

Sociology 291: Gendered Institutions  
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 Spring 2018

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**Office Hours:** Thursdays 2-4 PM Ralston Lounge

**Course Description:** This course addresses how the gendered organization of action within different institutions in social life shape systems of inequality, identity, violence, and power. We engage theories of gender, organizations, and work, including theories of labor market discrimination, gendered power, intersectionality, violence, sexuality, and embodiment to untangle and examine the gendered components of work, education, the military, religion, and the media in the contemporary United States. In the course, we'll address current issues centered on the gendered nature of these institutions, including the work/family debate, transgender bodies at work, sexual harassment, service work, sex work, and sexual assault on campus to illuminate the mechanisms by which systems of inequality around gender shape the meaning and action of individuals and groups within organizations and institutions.

**Guiding Questions:** What does it mean to say an organization is gendered? An occupation? How is gender used to oppress, enable, empower, and challenge institutions? How are institutionalized gender norms changing? In which contexts? Why? What makes an occupation feminine? Masculine? How does this affect norms, culture, values, and practices?

**Course Objectives:**

By the conclusion of this course, students will:

1. Be able to articulate and explain some of the major theories of organizations in sociology in both written and oral forms.
2. Be able to apply these theories to various empirical cases and use them to interpret and analyze the organizations we discuss in class and those that affect our daily lives.
3. Outline and explain the relationship between theory, data, and argument in empirical research.
4. Challenge existing scholarship and frame their own analytical arguments in relation to other major texts in sociology pertaining to organizations.
5. Respectfully engage in dialogue about complex social issues in class.

**What You Can Expect of Me**

1. I am dedicated to creating a safe learning environment for every student in my classroom. While we engage and encounter difficult and challenging material and different viewpoints, it is my responsibility to ensure that every student feels empowered to share their opinion and maintains that safety for themselves and others in the classroom.
2. I have learning objectives for every component for the course as well as the overall structure and shape class. However, the most important thing for me is that students

learn. I take facilitating learning seriously, and I understand that students learn in different ways. Therefore, I am committed to making learning objectives clear for students and helping students meet those learning objectives in their own way over the course of the class. This involves my position in the classroom and availability outside of the classroom.

3. Respect is paramount to me. I respect and value every student in my classroom and on this campus. It is my responsibility to ensure that students understand and feel that respect.
4. I am available in office hours regularly. Additionally, I am available to schedule individual appointments and to respond regularly to emails (please review my email policy later in this document).
5. Communication is key to facilitating learning. Therefore, students can expect regular communication from me via email and within the classroom. If the schedule or plan changes, it is my responsibility to communicate that change in a timely and respectful manner to students in both the classroom and via email and the class Moodle page.

### **What I Expect From Students**

1. Respect: I expect respect for your classmates, for the class, and for me. We will discuss some sensitive issues in this course, and I expect students to be mindful that everyone in our class comes from a variety of backgrounds and will likely possess different perspectives. It is precisely this diversity that will enhance all our learning.
2. Effort and Commitment to the Course: I am demanding, and I expect a lot from students. There is a lot of reading and a lot of writing for this course. However, none of it is randomly or superfluously assigned. I expect students to come to class with the reading completed and critically processed. This means that I expect students to have not only consumed the assigned material but thought about that material and developed ideas, arguments, and questions that they wish to tackle in seminar. I detail more about how to prepare for class later in this document.
3. Communication: If you are having trouble in the classroom or out of the classroom or something is affecting your experience of this course (including illness, personal struggles, academic struggles, confusion, and enthusiasm) I expect you to communicate regularly with me, either in office hours or via email (please review my email policy below).

### **Major Texts**

- Biank, Tanya, and Mark Thompson. 2014. *Undaunted: The Real Story of America's Servicewomen in Today's Military*. New York: Dutton Caliber.
- Blair-Loy, Mary. 2005. *Competing Devotions: Career and Family among Women Executives*. Cambridge: Harvard University Press.
- Grigoriadis, Vanessa. 2017. *Blurred Lines: Rethinking Sex, Power, and Consent on Campus*. New York: Eamon Dolan.
- Hoang, Kimberly Kay. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. Berkeley: University of California Press.
- Hochschild, Arlie. 1989. *The Second Shift: Working Parents and the Revolution at Home*. New York: Viking Penguin.

- Morris, Monique. 2016. *Pushout: The Criminalization of Black Girls in Schools*. New York: The New Press.
- Ridgeway, Cecilia. 2011. *Framed by Gender: How Gender Inequality Persists in the Modern World*. New York: Oxford University Press.
- Risman, Barbara. 2018. *Where the Millennials will Take Us: A New Generation Wrestles with the Gender Structure*. Oxford: Oxford University Press.
- Saguy, Abigail. 2003. *What is Sexual Harassment? From Capitol Hill to the Sorbonne*. Berkeley: University of California Press.
- Schilt, Kristen. 2010. *Just One of the Guys? Transgender Men and the Persistence of Gender Inequality*. Chicago: University of Chicago Press.
- Scott, Joan Wallach. 2010. *The Politics of the Veil*. Princeton: Princeton University Press.

### Assignments

- Participation: 15%
- Discussion: 15%
- Analysis Paper: 15%
- Final Paper Proposal: 15%
- Policy Analysis Paper: 20%
- Final Paper: 20%

Participation is essential to success in this class. This means regularly attending class, contributing to course discussion, and thoughtfully responding to your peers' comments and questions. I expect you to come to class prepared, with the reading done, your notes organized, and your questions and thoughts ready to be shared. **You may have one unexcused absence for the entire semester without penalty to your grade, but I expect you to attend all class meetings.** If you are ill, please email me and let me know that you will miss class. Only those absences labeled as excused by the Dean of Academic Advising's Office will be accepted and recorded as excused.

*Preparing for Class:* For students to actively and fully participate in class discussion, I have some guidelines for class preparation. Students should complete all of the assigned reading before class. While reading, I suggest students maintain notes about major themes, arguments, the logic of the argument presented by the author, the theories and other literature the author draws on, the methods used (if relevant), major findings, and students' own theoretical and personal reactions to these components. Students should be prepared to discuss the following for each reading assigned:

1. Who is the author(s)? When was the reading published?
2. What is the research question or orienting theoretical puzzle guiding the piece?
3. What are the major themes throughout the author's analysis?
4. What is the overarching argument of the piece (for books, it might be useful to break this down by chapter)?
5. What theoretical framework does the author(s) use? Why? Which major literatures are they drawing on? What debates are they speaking to?
6. What methods does the author use? What is their data? Is this satisfactory to you as a reader?

7. What does the author find? Do they provide sufficient evidence?
8. Are you convinced by the author's claims? Why?
9. Does this reading speak to other readings in the course or in your personal research project?
10. How might you remedy the problems with the reading you identify? How would you rethink the argument/research process/etc?
11. What confuses you about the reading?
12. What is the most compelling argument or piece of the reading that you want to discuss with your classmates?

If you take the time to think through these questions as you read and as you reflect on your reading, our discussion will be much richer and more interesting.

*Discussion* entails two activities. First, each week, each student is required to submit a discussion question (50-200 words) related to their analysis and reflection on that week's readings by **noon the Tuesday before Wednesday's class meeting** to Moodle. Second, each week, two students will be responsible for organizing the discussion questions thematically to guide class discussion. These students will bring question sheets that identify the themes and order in which they suggest we use to approach the class discussion. They will bring physical copies of these question sheets for each student. The discussion leaders must also submit via email to the instructor a short (200-500 words) justification and explanation for the order and themes they identify. Discussion leaders may also assign short additional readings (a ten minute video or audio clip, or ten-page maximum news article, etc.). Each student will be assessed for completion, coherence, original contribution, and organization.

*Analysis Paper* In 3-5 pages, you are expected to pose a research question—theoretical or empirical—inspired by the readings from the previous weeks in the course. These research questions can be related to your final paper topic or distinct. You then will explain how two of the authors we encountered in the course would go about answering the question you propose and why. You are expected to engage the authors in conversation with each other and to pose a clear, concise argument summarizing the major points of each author, how these points inform your question and their proposed answers, and the strengths and limitations of each author's approach.

*Policy Analysis Paper* In 6-8 pages, you must identify a public policy issue that reflects or challenges the theories and ideas we encounter in class (for example, you might examine maternity leave, domestic violence laws, taxation of menstrual products, etc.). You are expected to review the existing policy in the context of the United States relevant to the policy issue you identify. This paper topic can be related to your final research paper or entirely distinct. Then, you may either (1) compare the United States' (or perhaps you pick an issue that is handled differently in different states, so you compare California's approach to an issue to Ohio's, for example) approach to this issue to another country's handling of the issue, like the comparative study presented by Saguy, and assess the benefits and constraints of each country's or state's approach using the theories and texts we've encountered in class as supportive evidence, or (2) evaluate the United States' policy

position and pose an alternative, actionable plan to remedy the problems you identify. You will use course texts and up to ten outside sources to explain and justify your arguments.

*Final Paper Proposal* In 2-4 pages, you will propose your object of study for the final paper and explain how you intend to answer the research question, including defining the theoretical framework on which you will rely, justifying your choice of subject, and identifying and describing the data you will collect to develop your arguments.

*Final Paper* For your final paper, in 12-15 pages you will present either a detailed research paper proposal or a research paper that poses an answerable research question, theoretical framework guiding the research, literature review of existing research on the topic, methodological approach to the research question, and findings or anticipated findings.

### **Course Policies**

**Office Hours:** Come to office hours! I will have 2 hours of office hours each week, but I am very open to meeting at other times as you need. I will hold additional hours before larger written assignments are due. It is better that you come earlier in the semester than later. If you are unavailable during my office hours and would like to talk with me in person, please send me an email with ample notice (the night before the assignment is due is not a good idea, so try for 3-4 days before) and I will try to schedule another appointment for us to meet. If need be, we may also schedule a Skype or phone conversation.

**Academic Honesty:** I expect students to follow the standards of academic integrity as set forth by the College. As a general rule, you should attribute all words and ideas written by published sources and websites. Plagiarism—the act of reproducing in your written work someone else’s thoughts, writing or research without explicit acknowledgement or citation—is strictly forbidden, and I will follow the College’s guidelines with regard to these issues. At Kenyon College we expect all students, at all times, to submit work that represents our highest standards of academic integrity. It is the responsibility of each student to learn and practice the proper ways of documenting and acknowledging those whose ideas and words they have drawn upon (see Academic Honesty and Questions of Plagiarism in the Course Catalog). Ignorance and carelessness are not excuses for academic dishonesty. Additional information can be found in the Student Handbook (<http://www.kenyon.edu/directories/offices-services/registrar/course-catalog-2/administrative-matters/academic-integrity-and-questions-of-plagiarism/>).

**Accommodations:** If you have special learning needs, please see me as soon as possible. Special needs are defined broadly—this can include a learning disability, levels of anxiety, or a difficulty stomaching the way I lead class. While you are not required to inform me about personal matters, if you are struggling with the course it is crucial that you let me know as soon as possible so I can help you succeed.

If you have a disability or feel that you may need for some type of academic accommodation(s) in order to participate fully in this class, please feel free to discuss your

concerns with me privately and also identify yourself to Erin Salva, Director of Student Accessibility and Support Services at [salvae@kenyon.edu](mailto:salvae@kenyon.edu).

**Additional Resources:** If you are struggling or require assistance—academically or personally—please feel free to contact me so I can help you succeed. College is a stressful and difficult time, and you may find yourself in new and overwhelming situations. You are not alone. I am happy to be available to provide you support and guidance. You may find the following resources of use:

Kenyon College Health and Counseling Center (<http://www.kenyon.edu/student-life/health-counseling/>)

Kenyon College Office of Diversity, Equity, and Inclusion (<http://www.kenyon.edu/about-kenyon/diversity-at-kenyon/odei/>)

Kenyon College Office of Academic Advising (<http://www.kenyon.edu/directories/offices-services/academic-advising/>)

Student Accessibility and Support Services (<http://www.kenyon.edu/directories/offices-services/student-accessibility-support-services/>)

Kenyon College Writing Center (<http://www.kenyon.edu/directories/offices-services/the-writing-center-2/>)

**Title IX and My Responsibilities:** As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are mandated reporters of any incidents of sexual misconduct. That means that I cannot keep information about sexual misconduct confidential if you share that information with me. The Health and Counseling Center, Sexual Misconduct Advisors (SMAs), and the College chaplain are confidential resources.

**Late Assignments:** I must have all papers by the deadline listed on this syllabus. I do not accept late assignments unless we have discussed your circumstances before the due date. If you miss class, you are still expected to get the paper to me by the deadline unless we have discussed your circumstances prior to the due date.

**Email Policy:** If you have any questions or concerns about the course, my availability to meet, or special accommodations concerns, please feel free to email me ([gualtieri1@kenyon.edu](mailto:gualtieri1@kenyon.edu)). Please be conscientious when you email me. If you have questions about assignments or content covered in class, please check the course webpage and this syllabus to see if your question can be answered in these locations. Before emailing me, please contact your classmates first (there is space at the bottom of this document for you to take down the name and contact information of at least three classmates; this will be your “network” for the class) to see if they can help you with the information (perhaps I answered the question in class). If you cannot answer your question in these ways, then please feel free to email me or come to Office Hours, and I will be happy to help! Emails about questions that can be answered by reviewing the course syllabus or website and/or by contacting classmates will be answered after emails about other concerns, so please try to use your resources wisely, as I may not be available via email until class meets!

**Technology:** Laptops and tablets are allowed in class for academic purposes only. If you are checking email, Facebook, Instagram, etc. I reserve the right to ban laptops for an individual student or the whole class (excluding those students with special accommodations). Cell phones are never permitted in class.

**Your “Network”** This is the space for you to collect and store the contact info of your class network—your classmates who you can email for help and questions throughout the course.

	Classmate 1	Classmate 2	Classmate 3
<b>Name</b>			
<b>Email</b>			
<b>Phone</b>			

### Course Schedule and Readings

\*\*\*This schedule is subject to change with ample notice. Please continue to review the Moodle Page for the most up to date schedule\*\*\*

#### **JANUARY 17: WHAT IS A “GENDERED INSTITUTION?”**

Film Screening in Class (Episode of *Parks and Recreation* and episode of *The Office*)

#### **JANUARY 24: CLASSIC THEORIES OF GENDER AND ORGANIZATIONS**

West, Candace, and Don H. Zimmerman. 1987. “Doing Gender.” *Gender and Society*. 1(2): 125-51.

Acker, Joan. 1990. “Hierarchies, Jobs, and Bodies: A Theory of Gendered Organizations.” *Gender and Society*. 4(2): 139-58.

Acker, Joan. 2006. “Inequality Regimes: Gender, Class, and Race in Organizations,” *Gender and Society*. 20(4): 441-64.

Kanter, Rosabeth Moss. 1977. “Some effects of proportions on group life: Skewed sex ratios and responses to token women.” *American Journal of Sociology* 82(5): 965-90.

Williams, Christine. 1992. “The Glass Escalator: Hidden Advantages for Men in the ‘Female’ Professions.” *Social Problems* 39(3): 253-67.

Williams, Christine, Chandra Muller, and Kristine Kilanski. 2012. “Gendered Organizations in the New Economy.” *Gender and Society* 26(4): 549-73.

**JANUARY 31: GENDER AS ORGANIZING SOCIAL LIFE**

Ridgeway, Cecilia. 2011. *Framed by Gender: How Gender Inequality Persists in the Modern World*. New York: Oxford University Press.

Collins, Patricia Hill. 2000. "Distinguishing Features of Black Feminist Thought." In *Black Feminist Thought* New York: Routledge.

Connell, RW, and JW Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." *Gender and Society* 19(6): 829-59.

**FEBRUARY 7: WOMEN AND WORK: THE PUBLIC AND PRIVATE SPHERES**

Hochschild, Arlie. 1989. *The Second Shift: Working Parents and the Revolution at Home*. New York: Viking Penguin.

Correll, Shelly, Stephen Benard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112(5): 1297-1339.

ANALYSIS PAPER DUE BY 7 PM

**FEBRUARY 14: WOMEN, WORK, AND HIGH WAGE LABOR**

Blair-Loy, Mary. 2005. *Competing Devotions: Career and Family among Women Executives*. Cambridge: Harvard University Press.

**FEBRUARY 21: TRANSGENDER BODIES AT WORK**

Schilt, Kristen. 2010. *Just One of the Guys? Transgender Men and the Persistence of Gender Inequality*. Chicago: University of Chicago Press.

**FEBRUARY 28: GENDER, THE BODY, AND GEOPOLITICS**

Hoang, Kimberly Kay. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. Berkeley: University of California Press.

RESEARCH PAPER PROPOSAL DUE 7 PM

**MARCH 21: SEXUAL HARASSMENT, LAW AND NATIONAL CULTURE**

Saguy, Abigail. 2003. *What is Sexual Harassment? From Capitol Hill to the Sorbonne*. Berkeley: University of California Press.

**MARCH 28: GENDER AND ORGANIZED SOCIAL MOVEMENTS**

Messner, Michael, Max Greenberg, and Tal Peretz. 2015. *Some Men: Feminist Allies and the Movement to End Violence Against Women*. Oxford: Oxford University Press.

**APRIL 4: GENDERED BODIES AT SCHOOL**

Morris, Monique. 2016. *Pushout: The Criminalization of Black Girls in Schools*. New York: The New Press.

**APRIL 11: GENDER AND THE MILITARY**

Biank, Tanya, and Mark Thompson. 2014. *Undaunted: The Real Story of America's Servicewomen in Today's Military*. New York: Dutton Caliber.

POLICY ANALYSIS PAPER DUE 7 PM

**APRIL 18: GENDER AND RELIGION**

Scott, Joan Wallach. 2010. *The Politics of the Veil*. Princeton: Princeton University Press.

**APRIL 25: GENDER AND HIGHER EDUCATION**

Grigoriadis, Vanessa. 2017. *Blurred Lines: Rethinking Sex, Power, and Consent on Campus*. New York: Eamon Dolan.

**MAY 2: THE NEW GENDER ORDER/THE NEXT GENERATION OF WORKERS**

Risman, Barbara. 2018. *Where the Millennials will Take Us: A New Generation Wrestles with the Gender Structure*. Oxford: Oxford University Press.

FINAL PAPER DUE TUESDAY MAY 8, 2018 AT NOON