Sociology of gender

Instructor information

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Course description

Why should we study “gender” as sociologists? Like other elements of our social identity and memberships in social groups, gender often operates as a background to what we do in our daily lives. And it is this salience that makes it so fascinating to begin exercising our sociological imagination and uncovering “gendered” patterns of behavior within “gendered” social spaces and institutions (politics, workplace, family). In this course thus we will focus on theoretical accounts that approach gender as a social construct – as a practice, process, ideology, and discourse. But gender does not exist in a vacuum. In this course, we will also look at how gender intersects with other parts of our identities and other social structures of inequality such as class, race/ethnicity, sexuality and age. This will help us to begin to think about multiple masculinities and femininities.

Prerequisites

The course Sociology of gender is based on the following courses: The social theory of family and familial relations; Social structure and social stratification. The content of the course Sociology of gender prepares you for the study of the following courses: Contemporary social policy; The theory and practice of advertising and media communications.

Teaching methods

The students in this course will receive instructions through a variety of teaching methods. These will include lectures, class discussions and small-groups exercises; feedback on oral and written assignments.

Course duration

The course is taught in module 1.

Total number of hours: 30 academic hours = 14 academic hours of lectures + 16 academic hours of seminars

Lectures will be held on Tuesdays, 10:30-11:50, followed by seminars at 12:10-13:30.

Lectures (7 in total)
04.09.18 – double lecture, at 10.30-13.30 (although this is marked as a double lecture, the class will be organized in a lecture/seminar format)
11.09.18, 18.09.18, 25.09.18, 02.10.18, 09.10.18 - at 10.30-11.50

Seminars (8 in total)
11.09.18, 18.09.18, 25.09.18, 02.10.18, 09.10.18 - at 12.10-13.30;
16.10.18 - double seminar, at 10.30-13.30 (although this is marked as a double seminar, the class will be organized in a lecture/seminar format)

16.10.18 - consultations on Essays at 13:40-15:00

**Course structure**

The course will cover 7 broad topics. The first part of the course is designed to introduce students to the history and analytical apparatus of this relatively new sub-field in sociology. We will also consider how gender as the basis of social stratification is mutually shaped by class, ethnicity/’race’ and sexuality. The second half of the course is concerned with ways that gender relations, expectations and identities play out within the social institutions of work, family, and the media. The last lecture aims to encourage thinking at a global level, e.g. how gender shapes the process of migration.

**Course outline**

<table>
<thead>
<tr>
<th>no/Date</th>
<th>Topic</th>
<th>Total hours</th>
<th>Lectures</th>
<th>Classes</th>
<th>Self-study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 [04.09.18]</td>
<td>The sociology of gender: ideas about sex/gender in sociology prior to the 1970s; contributions of feminist ideas to <em>malestream</em> sociology</td>
<td>20</td>
<td>4</td>
<td>0</td>
<td>16</td>
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<tr>
<td>2 [11.09.18]</td>
<td>Is 'sex' a biological given? Assessing the sex/gender distinction [Mini in-class quiz]</td>
<td>20</td>
<td>2</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>3 [18.09.18]</td>
<td>Men and Masculinities [Class presentation, Group#1 of 5ppl]</td>
<td>20</td>
<td>2</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>4 [25.09.18]</td>
<td>Gender at work and in the family [Class presentation, Group#2 of 5ppl]</td>
<td>20</td>
<td>2</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>5 [02.10.18]</td>
<td>Gender, sexuality and intimacy: the personal and the political [Class presentation, Group#3 of 5ppl+Group#4 of 4ppl]</td>
<td>25</td>
<td>2</td>
<td>2</td>
<td>21</td>
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<tr>
<td>6 [09.10.18]</td>
<td>Gender and the media [Class presentation, Group#5,6 of 4ppl each]</td>
<td>25</td>
<td>2</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>7 [16.10.18]</td>
<td>Gender in a global age: the case of migration [Class presentation, Group#7,8 of 4 ppl each]</td>
<td>25</td>
<td>0</td>
<td>4</td>
<td>21</td>
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</tbody>
</table>

[16.10.18] Consultations on Essays 25 0 2 23

Total 180 14 16 150

**Final grade determination**

\[ G_{final} = (0.1 \times \text{attendance}) + (0.15 \times \text{mini in-class quiz}) + (0.25 \times \text{in-class group presentation}) + (0.5 \times \text{essay}) \]
## Assignments

<table>
<thead>
<tr>
<th>Type</th>
<th>Due date</th>
<th>%</th>
<th>Length/Format</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Weeks 1-7</td>
<td>10</td>
<td>-</td>
<td>This is the easiest mark to get - you simply have to be present. But, of course, active participation in discussions and activities is encouraged.</td>
</tr>
<tr>
<td>Mini in-class quiz</td>
<td>Week 2</td>
<td>15</td>
<td>-15 multiple choice questions, 1 point each -marks to be returned in class the following week</td>
<td>The quiz is based on the two main readings for Week 2. This is just to see how you are keeping up with the reading material. There will be 15 multiple-choice questions – 5 per main reading.</td>
</tr>
<tr>
<td>Group presentation</td>
<td>Weeks 3-7</td>
<td>25</td>
<td>-500 words (1 page, dot point handout); -12-15 min presentation; -marks for presentation and handout to be returned in class the following week</td>
<td>In week 1, the cohort of students enrolled in this course will be randomly (!) split into 8 groups of 4-5. In weeks 3 and 4 – 1 group in each seminar, and in weeks 5, 6 and 7 - 2 groups in each seminar will give a 12-15-minute presentation on the topic of the week. This assignment requires you to work in a group to present a summary of 2 readings, in relation to a real-life example. Each group needs to read 1 required reading for that week’s tutorial and 1 additional (academic) reading on the topic*, and submit a handout to accompany the presentation. Each group needs to use the readings to reflect on a story/situation/issue from real-life that comes from news, social media, film, etc. E.g.: 2 articles about gender &amp; transnational activism can be used to discuss/critically evaluate an online petition against domestic violence in Russia. Presentation should be 12-15 min in duration (about 3 min per person). It has to include 2 discussion questions or activities for the class. *It is fine to choose an additional reading in Russian, but the presentation and handout still have to be English. An additional reading does not have to be from the list provided. Assessment: Engaging oral presentation, with a real-life example (15%); Discussion questions and/or activity to accompany the presentation (5%); Coherence and clarity of handout (5%)</td>
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<tr>
<td>Essay</td>
<td>Midnight 19.09.18</td>
<td>50</td>
<td>1500-2000 words. Essay questions and specific requirements will be provided in Week 1.</td>
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</tbody>
</table>
Note: for tutorials (seminars), you need to read the “main readings” (for most classes there are 2 of them). For your group presentation, you will need to use one of these main readings + an additional reading of your choice. In the weeks that have two groups presenting, under the heading “main readings” there are two extra readings marked “recommended” – those who are not presenting that week do not have to read these (but are welcome to do so, of course). To meet the requirements for presentations (see the table above), the presenting groups may select one of the recommended readings (or one of the main readings) + an additional reading of their choice. So, recommended readings are there to give a bit more options to presenters when we have two groups presenting in the same class. Also, the list of additional readings will be slightly updated before the course commences.

**Week 1: Sociology of gender: what is it? Why study it?**

In the first lecture we will discuss the historical roots of the sociology of gender: how sex/gender figured in sociological accounts prior to more critical debates of the 1970s; how ideas that had emerged with the second wave feminism entered sociology, what influence they had on sociological analysis.

Main themes: Biological determinism. Second wave feminism. Sex/gender distinction. The sex role theory (Talcott Parsons), Gender socialization (liberal feminism). The social reproduction theory (Marxist feminism). The dual systems theory (radical feminism). Structures of gender relations; gender order and gender regime (Raewyn Connell).

**Main readings:**


Здравомыслова, Е. А., & Темкина, А. А. (1999). Исследования женщин и гендерные исследования на Западе и в России. *Общественные науки и современность*, (6), 177-185.

**Additional readings:**


Week 2: Is 'sex' a biological given? Assessing the sex/gender distinction

The sex/gender distinction is considered one of the key ideas in women’s studies of the 1970s. By extension, it became central to sociological theories of gender at that time. Despite such significance, a decade later scholars began to question the assumption that ‘sex’ is a purely biological phenomenon and requires no interrogation. This questioning was informed by the social constructionist perspective that by then has gained popularity in sociology. The critical evaluation of this binary distinction was also inspired by questions about supposed objectivity and neutrality of ‘hard’ sciences like biology.

Main readings [this week, we’re writing a short multiple-choice quiz; the quiz will be based on these 3 main readings, 5 questions per reading; the main goal of the quiz is to encourage you to engage with the material and check how you’re coping with reading for the class]


Additional readings


**Russian sources**


**Week 3: Men and masculinities**

This week, we will look at key terms and concepts used in masculinities' studies. Most issues studied by masculinities scholars overlap with those studied by scholars looking at the lives and experiences of women. In fact, since we have established that both masculinities and femininities are socially constructed, we will see that studies on men and women form a conceptual and empirical continuum. We will also look at what research has to say about various ways of being masculine.

**Main readings:**


**Additional readings:**


*Crenshaw, K. (1989).* Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 139, 139-167. [*This is the original article that started the debate about "intersectionality". As a professor of Law, Crenshaw draws her theoretical ideas from specific legal cases of the 1960s-70 in the US. Her argument builds on the peculiar form of marginalization faced by Black women – the experiences that, due to the absence of antidiscrimination laws that took into account both sexism and racism, could not be adequately dealt with by legal professionals at the time.]

**Troubling gender**


**Russian sources**


**Week 4: Gender, sexuality and intimacy: the personal and the political**

In this lecture we will look at how ideas about gender and sexuality shape people’s romantic/intimate relations and family lives. In the 1970s feminist activists started consciousness raising groups which were to help women draw connections between their personal experiences (e.g. violence, harassment) and patterns of inequalities between men and women in society at large. This exercise of drawing links between personal and political encourages us to think about how the most intimate elements of our daily lives – sexual and romantic experiences, family relations - are shaped by society. The main issues we will consider here are: the gendered division of labor, women’s unpaid housework, ‘emotion work’, ‘the stalled revolution’, the second shift, gender contract; the history of sexuality, double standards of sexual mores, ‘pure relations’.

**Main readings**


*Simon, W., & Gagnon, J. H. (1984). Sexual scripts. Society, 22(1), 53-60. [*This is a recommended reading]*

Additional readings


Week 5: Gender at work and in the family

This week we will consider how gender is produced at work and in the family. At the heart of this issue is the system of the gendered division of labour. We will discuss how this division is reproduced through paid and unpaid labour, and how it forms the basis for a gendered identity. We will also look at how this division has changed over time (e.g. women’s entry into the labour market in the post-WWII period in Western countries, changes in men’s employment with the advance of de-industrialization). This
historical overview also reminds us of the difference between gendered patterns of employment in some western countries and in Soviet/post-Soviet Russia.

**Main readings**


**Айвазова, С. Г. (2011). Контракт «работающей матери»: нарушения или расторжение? (К вопросу об особенностях гендерной политики в современной России). Женщина в российском обществе, 3, 13-22. [**This is another recommended reading]**

**Additional readings**


**Week 6: Gender and the media**

This week we will consider the ways men and women, and relations between them are presented in the media. The gender analysis of media, however, is not limited to a critical evaluation of men’s and women’s representations in magazines, films or commercials. Researchers are also concerned with questions of ideology, power, and identities. While earlier (Anglo-Saxon) feminist media analysis focused on white, middle-class young women, since the 1980s-1990s the questions of intersectionality (especially, gender and class, or gender and race/ethnicity) and the problematization of masculinities have become the staple of media research.

**Main readings**


Чернова, Ж. (2002). Нормативная мужская сексуальность: (репрезентации в медиадискурсе. Здравомыслова Е., Темкина А. (ред.) В поисках сексуальности. СПб.: Дмитрий Буланин, 527-549.


**Salmenniemi, S., & Adamson, M. (2015). New heroines of labour: Domesticating post-feminism and neoliberal capitalism in Russia. *Sociology*, 49(1), 88-105. [**This is another recommended reading**]

**Additional readings**


Russian sources

https://alexandrinavanke.files.wordpress.com/2013/09/d0bcd183d0b6d181d0bad0b0d18fd181d0b5d0bad181d183d0b0d0bdd18cd0bdd0bed181d182d18cs-121_pages.pdf

https://publications.hse.ru/chapters/92902167

Week 7: Gender in a global age: migration, activism and new challenges

The last lecture aims to encourage thinking at a more global level. We will consider how gender relations and hierarchies influence the process of migration. The focus here will be on labor migration and the so-called transtantional care chains. As middle-class women in the developed countries began to enter the labour market and juggle work and family, their housework and care work in the family began to be outsourced to migrant women (esp. in the US, UK, Australia, Hong Kong). These processes have led to the creation of the so-called global care chains. What affects does this phenomenon have on the understanding of care? What is it like for migrant men and women to leave behind their families and travel overseas for work?

Main readings


*Pessar, P. R., & Mahler, S. J. (2003). Transnational migration: Bringing gender in. International migration review, 37(3), 812-846. [*This is a recommended reading]


**Ryan, L. (2008). Navigating the emotional terrain of families “here” and “there”: women, migration and the management of emotions. Journal of Intercultural Studies, 29(3), 299-313. [**This is another recommended reading]

Additional readings


Russian sources


**Marking Rubric for the Essay**

Understanding/interpretation of the question: Have you posed a question and structure your essay in the way that corresponds to the essay task? (e.g. if the essay asks to critically assess a claim, you need to evaluate a range of arguments that support and critique the claim, etc.; if the essay question asks to evaluate a film/ad by drawing on relevant sociological theories, it is not enough to simply present a summary of your opinion about the film/ad)

Exten and relevance of research: Have you used relevant and credible academic sources? Is the number of the sources used sufficient to provide evidence and answer the essay question?

Use of relevant literature: Does your essay rely too heavily on direct quotes from sources rather than showing your own thinking about what you’ve read? (E.g. it’s not enough to simply present summaries of your readings; you need to clearly show how/why these readings are relevant to the point(s) you’re making)

Range of issues identified/Content: Does the essay demonstrate that you examined the topic in a detailed and critical manner? Does your argument meet the intention(s) set out in the Intro? Is the question(s) answered?

Quality of analysis: Have you used relevant examples to illustrate key points (either from the literature or your own examples)? Have you backed up your claims with appropriate evidence (e.g. if you state there has been a change in attitudes or in behaviour or a topic has been debated by the public/politicians, you need to provide evidence that supports/illustrates this claim)?

Structure: Have you planned your essay carefully? Are your ideas logically organised (links between ideas within each para as well as between para’s)? Does each para have a main theme?

Clarity of writing/Expression: Have you used coherent sentence structure, correct grammar, punctuation and spelling? Please make sure you proof read your work prior to submission as ‘awkward’ or unclear expressions can undermine the logic and strengths of your argument

Referencing: Have you referenced you adequately referenced and documented your evidence by use of citation, quotations and a bibliography/ref list?
Conclusion: Have your summarised the argument effectively? Are your conclusions justified? Try not to introduce any new examples/points/evidence at this stage; but you can identify implications of your argument more broadly (e.g. how your argument links to the broader field or topic)

Presentation: have you met the requirements (1.5 spacing; page no; title, etc.)?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Fail 0-3</th>
<th>Satisfactory 4-5</th>
<th>Good 6-7</th>
<th>Excellent 8-10</th>
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<tr>
<td>Understanding and interpretation of the question</td>
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<td>Extent and relevance of research</td>
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<tr>
<td>Comprehension and effective use of relevant academic literature from credible sources</td>
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<td>Range of issues identified and well conceptualised</td>
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<td>Quality and coherence of analysis/argument (including sufficient supporting evidence)</td>
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<tr>
<td>Structure of the essay</td>
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<tr>
<td>(ie. clear introduction and conclusion, with coherent paragraphs linked through the body of the essay)</td>
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<tr>
<td>Clarity of writing and quality of expression, spelling and grammar</td>
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<tr>
<td>Consistent and accurate referencing</td>
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<td>(ie. correct citation format and reference list/bibliography)</td>
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<tr>
<td>Presentation (ie. word limit, font size, page numbers, title page, line spacing)</td>
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Comments:

Grade
Marking rubric for the group presentation

**PRESENTING GROUP (NAMES): ________________________________**

**TOPIC: ____________________________**

**Marking Criteria**

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<tr>
<th>Criteria</th>
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<th>4-5</th>
<th>6-7</th>
<th>8-10</th>
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<tbody>
<tr>
<td>Explanation of Article 1 (clear, no jargon, sums up main points)</td>
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<tr>
<td>Explanation of Article 2 (clear, no jargon, sums up main points)</td>
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<tr>
<td>Use of an example (illustrates the issue discussed)</td>
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<tr>
<td>Questions/Activity for peers (concise and clear, relate(s) to the content presented)</td>
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<tr>
<td>Handout (concise, easy to read, grammar)</td>
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<tr>
<td>Presentation skills (make eye contact w/the audience, speak clearly, show understanding of the content)</td>
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**Comments:**

**Grade:**