto, CA: Stanford University Press.
- Ashwini Tambe & Millie Thayer, Eds. 2021. *Transnational Feminist Itineraries: Situating Theory and Activist Practice*. Durham, NC: Duke University Press.
- Millie Thayer. 2001. "Transnational feminism: reading Joan Scott in the Brazilian sertao." *Ethnography* 2(2): 243-271.

## October 11: Migration

- Pardis Mahdavi. 2016. *Crossing the Gulf: Love and Family in Migrant Lives*. Palo Alto: Stanford University Press.

### Recommended:

- Ghazah Abbasi, 2020. "Discipline and Commoditize: How U-Visas Exploit the Pain of Gender-Based Violence." *Feminist Criminology*. 15(4):464-491.
- Leisy J. Abrego, and Leah Schmalzbauer. 2018. "Illegality, motherhood, and place: Undocumented Latinas making meaning and negotiating daily life." *Women's Studies International Forum*. 67(March/April): 10-17.
- Pallavi Banerjee. 2022. *The Opportunity Trap: High Skills Workers, Indian Families, and the Failures of the Dependent Visa Program*. New York: New York University Press.
- Hae Yeon Choo. 2016. *Decentering citizenship: Gender, labor, and migrant rights in South Korea*. Palo Alto: Stanford University Press.
- Héctor Carrillo. 2018. *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. Chicago: University of Chicago Press.
- Katharine M. Donato and Donna Gabaccia. 2015. *Gender and international migration*. New York: Russell Sage Foundation.
- Maria Cecilia Hwang. 2017; "Offloaded: Women's sex work migration across the south china sea and the gendered antitrafficking emigration policy of the Philippines." *Women's Studies Quarterly* 45(1/2): 131-147.
- Rhacel Salazar Parreñas. *Unfree: Migrant Domestic Work in Arab States*. Stanford University Press, 2021.
- Cassandra Rodriguez. 2019. "Latino/a citizen children of undocumented parents negotiating illegality." *Journal of Marriage and Family* 81(3): 713-728.
- Md. Abdus Sabur. 2022. "Gender, Veiling, and Class: Symbolic Boundaries and Veiling in Bengali Muslim Families." *Gender & Society* 36(3): 397-421.
- Jake Watson. 2018. "Family ideation, immigration, and the racial state: explaining divergent family reunification policies in Britain and the US." *Ethnic and Racial Studies* 41(2): 324-342.

## October 18: Bodies, Health & Medicine

- Courtney Thornton and Jennifer A. Reich. 2022. "Black Mothers and Vaccine Refusal: Gendered Racism, Healthcare, and the State." *Gender & Society*: 08912432221102150.
- Nicole Charles. 2018. "HPV Vaccination and Affective Suspicions in Barbados." *Feminist Formations* 30(1): 46-70.
- Sabrina Strings. 2015. "Obese Black Women as 'Social Dead Weight': Reinventing the 'Diseased Black Woman,'" *Signs* 41(1):107-130.
- Jane Pryma. 2017. "'Even my sister says I'm acting like a crazy to get a check': Race, Gender, and Moral Boundary-Work in Women's Claims of Disabling Chronic Pain." *Social Science & Medicine* 181: 66-73.
- stef shuster. 2021. "Medical Uncertainty: Working with Trans Patients." Pp. 101-128 in *Trans medicine: The emergence and practice of treating gender*. New York: NYU Press.

### Recommended:

- Rene Almeling. 2020. *Guynecology: The Missing Science of Men's Reproductive Health*. Berkeley, University of California Press.
- Michele Tracy Berger. 2021. *Black Women's Health*. New York: New York University Press.
- Chris A. Barcelos. 2020. *Distributing condoms and hope: The racialized politics of youth sexual health*. Berkeley, CA: University of California Press.
- Nicole Charles. 2021. *Suspicion: Vaccines, Hesitancy, and the Affective Politics of Protection in Barbados*. Durham, NC: Duke University Press.
- Georgiann Davis. 2017. *Contesting Intersex: The Dubious Diagnosis*. New York: NYU Press.
- Angela Frederick. 2017. "Risky Mothers and the Normalcy Project: Women with Disabilities Negotiate Scientific Motherhood." *Gender & Society* 31(1): 74-95.
- Patricia Homan. 2019. "Structural sexism and health in the United States: A new perspective on health inequality and the gender system." *American Sociological Review*. 84(3), 486-516.

Joanna Kempner. 2014. *Not Tonight: Migraine and the Politics of Gender and Health*. Chicago: University of Chicago Press.

Sanyu A. Mojola. 2014. *Love, Money, and HIV: Becoming a Modern African Woman in the Age of AIDS*. Oakland, CA: University of California Press.

Jennifer A. Reich. "Neoliberal mothering and vaccine refusal: imagined gated communities and the privilege of choice." *Gender & Society* 28.5 (2014): 679-704.

stef m. shuster. 2021. *Trans medicine: The emergence and practice of treating gender*. New York: NYU Press.

Derek P. Siegel. 2021. "'Wanting a 'Feminist Abortion Experience': Emotion Work, Collective Identity, and Pro-Choice Discourse 1." *Sociological Forum*. 36(2): 471-490.

Sabrina Strings. 2019. *Fearing the Black Body: The Racial Origins of Fat Phobia*. New York: New York University Press.

Celeste Watkins-Hayes. 2019. *Remaking a Life: How Women Living With HIV/AIDS Confront Inequality*. Berkeley, CA: University of California Press.

## October 25: Work

- Adia Harvey Wingfield. 2019. *Flatlining: Race, work, and health care in the new economy*. Berkeley, CA: University of California Press.

### Recommended:

Blair-Loy, Mary, and Erin A. Cech. 2022. *Misconceiving Merit: Paradoxes of Excellence and Devotion in Academic Science and Engineering*. Chicago: University of Chicago Press.

Hae Yeon Choo. 2016. "In the Shadow of Working Men: Gendered Labor and Migrant Rights in South Korea." *Qualitative Sociology* 39(4):353-373.

Jocelyn Elise Crowley. 2021. "Sexual harassment in display work: The case of the modeling industry." *Gender & Society* 35(5): 719-745.

Omar Davila, and Victor M. Rios. 2021. "Between market logics and resistance logics: the tech boom and high-performing Latino boys in the Bay Area." *Race Ethnicity and Education* 25(5):629-646.

Chloe Grace Hart. 2021. "Trajectory Guarding: Managing Unwanted, Ambiguously Sexual Interactions at Work." *American Sociological Review*. 86(2):256-278.

Susila Gurusami. 2017. "Working for Redemption: Formerly Incarcerated Black Women and Punishment in the Labor Market," *Gender & Society* 31(4):433-456. 2017.

Sidra Kamran. 2021. "A Patchwork of Femininities: Working-Class Women's Fluctuating Gender Performances in a Pakistani Market." *Gender & Society* 35(6): 971-994.

Tsedale M. Melaku. 2019. *You don't look like a lawyer: Black women and systemic gendered racism*. Boston: Rowman & Littlefield.

Eunsil Oh and Eunmi Mun. 2022. "Compensatory Work Devotion: How a Culture of Overwork Shapes Women's Parental Leave in South Korea." *Gender & Society* (2022): 08912432221102151.

Natasha Quadlin. 2018. "The Mark of a Woman's Record: Gender and academic performance in hiring." *American Sociological Review* 83(2):331-360.

Ranita Ray. 2017. *The Making of Teenage Service Class: Poverty and Mobility in an American City*. Berkeley, CA: Univ of California Press.

Mary-Collier Wilks. 2019. "Activist, Entrepreneur, or Caretaker?: Negotiating Varieties of Women in Development," *Gender & Society* 33(2):224-250.

Christine L. Williams. 2021. *Gaslighted: How the oil and gas industry shortchanges women scientists*. Berkeley, CA: Univ of California Press.

## November 1: Carework and Intimate Labor

- Rosie Cox, and Rekha Narula. 2003. "Playing happy families: rules and relationships in au pair employing households in London, England." *Gender, Place and Culture* 10(4): 333-344.
- Jennifer Nazareno, Cynthia Cranford, Lolita Lledo, Valerie Damasco, and Patricia Roach. 2022. "Between Women of Color: The New Social Organization of Reproductive Labor." *Gender & Society* 36(3): 342-367.
- Celeste Vaughan Curington. 2020. "Reproducing the privilege of white femininity: An intersectional analysis of home care." *Sociology of Race and Ethnicity* 6(3): 333-347.

- Kimberly Kay Hoang. 2020. "Engendering Global Capital: How Homoerotic Triangles Facilitate Foreign Investments into Risky Markets." *Gender & Society* 34(4): 547-572
- Angela Jones. 2020. "'It's Hard Out Here for a Unicorn': Transmasculine and Nonbinary Escorts, Embodiment, and Inequalities in Cisgendered Workplaces." *Gender & Society* (2020): 0891243220965909.

## Outline and references for final project DUE November 1

### Recommended:

- Laura Bunyan 2020. *Modern Day Mary Poppins: The Unintended Consequences of Nanny Work*. Boston: Lexington Books.
- Noelle Chesley. 2011. Stay-at-Home Fathers and Breadwinning Mothers: Gender, Couple Dynamics, and Social Change. *Gender & Society*. 25(4): 642-664.
- Mignon Duffy, Amy Armenia, and Clare L. Stacey (Eds.). 2015. *Caring on the Clock: Complexities and Contradictions of Paid Care Work*. New Brunswick, NJ: Rutgers University Press.
- Heidi Gottfried and Jennifer Jihye Chun. 2018. "Care work in transition: Transnational circuits of gender, migration, and care." *Critical sociology* 44(7-8): 997-1012.
- Sabine Hess and Annette Puckhaber. 2004. "'Big sisters' are better domestic servants?! Comments on the booming au pair business." *Feminist review* 77(1): 65-78.
- Kimberly Kay Hoang, "Flirting with Capital: Negotiating Perceptions of Pan-Asian Ascendancy and Western Decline in Global Sex Work," *Social Problems* 61(4):507-529. 2014.
- Kimberly Kay Hoang. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. Oakland, CA: University of California Press.
- Shereen Hussein, and Karen Christensen. 2017. "Migration, gender and low-paid work: on migrant men's entry dynamics into the feminised social care work in the UK." *Journal of Ethnic and Migration Studies* 43(5): 749-765.
- Kamala Kempadoo, Jyoti Sanghera, and Bandana Pattanaik. 2015. *Trafficking and prostitution reconsidered: New perspectives on migration, sex work, and human rights*. New York: Routledge.
- Sophie Mathieu. 2016. "From the defamilialization to the "demotherization" of care work." *Social Politics: International Studies in Gender, State & Society* 23(4): 576-591.
- Rhacel Salazar Parrenäs. 2011. *Illicit Flirtations: Labor, Migration, and Sex Trafficking in Tokyo*. Palo Alto: Stanford Univ Press.

## November 8: Families & Relationships

- Jessica Vasquez Tokos and Priscilla Yamin. 2021. "The racialization of privacy: racial formation as a family affair." *Theory and Society*. 50: 717-740.
- C. Shawn McGuffey. 2018. "Intersectionality, cognition, disclosure and black LGBT Views on civil rights and marriage equality: Is gay the new black?. *Du Bois Review: Social Science Research on Race*. 15(2), 441-465.
- Mimi Schippers. 2016. "Man against Man: Masculinity, Femininity, and the Vilified Cheating Woman." Pp. 37-69 in *Beyond Monogamy: Polyamory and the Future of Polyqueer Sexualities*. New York: NYU Press.
- Amrita Pande. 2021. "'Mix or Match?': Transnational Fertility Industry and White Desirability." *Medical Anthropology* 40(4): 335-347.
- Katie L. Acosta. 2017. "In the event of death: Lesbian families' plans to preserve stepparent-child relationships." *Family relations* 66(2): 244-257.

### Recommended:

- Katie L. Acosta 2021. *Queer stepfamilies: The path to social and legal recognition*. New York: NYU Press.
- Riché J. Daniel Barnes. 2015. *Raising the Race: Black Career Women Redefine Marriage, Motherhood and Community*. New Brunswick: NJ: Rutgers University Press.
- Shruti Chaudhry. 2021. *Moving for Marriage: Inequalities, Intimacy, and Women's Lives in Rural North India*. New York: SUNY Press.
- Caitlyn Collins. 2019. *Making Motherhood Work*. Princeton, NJ: Princeton University Press.



Celeste Vaughan Curington, Jennifer Hicke Lundquist, and Ken-Hou Lin. 2021. *The dating divide: Race and desire in the era of online romance*. Berkeley, CA: University of California Press.

Dow, Dawn Marie. 2019. *Mothering While Black*. Berkeley, CA: University of California Press.

Anahi Russo Garrido. 2020. *Tortilleras Negotiating Intimacy: Love, Friendship, and Sex in Queer Mexico City*. New Brunswick, NJ: Rutgers University Press.

Jackie Krasas. 2021. *Still a Mother: Noncustodial Mothers, Gendered Institutions, and Social Change*. Ithaca, NY: Cornell University Press.

Ellen Lamont. 2020. *The mating game: How gender still shapes how we date*. Berkeley, CA: University of California Press.

Beth Montemurro. 2021. *Getting it, having it, keeping it up: Straight men's sexuality in public and private*. New Brunswick, NJ: Rutgers University Press.

Carla Pfeffer. 2017. *Queering Families: the Postmodern Partnerships of Cisgender Women and Transgender Men*. New York: Oxford University Press.

Elizabeth P. Rahilly. 2020. *Trans-affirmative parenting: Raising kids across the gender spectrum*. New York: NYU Press.

Jennifer M. Randles. 2020. *Essential dads: The inequalities and politics of fathering*. Berkeley, CA: University of California Press.

Aliya Hamid Rao. 2020. *Crunch time: How married couples confront unemployment*. Berkeley, CA: University of California Press.

Mimi Schippers. 2016. *Beyond Monogamy: Polyamory and the Future of Polyqueer Sexualities*. New York: NYU Press.

Kailling Xie. 2021. *Embodying middle class gender aspirations: Perspectives from China's privileged young women*. Singapore: Palgrave Macmillan.

## November 15: Violence, Activism, Resistance

- Laurel Westbrook. 2020. *Unlivable lives: Violence and identity in transgender activism*. Berkeley, CA: University of California Press.

### Recommended:

Erin Beck. 2021. "The Uneven Impacts of Violence against Women Reform in Guatemala: Intersecting Inequalities and the Patchwork State." *Latin American Research Review* 56(1): 20-35.

Marie E. Berry. 2017. Barriers to Women's Progress After Atrocity: Evidence from Rwanda and Bosnia-Herzegovina. *Gender & Society*. 31(6): 830-853.

Siobhan Brooks. 2020. *Everyday Violence against Black and Latinx LGBT Communities*. Boston: Lexington Books.

Lisa Brush. 2011. *Poverty, Battered Women, and Work in U.S. Public Policy*. New York: Oxford.

Alesha Durfee. 2011. "I'm Not a Victim, She's An Abuser": Masculinity, Victimization and Protection Orders. *Gender & Society*. 25(3): 316-334.

Hilde Jakobsen. 2014. "What's gendered about gender-based violence? An empirically grounded theoretical exploration from Tanzania." *Gender & society* 28(4): 537-561.

Aliraza Javaid. 2020. *Violence in everyday life: Power, gender and sexuality*. London: Bloomsbury Publishing.

Valerie Jenness, Lori Sexton, and Jennifer Sumner. 2019. "Sexual victimization against transgender women in prison: Consent and coercion in context." *Criminology* 57(4): 603-631.

Ethan Czuy Levine. 2021. *Rape by the Numbers: Producing and Contesting Scientific Knowledge about Sexual Violence*. New Brunswick, NJ: Rutgers University Press.

C. Shawn McGuffey. 2013. "Rape and Racial Appraisals: Culture, Intersectionality, and Black Women's Accounts of Sexual Assault," *DuBois Review: Social Science Research on Race* 10(1):109-130.

Cecilia Menjivar. 2011. *Enduring Violence: Ladina Women's Lives in Guatemala*. Berkeley: University of California Press.

Nitya Rao. 2015. "Marriage, Violence, and choice: Understanding dalit Women's agency in rural Tamil Nadu." *Gender & Society* 29(3): 410-433.

Shannon Speed. 2019. *Incarcerated Stories: Indigenous Women Migrants and Violence in the Settler-Capitalist State*. Chapel Hill, NC: University of North Carolina Press.

Barbara Sutton. 2018. *Surviving State Terror: Women's Testimonies of Repression and Resistance in Argentina*. New York: NYU Press.

Paige L. Sweet. 2015. "Chronic Victims, Risky Women: Domestic Violence Advocacy and the Medicalization of Abuse." *Signs: Journal of Women in Culture and Society* 41 (1): 81-106.

Jocelyn Viterna. 2013. *Women in war: The micro-processes of mobilization in El Salvador*. Oxford University Press.

## November 22 MONDAY CLASS SCHEDULE No Class – Rough Draft DUE

## November 29 Crime, Law, and Punishment

- Angela Y. Davis, Gina Dent, Erica R. Meiners, and Beth E. Richie. 2022. *Abolition. Feminism. Now.* New York: Haymarket Books.

Recommended:

Brittanie L. Aiello and Jill A. McCorkel. 2018. "'It will crush you like a bug': Maternal incarceration, secondary prisonization, and children's visitation." *Punishment & Society* 20(3): 351-374.

Anna Curtis. *Dangerous Masculinity: Fatherhood, Race, and Security Inside America's Prisons.* Rutgers University Press, 2019.

Jerry Flores. 2016. *Caught Up: Girls, Surveillance, and Wraparound Incarceration.* Oakland, CA: University of California Press.

Joss Greene. 2019. "Categorical exclusions: How racialized gender regulation reproduces reentry hardship." *Social Problems* 66(4): 548-563.

Lynne Haney. 2022. *Prisons of Debt: The Afterlives of Incarcerated Fathers.* Berkeley, CA: Univ of California Press.

Lynne Haney. 2010. *Offending Women: Power, Punishment, and the Regulation of Desire.* Berkeley, CA: University of California Press.

Heather R. Hlavka and Sameena Mulla. 2021. *Bodies in Evidence.* New York: New York University Press.

Nikki Jones. 2018. *The chosen ones: Black men and the politics of redemption.* Berkeley, CA: Univ of California Press.

Andrea J. Ritchie,, and Delores Jones-Brown. "Policing race, gender, and sex: A review of law enforcement policies." *Women & Criminal Justice* 27.1 (2017): 21-50.

Forrest Stuart and Ava Benezra. 2018. "Criminalized masculinities: How policing shapes the construction of gender and sexuality in poor black communities." *Social Problems* 65(2): 174-190.

Paige Sweet. 2019. "The sociology of gaslighting." *American Sociological Review*, 84(5):851-875.

## December 6 Politics and Social Movements

- Poulami Roychowdhury. 2020. *Capable Women, Incapable States: Negotiating Violence and Rights in India.* New York: Oxford University Press.

Recommended:

Abigail Andrews. 2018. *Undocumented Politics: Place, Gender, and the Pathways of Mexican Migration.* Berkeley, CA: University of California Press.

Oluwakemi M. Balogun. *Beauty Diplomacy.* Palo Alto: Stanford University Press.

Marie E. Berry. 2015. "When 'bright futures' fade: Paradoxes of women's empowerment in Rwanda." *Signs: Journal of Women in Culture and Society* 41(1): 1-27.

Nehal Elmeligy. 2022. "Airing Egypt's Dirty Laundry: BuSSy's Storytelling as Feminist Social Change." *Gender & Society* 36(1\_): 112-139.

Nadia Y Kim. 2021. *Refusing Death: Immigrant Women and the Fight for Environmental Justice in LA.* Palo Alto: Stanford University Press.

Katrina Kimport. 2021. *No real choice: How culture and politics matter for reproductive autonomy.* New Brunswick, NJ: Rutgers University Press.

Hilda Lloréns. 2021. *Making Livable Worlds: Afro-Puerto Rican Women Building Environmental Justice.* Seattle: University of Washington Press.

Heather McKee Hurwitz. 2020. *Are We the 99%?: The occupy movement, feminism, and intersectionality.* Philadelphia: Temple University Press.

Jyoti Puri. 2016. *Sexual states.* Durham, NC: Duke University Press.

Jo Reger. 2021. *Gender and Social Movements.* London: Polity Press.

Nancy Whittier. 2018. *Frenemies: Feminists, conservatives, and sexual violence.* New York: Oxford University Press

Patricia Zavella. 2020. *The movement for reproductive justice: Empowering women of color through social activism.* New York: NYU Press.

## December 16 Final Paper DUE

### Guidelines for Leading Class Discussion

You will be in charge of leading discussion of the course material for one week of class, either alone or with another student. You can structure discussion in any number of ways. All discussion leaders must aim for equitable participation from class members and provide no more than **five** major discussion questions for the class session (no more than one sheet of paper). Your job is not to lecture the class, but to create an engaged and inclusive discussion among class members that leads to a clearer understanding of the readings.

Discussion leaders should be vigilant about maintaining equitable participation. Be creative in thinking about how to sustain discussion and involve all class members in discussion, including using pedagogical techniques like free writing, debates, and small group work. Discussion leaders also need to take a strong role to ensure that the discussion remains on track, covers the readings for the course, and helps connect the week's materials to the larger conversation we are having over the semester.

I evaluate discussion leading using the following rubric. Leading discussion makes up 10% of your grade. Another 35% of your grade will reflect your participation in the web/class discussion. If you want others to participate when you lead discussion, you should be prepared and participate for their sessions as well!

|   | Exceptional | Good       | OK       | Needs Improvement | Does not meet expectations |
|---|-------------|------------|----------|-------------------|----------------------------|
| Provides no more than 5 (major) discussion questions  | 2 points    | 1.5 points | 1 points | 0.5 points        | 0 points                   |
| Prepared, able to clarify readings, and integrates readings into discussion                                       | 2 points    | 1.5 points | 1 points | 0.5 points        | 0 points                   |
| Places readings in context of previous weeks  | 2 points    | 1.5 points | 1 points | 0.5 points        | 0 points                   |
| Organizes session effectively, with transitions, summaries, and good pacing                                       | 2 points    | 1.5 points | 1 points | 0.5 points        | 0 points                   |
| Engages all of the class members in discussion, responds constructively, and requires respect among class members | 2 points    | 1.5 points | 1 points | 0.5 points        | 0 points                   |

## Guidelines for Book Reviews

You will write one book review responding to a book we have read required for this course. In these 750-800 word (single-spaced, typed) papers, you will discuss and critically evaluate one book for which you have *not* led discussion. You should turn in the review on the date of the class session we read the book.

You may think of these short papers as critical reviews of the material. Reading published book reviews (check out *Contemporary Sociology* or *Gender & Society*) may give you an idea of how to organize your review. Basically, write one or two paragraphs summarizing the authors' main arguments, a paragraph placing this material within the larger context of the readings we have done, and two paragraphs critically evaluating of the arguments the author makes. You should evaluate the material in terms of the authors' ability to present persuasive empirical research and sound theoretical arguments. In my evaluation of these reviews, I will consider writing style and organization, whether you convey an understanding of the material you review, and whether your argument and critique of the material is systematic and convincing.

|   | Great    | Good       | Needs Improvement |
|---|----------|------------|-------------------|
| Summarizes reading(s) effectively                   | 2 points | 1.5 points | 1 points          |
| Places in context of other readings                 | 2 points | 1.5 points | 1 points          |
| Critiques reading(s) effectively and systematically | 2 points | 1.5 points | 1 points          |
| Strong writing                                      | 2 points | 1.5 points | 1 points          |
| Well organized                                      | 2 points | 1.5 points | 1 points          |

Check out these journals for some ideas:

<http://csx.sagepub.com>

<http://gas.sagepub.com>

### Guidelines for Blog Entries

You will write one short blog entry, based on one article that we have read for class. This is due on the date we discuss the article. You *can* write a blog entry on an article for which you also lead discussion.

The entry should be between 400-800 words in length, written in non-academic language for readers with a high school education, and aimed at popularizing the take-away point from a research study. You should include at least one visual with your blog entry, such as a infographic, graph, chart or pictures. You can click [here](#) and note under “usage rights” the “free to use and share” category to find visuals). Your entry should include a short, engaging title. The blog entry is worth 10% of your final grade.

|  | Great    | Good       | Needs Improvement |
|--|----------|------------|-------------------|
| Short engaging title                   | 2 points | 1.5 points | 1 points          |
| Conveys main point of research clearly | 2 points | 1.5 points | 1 points          |
| Strong visual                          | 2 points | 1.5 points | 1 points          |
| Non-academic language                  | 2 points | 1.5 points | 1 points          |
| Well-written and organized             | 2 points | 1.5 points | 1 points          |

Check out these blogs for some ideas:

<http://gendersociety.wordpress.com>

<http://thesocietypages.org/girlwpen/>

<http://feministing.com>

## Guidelines for Final Papers

The major requirement for this class is the final course paper. In this paper, you should do systematic research on a topic that relates to gender. This final paper may be in the form of a detailed review of a specific literature, a research proposal, or a paper that engages in original research on a topic.

Final paper topics should be discussed with me, and submitted formally with a topic and 10 sources for the paper by **February 20**, an outline and list of sources by **March 20**, and **rough drafts** due **April 17**. No grades will be given these drafts, but 10% will be deducted from the final grade if a draft is not submitted. The final version of the paper is due **December 15**. The paper should be typed, double-spaced, and between 12-25 pages (length is negotiable). The paper makes up 30% of your final grade.

Finally, **revise thoroughly**. Revision is the difference between an “A” and a “B” paper. Two papers can be well conceptualized, theoretically sophisticated, and methodologically well executed, and yet if the first was never revised, it will be inferior to the second. Try to finish the paper at least a week before it is due. Reorganize your argument, clear up fuzzy concepts, recheck your references, and fix spelling and grammatical errors. **You should revise your paper at least 3 times before submitting it for this course.**

|  | Exceptional | Good     | Weak     | Does not meet expectations |
|--|-------------|----------|----------|----------------------------|
| Intro/Conclusion: Identifies what you researched, and why it matters; clear statement of the major research question/ Summarizes major findings, and makes clear the implications of the research. | 5 points    | 4 points | 3 points | 2 points                   |
| Literature: Effectively places research question in a larger context of literature on the topic  | 5 points    | 4 points | 3 points | 2 points                   |
| Method: Explains why this method is appropriate for research question (for proposal or paper)  | 5 points    | 4 points | 3 points | 2 points                   |
| Appropriate Use of Quotes/Cites: Quotations or citations are used to illustrate your points; author’s words are used in correct context; all direct quotations include the page number.            | 5 points    | 4 points | 3 points | 2 points                   |
| Sources: Uses at least 12 scholarly sources as context for paper’s argument.   | 5 points    | 4 points | 3 points | 2 points                   |
| Effective writing: Good writing, no typos, track changes, or comment boxes, and clear organization, including transitions, and footnotes for any information not crucial to your argument.         | 5 points    | 4 points | 3 points | 2 points                   |