

Sociology of Gender

Course Description:

In this course, gender will be studied in a comparative perspective using examples from Pakistan.

Current gender theory emphasizes the division of labor, power, social control, violence, and ideology as structural and interactional bases of inequalities among men and women of different social classes and racial ethnic groups instead as an individual trait or outcome of childhood socialization. Gender is an organizing principle of society and its institutions like culture, economy, politics, and the family. How gender is constructed varies across time and space. What is considered "natural" for a woman (or a man) to do in one society is conceived inappropriate in another. But there are not only differences between societies but also within societies -- race and class interacts with gender resulting in different norms.

Objectives:

- 1 To understand the culturally defined dimensions of gender and the impact of these dimensions on the lives of men and women within Society.
- 2 To explore various areas in which gender plays a role in structuring the interactions of men and women.
- 3 To provide an introduction to the theoretical perspectives that has informed current thinking in gender and development.
- 4 To bring the conceptual and analytical skills in gender and development.

Outcomes:

The learning outcomes of the course include:

- 1 Demonstrate systematic understanding of the various approaches to gender and development and how these have developed.
- 2 Display sophisticated knowledge of theoretical issues entailed in the concepts of; sex, gender, power, empowerment, and social relations of gender.
- 3 Acquire abilities in applying these theoretical issues to an understanding of specific situations in the developing world.

Course Requirements and Grading

Reflection Papers: Students are required to write a reflection paper of no more than 500 words on each of the assigned readings. In this paper, students will critically reflect on the day's readings. Reflection papers must be submitted during the class time. Cumulative percentage of all reflection papers will be 20% of the final grade.

Research Paper:Students are required to write a 15-20 page research paper. Topic of the paper should fall within the framework of the concepts covered in the class. At the minimum, paper should include at least six articles from academic journals (or two books and two academic articles). This is a minimum requirement and by no means should be taken as a limit. Those students who wish to get a better grade would consider more in-depth study of their topics. Students may also cite materials covered in the class or sources like newspaper articles and other non-academic journals to boost their arguments in the paper. This paper will count for 15% of the student's final grade. Students are encouraged to start working on the paper at their earliest, and consult teacher of the course along the way to make sure that they are on the right track. Research papers should be submitted three weeks before the final term exams.

Presentation (Research Paper): Students are required to present their research papers during allotted times. Presentation time is 15 minutes, followed by a question-answer session. Students will be graded based on content, organization, and manner of presentation, as well as their participation in question-answer sessions, both as presenters and audience. This assignment will be worth 5% of the final grade.

Book Report: Students are required to write a critical book report on a classical text and discuss it in the classroom (Books for report must be approved by the instructor). Specific instructions for this assignment will be distributed during the fifth week of the classes. On average, length of this report should be anywhere between 9-12 pages. Total worth of this book report is 10%. Book report should be submitted one week before the midterm exams

Exams: There will be two exams in this class, a midterm and a final. These exams will be closed book and conducted in the class room. Exams will be based on assigned readings, class discussions, lectures and any other learning activities done in the class room by the exam date. Midterm exam will be worth 20% and final exam will be worth 25% of the final grade.

Attendance & Class Participation: Students are required to come to class regularly. Attendance will be taken in each class. University policy on attendance will be followed. Class participation is also a vital part of this class. Students are required to read the assigned material prior to the class meetings and come prepared to take part in the discussion and learning activities related to that material. Participation includes, but not limited, reading the assigned material for the class, asking questions about the day's readings, answering questions raised by the instructor,

spontaneously responding to the on-going discussion in the class, and taking part in the in-class activities. Overall, combined grade for attendance and participation is 5% of the student's final grade.

Grade Evaluation Criteria

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

Marks Evaluation	Marks in percentage
Reflection Papers	20%
Research Paper	15%
Presentation (Research Paper)	5%
Book Report	10%
Midterm Exam	20%
Final Term	25%
Attendance & Class Participation	5%
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Total	100%

COURSE POLICIES

A Note on Academic Honesty: It must be emphasized that university policies on academic dishonesty will be strictly followed. These policies prohibit acts of cheating, lying and deceit in their diverse forms. Since this class includes research component, students must also be fully aware of plagiarism. Plagiarism involves presenting someone else's ideas or written work as your own, without giving proper citation and credit to the original source. If you still have any question or confusion about academic dishonesty, please do not hesitate to discuss with the teacher.

Make-up Exams and Late Assignments: There will be no make-up exams, unless there is a valid (documented) reason for not taking the scheduled exams, or prior arrangements have been made with the instructor. As of late assignments, ten per cent of the grade will be deducted for

each day an assignment is late. Students will also lose percentage of assignment grades if incomplete assignments are turned in.

Week

Topics

1 Theoretical Perspectives

Required Reading:

Chafetz, J. S. (2006). *Handbook of the Sociology of Gender*. Springer.
CH 1

Recommended Readings:

Parpart, J. L., Connelly, P., & Barriteau, E. (Eds.). (2000). *Theoretical perspectives on gender and development*. IDRC.

Blumberg, R. L. (1984). A general theory of gender stratification.

Hagan, J., Simpson, J., & Gillis, A. R. (1987). Class in the household: A power-control theory of gender and delinquency. *American Journal of Sociology*, 788-816.

2 The Social Construction of Gender: Gender Socialization

Required Reading:

Chafetz, J. S. (2006). *Handbook of the Sociology of Gender*. Springer.
CH 11

Recommended Readings:

Lorber, J. (2003). The social construction of gender. *The social construction of difference and inequality: Race, class, gender, and sexuality*, 99-106.

Freud, S. (1994). The social construction of gender. *Journal of Adult Development*, 1(1), 37-45

Mackie, M. (1987). *Constructing women and men: Gender socialization*. Holt, Rinehart and Winston of Canada.

3 Gender and Interaction

Required Reading:

Chafetz, J. S. (2006). *Handbook of the Sociology of Gender*. Springer.
CH 13

Recommended Reading:

Johnson, C., Clay-Warner, J., & Funk, S. J. (1996). Effects of authority structures and

gender on interaction in same-sex task groups. *Social Psychology Quarterly*, 221-236.

4 Comparative Gender Stratification

Required Reading:

Chafetz, J. S. (2006). *Handbook of the Sociology of Gender*. Springer.
CH 4

Recommended Readings:

Brinton, M. C. (1988). The social-institutional bases of gender stratification: Japan as an illustrative case. *American journal of sociology*, 300-334.

Blumberg, R. L. (1984). A general theory of gender stratification.

Benson, D. J., & Thomson, G. E. (1982). Sexual harassment on a university campus: The confluence of authority relations, sexual interest and gender stratification. *Social problems*, 236-251.

5 Gender Movements

Required Reading:

Chafetz, J. S. (2006). *Handbook of the Sociology of Gender*. Springer.
CH 8

Recommended Readings:

Gamson, J. (1997). MESSAGES OF EXCLUSION Gender, Movements, and Symbolic Boundaries. *Gender & Society*, 11(2), 178-199

Pelak, C. F., Taylor, V., & Whittier, N. (2006). Gender movements. In *Handbook of the Sociology of Gender* (pp. 147-175). Springer US

Taylor, V. (1999). GENDER AND SOCIAL MOVEMENTS Gender Processes in Women's Self-Help Movements. *Gender & Society*, 13(1), 8-33.

Kuumba, B. M. (2001). *Gender and social movements*. Rowman Altamira.

6 Gender and Family Relations

Required Reading:

Chafetz, J. S. (2006). *Handbook of the Sociology of Gender*. Springer.
CH 18

Recommended Readings:

Zvonkovic, A. M., Greaves, K. M., Schmiege, C. J., & Hall, L. D. (1996). The marital construction of gender through work and family decisions: A qualitative analysis.

Journal of Marriage and the Family, 91-100.

Bielby, W. T., & Bielby, D. D. (1992). I will follow him: Family ties, gender-role beliefs, and reluctance to relocate for a better job. *American Journal of Sociology*, 1241-1267.

Sjöberg, O. (2004). The role of family policy institutions in explaining gender-role attitudes: a comparative multilevel analysis of thirteen industrialized countries. *Journal of European social policy*, 14(2), 107-123.

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Mid Term

8 Gender and Health Status

Required Reading:

Chafetz, J. S. (2006). *Handbook of the Sociology of Gender*. Springer. CH 21 & 22

Recommended Readings:

Courtenay, W. H. (2000). Constructions of masculinity and their influence on men's well-being: a theory of gender and health. *Social science & medicine*, 50(10), 1385-1401.

Verbrugge, L. M. (1985). Gender and health: an update on hypotheses and evidence. *Journal of health and social behavior*, 156-182.

Doyal, L. (2001). Sex, gender, and health: the need for a new approach. *Bmj*, 323(7320), 1061-1063.

9 Gender and Politics

Required Reading:

Chafetz, J. S. (2006). *Handbook of the Sociology of Gender*. Springer. CH 23

Recommended Readings:

Lovenduski, J. (1992). Gender and Politics. *Encyclopedia of Government and Politics*. London: Routledge, 603-615.

Paxton, P., Kunovich, S., & Hughes, M. M. (2007). Gender in politics. *Annu. Rev. Sociol.*, 33, 263-284.

Bhabha, J. (1996). Embodied rights: gender persecution state sovereignty and refugees. *Public Culture*, 9(1), 3-32.

10 Gender and Religion

Required Reading:

Chafetz, J. S. (2006). *Handbook of the Sociology of Gender*. Springer. CH 27

Recommended Readings:

Lummis, A. T. (2006). Gender and religion. In *Handbook of the Sociology of Gender* (pp. 601-618). Springer US.

Mattila, A. S., Apostolopoulos, Y., Sonmez, S., Yu, L., & Sasidharan, V. (2001). The impact of gender and religion on college students' spring break behavior. *Journal of Travel Research*, 40(2), 193-200.

Sullins, D. P. (2006). Gender and Religion: Deconstructing Universality, Constructing Complexity1. *American Journal of Sociology*, 112(3), 838-880.

11 Gender and Media

Required Reading:

Dickson, L. (2010). *Thinking About Women: Sociological Perspectives on Sex and Gender*, edited by Margaret L. Andersen and Dana Hysock: (2008). Boston: Allyn & Bacon, 412 pages.
CH 3

Recommended Readings:

Okazaki, S., & Hirose, M. (2009). Does gender affect media choice in travel information search? On the use of mobile Internet. *Tourism Management*, 30(6), 794-804.

Ward, L. M. (2003). Understanding the role of entertainment media in the sexual socialization of American youth: A review of empirical research. *Developmental Review*, 23(3), 347-388.

Gill, R. (2007). *Gender and the Media*. Polity.

12 Gender and Globalization

Required Reading:

Chow, E. N. L. (2003). Gender Matters Studying Globalization and Social Change in the 21st Century. *International Sociology*, 18(3), 443-460.

<http://iss.sagepub.com/content/18/3/443.short>

Recommended Readings:

Ahmed, Sharmeen and Khatun. Mahmuda. 2008. "Gender Relations in Postmodern Societies: Impact of Globalization on Women's Position." *Journal of Knowledge Globalization*. 1(2), 109-125.

Huang Ping. 2001. "Talking about Gender, Globalization, and Labor in a Chinese Context." *Signs*. 26(4), 1278-1281.

Derne, Steve. 2002. "Globalization and the Reconstitution of Local Gender." Arrangements. " *Men and Masculinities*. 5(2), 144-164.

13 Gender and Development**Required Reading:**

Momsen, J. H. (2004). *Gender and development*. Psychology Press.
CH 1

Recommended Readings:

Rai, Shirin. 2011. "The history of international development: concepts and contexts." Pp. 14 - 21 in Visvanathan, Nalini et al. Eds. *The Women, Gender and Development Reader*. 2nd Ed. Black Point, Nova Scotia: Fernwood.

McMichael, Philip. 2012. "Instituting the Development Project." Pp. 26 – 54 in McMichael, Philip. *Development and Social Change: A Global Perspective*. Thousand Oaks, CA: Sage.

Baden, Sally and Reeves Hazel. 2000. "Gender and Development: Concepts and Definitions." Publications *BRIDGE Development-Gender*. Institute of Development Studies. www.bridge.ids.ac.uk/reports/re55.pdf

14 Gender Analysis of Pakistan**Required Reading:**

Hamid, A., & Ahmed, A. M. (2011). An Analysis of Multi-dimensional Gender Inequality in Pakistan. *Asian Journal of Business Management*, 3(3), 166-177.
<http://maxwellsci.com/print/ajbm/v3-166-177.pdf>

15**Final Term**