

Sociology 7800: Topics in the Sociology of Sex/Gender
Fall 2018
Dr. Krista Brumley

Class Meetings: Thursday, 5:00-7:30

Office Hours: By appointment

Communication: kbrumley@wayne.edu

Department of Sociology: 313-577-2930 (main office number) (*email is best and fastest*)

Classroom: State Hall, Room 111 (first floor)

Office: 2265 Faculty Administration Building

“One of the first things we force upon the child’s drawing consciousness is the fact that he is a boy or that she is a girl, and that, therefore, each must regard everything from a different point of view.”

Charlotte Perkins Gilman, 1898
Women and Economics

“The first problem for all of us, men and women, is not to learn, but to unlearn.”

Gloria Steinem

Course Description:

This course explores the sociology of gender. Gender is one of the most basic organizing mechanisms in society. Gender is much more than a personal characteristic of individuals; it is a system of inequality that interacts with other forms of social inequality like race, ethnicity, sexuality, class, and nationality. Sociologists view gender as a socially constructed phenomenon. Gender differences are not “natural” or innate but respond to structures and cultural norms in society, and are reproduced as we go about our daily lives, distinctly shaping our experiences.

This course covers a broad overview of gender. We will focus on the following themes: feminist theory, bodies, masculinities, work, work & family, families, migration, and politics. We cover these topics through ethnographies and/or collections of articles. These readings highlight an intersectional approach to gender. Students are required to read the assigned material, pose questions about the topics, and actively participate in class discussions.

Learning Objectives:

When you have successfully completed this course, you will be able to:

- ✓ Apply sociological concepts, terms, and theories to the study of gender.
- ✓ Perceive dimensions of gender in our everyday lives.
- ✓ Comprehend the constraints that gender imposes on both women and men.
- ✓ Understand how patterns of gender expectations vary from culture to culture.
- ✓ Critically analyze published research and relate it to concepts in course.

Required Readings: There are eight (8) required books, all available at WSU bookstore.

- Damaske, Sarah. 2011. *For the Family: How Class and Gender Shape Women’s Work*. Oxford: Oxford University Press.
- Guzman Bouvard, Marguerite. 1994. *Revolutionizing Motherhood: Las Madres de La Plaza de Mayo*. Rowman & Littlefield Publishers, Inc.
- Hoang, Kimberly Kay. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. Berkeley, CA: University of California Press.
- Hochschild, Arlie, and Anne Machung. 2012 (1989). *The Second Shift: Working Families and the Revolution at Home*. New York, NY: Penguin Publishing Group.

- Hondagneu-Sotelo, Pierrette. 2007. *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Berkeley, CA: University of California Press.
- Hong-Fincher, Leta. 2016. 2nd edition. *Leftover Women: The Resurgence of Gender Inequality in China*. London, England: Zed Books.
- Kang, Miliann. 2010. *The Managed Hand: Race, Gender, and the Body in Beauty Service Work*. Berkeley, CA: University of California Press.
- Schilt, Kristen. 2011. *Just One of the Guys: Transgender Men and the Persistence of Gender Inequality*. Chicago, IL: University of Chicago Press.

The [required books](#) are available at the Wayne State University bookstore, or through online sources. All other readings are available for download through the WSU library. See full list starting on page 7.

[A note on class interactions:](#) Due to the nature of the topics discussed in this course, some points may be controversial, uncomfortable, and/or lead to “heated” debates. Your deeply held beliefs may be challenged by what you read and hear. It is important to be willing to grapple with this material, and its implications, while also treating one another with respect. Learning something new isn’t always comfortable and, often, our personal judgments cloud our ability to learn to the fullest. I ask that you are non-judgmental towards others who may have different perspectives, are open to new ideas, and thoughtfully consider ways of expressing your ideas that are respectful of those who may disagree. We will work to create a space in this classroom to think about serious and difficult questions together in a respectful manner, regardless of ideology or personality. Disrespect of the professor, students, or the academic environment will not be tolerated.

Course Requirements:

[Class Participation:](#) Class participation is essential to student success. This is a seminar course, so I expect students to be prepared to engage in discussions and demonstrate understanding of readings and concepts. Active classroom participation means voicing ideas, asking questions, and carefully listening. I expect students to respond to questions I ask in class.

To promote discussion, students will select two articles on designated weeks and write two discussion questions for each article (due 1-2 days before class by email). Designated weeks are: 9/13, 9/20, 9/27, & 10/18. Class participation is worth 10% of the course grade.

[A note on attendance](#) – Students must make their own decisions about learning. I think student learning improves when attending class regularly and actively participating in conversations. Excessive absences, tardiness, and leaving early will jeopardize students’ participation grade.

[Leading Discussion:](#) Working in pairs, students will facilitate at least one class session. Class facilitation includes presenting a short (**about 5 minutes**) orientation to the week’s readings and writing a list of questions focused on key themes and concepts to promote discussion. Your role is not to lecture, but to facilitate a thoughtful and active discussion on the week’s readings, while also connecting to previous material discussed in class. Students are encouraged to think of innovative ways to create discussion in large or small group activities (see “Guidelines for Facilitating Group Discussion” at end of syllabus).

Students must meet/consult with me regarding their plans for the class by the Monday before their assigned facilitation day. This means that joint discussion leaders need to meet in advance to plan their duties so that there is no overlap and a logical flow to the class (whoever emails me must cc the other student). A list of 7-8 discussion questions and general class outline is due by Monday at 9 am. I will review the class plan and send comments via email. I expect students to be attentive to feedback and make appropriate changes. Students are penalized if they do not submit the class plan in advance and/or address my feedback. Email me the final class plan for grading purposes. Organizing and leading class discussion is worth 15% of the course grade.

Blog: Students will write one short blog based on an empirical article (research study) we have read for the class (see articles on these dates: 9/13, 9/20, 9/27, & 10/18). Blogs are about 500-600 words, and include a short, catchy title and at least one visual like a graph, chart, or free-for-use pictures. Write in non-academic language for readers with a high school education. Your goal is to “popularize” the main points of the empirical article. See examples: <https://gendersociety.wordpress.com/>. Blogs are due the day we read the article and will be shared with the class on Canvas; blog is worth 15% of the course grade.

Critical Analysis Memos: Students will write three two-page (single-spaced) critical analysis memos based on books we read for class. There are 8 books to choose from, but students cannot write on the book for which they facilitate discussion. The memos are about 1000 words, describing the main argument, and critically evaluating it, noting strengths and weaknesses and providing evidence to support claims argued. Reviews are due the day we read the book, and are worth 60% of the course grade.

Grades:

- | | |
|---|---|
| 1. Class participation (includes discussion Qs) | 10 points |
| 2. Lead discussion (on books) | 15 points |
| 3. Blog entry | 15 points |
| 4. Critical analysis memos (3) | 60 points (1 st memo, 15%, 2 nd , 20%, and 3 rd , 25%) |
| TOTAL | 100 points |

Grade Chart:

100% = A+	88-89% = B+	78-79% = C+	68-69% = D+	0-59% = F
94-99% = A	84-87% = B	74-77% = C	64-67% = D	
90-93% = A-	80-83% = B-	70-73% = C-	60-63% = D-	

Course Policies:

Course policies are designed and implemented to ensure a quality learning environment. As your professor, my responsibility is to create an environment so students can learn; students are responsible for respecting policies and completing all assignments.

1. **Canvas:** All course information is managed through Canvas. Assignments and course syllabus are posted on there. Not checking Canvas and your WSU email regularly is no excuse for missing assignments or information relevant to this course.
2. **Email etiquette:** All students have a WSU email, so if you decide to use a different one you must forward the WSU email to that alternate email. **Canvas only uses WSU email for communicating.** Emails must follow a professional format, including punctuation, full sentences, correct spelling and grammar, and capital letters at the beginning of sentences or proper nouns. **DO NOT EMAIL AS IF YOU ARE SENDING A TEXT MESSAGE.** I will not engage in discussions of substance via email, particularly grades. It is too easy for emails to be taken out of context; the “tone” and meaning received may not be what the sender intended.
3. **Cell phones:** Please silence them in class. If you have specific needs (i.e., child care or elder care) and you must take the call, simply walk out to do so.
4. **Grades:** For most assignments, there is a grading rubric. I use these forms, so review them closely to ensure you include all information expected for each assignment. I use a 5-level grading scale: exemplary, very good, acceptable, needs improvement, and unacceptable. Generally, grades translate as follows: exemplary is the equivalent of “A” work (94-100%), very good is “A-/B+” work (88-93%), acceptable is B work (84-87%), needs improvement is “B-” work (80-83%), and unacceptable is “C” or lower (79 and below).
5. **Plagiarism:** I expect students to abide by the academic honor code. If you use your own words, but the ideas are from someone else, you must give credit to the author(s). If you use someone’s exact words, you must use quotation marks and provide the author’s last name, year, and page number. I take plagiarism seriously and follow WSU procedures if a student violates the integrity of academics. At a minimum, the student receives a zero for the assignment (most likely failing the course); at a maximum I enforce WSU policies on academic dishonesty. See the end of the syllabus for citation format; also on blackboard.
6. **Student Disability Services:** If you have a documented disability requiring accommodations, you must register with Student Disability Services (SDS), located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department; telephone is [313-577-1851](tel:313-577-1851) or [313-577-3365](tel:313-577-3365) (TTY phone is for hearing impaired students only). Once accommodations are in place, I will be glad to meet with you privately during office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at WSU.
7. **WSU Registration/Withdrawal policies:** Students must complete registration by August 28th, without paying an additional fee. After September 12th, students cannot add the course. The last day to drop the course is September 12th (with tuition cancellation). If dropped by this date, the course does not appear on the academic record. Students can request to drop the course up until November 11th, but this requires professor approval (WP or WF will appear on the academic record, and students must go through SmartCheck on Pipeline). **ALL registration and withdrawals are initiated by students on Academics.** After **November 11th** students cannot withdrawal from the course and will receive a grade. See: <https://reg.wayne.edu/students/calendar18-19>.

Topics in the Sociology of Sex & Gender Course Schedule

Date	Readings, Assignments, and Events
“Doing Gender:”	
August 30	<ul style="list-style-type: none"> ▪ “Doing Gender,” by West and Zimmerman ▪ “Doing Gender Across Cultural Worlds,” by Pyke and Johnson ▪ “What it Means to be Gendered Me,” by Lucal ▪ “I was Aggressive for the Streets, Pretty for the Pictures,” by Jones ▪ “No Way My Boys Are Going to Be Like That!,” by Kane ▪ “Doing Gender, Determining Gender,” by Westbrook and Schilt
Feminist Theory:	
September 6	<ul style="list-style-type: none"> ▪ “From Sex Roles to Gender Structure,” by Risman and Davis ▪ “Believing is Seeing: Biology as Ideology,” by Lorber ▪ “The Sociological Construction of Black Feminist Thought,” by Collins ▪ “Complexity of Heteronormativity,” by Jackson ▪ “Unpacking the Gender System,” by Ridgeway and Correll ▪ “Inequality Regimes,” by Acker
Masculinities:	
September 13	<ul style="list-style-type: none"> ▪ “Soft-boiled masculinity,” by Heath ▪ “The politics of Masculinity and the Ex-Gay Movement,” by Robinson and Spivey ▪ “A Very ‘Gay’ Straight?,” by Bridges ▪ “Good guys don’t rape,” by Pascoe and Hollander ▪ “The Rape Prone Culture of Academic Contexts,” by Martin ▪ “Mourning Mayberry: guns, Masculinity, and Socioeconomic Decline,” by Carlson ▪ “Bud Sex,” by Silva <p data-bbox="410 1108 760 1140">Discussion Questions DUE</p>
Masculinities, Femininities, Sexuality, and Relationships:	
September 20	<ul style="list-style-type: none"> ▪ “Dude, you’re a Fag: Adolescent masculinity and the fag discourse,” by Pascoe ▪ “Normative Resistance and Inventive Pragmatism,” by Pfeffer ▪ “How You Bully a Girl,” by Miller ▪ “Straight Girls Kissing?” by Budnick ▪ “Aggressive and Loving Men,” by McDowell ▪ “Keeping it in the Family,” by Longo <p data-bbox="410 1413 760 1444">Discussion Questions DUE</p>
Fatherhood & Families:	
September 27	<ul style="list-style-type: none"> ▪ “Stay-at-Home Fathers and Breadwinning Mothers,” by Chesley ▪ “Taming Tiger Dads,” by Allen and Pyke ▪ “Emerging Adult Sons and their Fathers,” by Ide, et al. ▪ “Manning Up to be a Good Father,” by Randles ▪ “Public Fathering, Private Mothering Park,” by Park ▪ “Don’t Deport Our Daddies,” by Das Gupta ▪ “Falling back into gender?” by Miller ▪ “Fathering, class, and gender,” by Shows and Gerstel ▪ “How involved is involved fathering?” by Wall and Arnold ▪ “You can spend time ... but not necessarily be bonding with them,” by Brady, et al. <p data-bbox="410 1854 760 1885">Discussion Questions DUE</p>

Motherhood, Work & Family:	
October 4	<ul style="list-style-type: none"> ▪ Hochschild, Arlie, and Anne Machung. <i>The Second Shift: Working Families and the Revolution at Home</i>. ▪ “Insights from the <i>second shift</i> for the next quarter century,” by Blair-Loy, et al.
October 11	<ul style="list-style-type: none"> ▪ Sarah Damaske. <i>For the Family: How Class and Gender Shape Women’s Work</i>.
Women and Men at Work:	
October 18	<ul style="list-style-type: none"> ▪ “The Opt-Out Revolution,” by Belkin https://www.nytimes.com/2003/10/26/magazine/the-opt-out-revolution.html ▪ “Why Women Still Can’t Have it All,” by Slaughter https://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/ ▪ “The Glass Escalator Revisiting: Gender Inequality in Neoliberal Times,” by Williams ▪ “Overwork and the Persistence of Gender Segregation in Occupations,” Cha ▪ “Race and gender in families and at work: The fatherhood wage premium,” by Glauber ▪ “Men’s discursive constructions of balance in everyday life,” by Wada, et al. ▪ “The Work-Family Narrative as a Social Defense,” by Padavic and Ely ▪ “Not Just a Mother’s Problem: The consequences of perceived workplace flexibility bias for all workers,” O’Connor and Cech ▪ “Home-to-job and job-to-home spillover,” by Mennino, Rubin, and Brayfield <p>Discussion Questions DUE</p>
October 25	<ul style="list-style-type: none"> ▪ Schilt, Kristen. <i>Just One of the Guys: Transgender Men and the Persistence of Gender Inequality</i>.
Gendered Bodies & Labor:	
November 1	<ul style="list-style-type: none"> ▪ Hoang, Kimberly Kay. <i>Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work</i>
November 8	<ul style="list-style-type: none"> ▪ Kang, Miliann. <i>The Managed Hand: Race, Gender, and the Body in Beauty Service Work</i>.
Migration & Globalization:	
November 15	<ul style="list-style-type: none"> ▪ Hondagneu-Sotelo, Pierrette. <i>Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence</i>.
November 22	NO CLASS – THANKSGIVING
Politics, Nationalism, & Social Movements:	
November 29	<ul style="list-style-type: none"> ▪ Guzman, Bouvard Marguerite. <i>Revolutionizing Motherhood: Las Madres de La Plaza de Mayo</i>. ▪ Video – Las Madres (TBD)
December 6	<ul style="list-style-type: none"> ▪ Hong-Fincher, Leta. <i>Leftover Women: The Resurgence of Gender Inequality in China</i>. <p>LAST CLASS</p>
December 12	<ul style="list-style-type: none"> ▪ Final Examination Day – only to be used if case of emergency (e.g., snow)

Changes to the syllabus: I reserve the right to make adjustments to the syllabus during the semester, usually only done to accommodate University closings or some other unique situation.

Reference List of Course Readings:

Doing Gender:

West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2):125-151.

Pyke, Karen and Denise L. Johnson. 2003. "Asian American Women and Racialized Femininities: 'Doing' Gender across Cultural Worlds." *Gender & Society* 17(1):33-53.

Lucal, Betsy. 1999. "What It Means To Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System." *Gender & Society* 13(6):781-797.

Jones, Nikki. 2009. "I Was Aggressive for the Streets, Pretty for the Pictures: Gender, Difference and the Inner-City Girl." *Gender and Society* 23:89-93.

Kane, Emily W. 2006. "'No Way My Boys Are Going to Be Like That!': Parents' Responses to Children's Gender Nonconformity." *Gender & Society* 20(2):149-176.

Westbrook, Laurel, and Kristen Schilt. 2016. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System." *Gender & Society* 28(1):32-57.

Feminist Theory:

Risman, Barbara J. and Georgiann Davis. 2013. "From Sex Roles to Gender Structure." *Current Sociology* 61: 733-755.

Lorber, Judith. 1993. "Believing is Seeing: Biology as Ideology." *Gender & Society* 7(4):568-81.

Collins, Patricia Hill. 1989. "The Social Construction of Black Feminist Thought." *Signs* 14(4): 745-773.

Jackson, Stevi. 2006. "Gender, Sexuality and Heterosexuality: The Complexity (and Limits) of Heteronormativity." *Feminist Theory* 7(1): 105-121.

Ridgeway, Cecilia, and Shelley J. Correll. 2004. "Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations." *Gender & Society* 18:510-531.

Acker, Joan. 2006. "Inequality Regimes: Gender, Race, and Class in Organizations." *Gender & Society* 20:441-464.

Masculinities:

Heath, Melanie. 2003. Soft-boiled masculinity: Renegotiating gender and racial ideologies in the Promise Keepers movement. *Gender & Society* 17(3):423-44.

Robinson, Christine and Sue Spivey. 2007. "The Politics of Masculinity and the Ex-Gay Movement." *Gender & Society* 21:65-675.

Bridges, Tristan. 2014. "A Very 'Gay' Straight?: Hybrid Masculinities, Sexual Aesthetics, and the Changing Relationship between Masculinity and Homophobia." *Gender & Society* 28(1):58-82.

Pascoe, C. J., and Jocelyn Hollander. 2016. "Good guys don't rape: Gender, domination, and mobilizing rape." *Gender & Society* 30(1):67-79.

Martin, Pat Yancey. 2016. "The Rape Prone Culture of Academic Contexts: Fraternities and athletics." *Gender & Society* 30(1):30-43.

Carlson, Jennifer. 2016. "Mourning Mayberry: guns, Masculinity, and Socioeconomic Decline," *Gender and Society* 29(3):386-409.

Silva, Tony. "Constructing Normative Masculinity among Rural Straight Men that Have Sex with Men." *Gender & Society* 31(1):51-73.

Masculinities, Femininities, Sexualities, & Relationships:

Pascoe, C.J. 2005. "Dude, you're a Fag: Adolescent masculinity and the fag discourse." *Sexualities* 8(3):329-346.

Pfeffer, Carla A. 2014. "Normative Resistance and Inventive Pragmatism: Negotiating Structure and Agency in Transgender Families," *Gender & Society* 26(4):574-602. 2012.

Miller, Sarah A. 2016. "How You Bully a Girl!: Sexual Drama and the Negotiation of Gendered Sexuality in High School." *Gender & Society* 30(5):721-744. 2016.

Budnick, Jamie. 2016. Straight Girls Kissing? Understanding same-gender sexuality beyond the elite college campus. *Gender & Society* 30(5):745-768.

McDowell, Amy D. 2017. "Aggressive and Loving Men: Gender hegemony in Christian hardcore punk." *Gender & Society* 31(2):223-244.

Longo, Gina. 2018. "Keeping it in the Family: How gender norms shape U.S. marriage migration policies." *Gender & Society* 32(4):469-492.

Fatherhood & Families:

Chesley, Noelle. 2011. "Stay-at-Home Fathers and Breadwinning Mothers: Gender, Couple Dynamics, and Social Change." *Gender & Society* 25(5):642-664.

Kim, Allen, and Karen Pyke. 2015. "Taming Tiger Dads: "Hegemonic American masculinity and South Korea's father school." *Gender & Society* 29(4):509-533.

Ide, Michael Enku, Blair Harrington, Yolanda Wiggins, Tanya Rouleau Whitworth, and Naomi Gerstel. 2018. "Emerging Adult Sons and their Fathers: Race and the Construction of Masculinity." *Gender & Society* 32(1):5-33.

Randles, Jennifer. 2018. "Manning Up to be a Good Father: Hybrid fatherhood, masculinity, and U.S. responsible fatherhood policy." *Gender & Society* 32(4):516-539.

Park, Juyeon. 2018. "Public Fathering, Private Mothering: Gendered Transnational Parenting and Class Production among Elite Korean Students." *Gender & Society* 32(4):563-586.

Das Gupta, Monisha. 2014. "'Don't Deport Our Daddies': Gendering State Deportation Practices and Immigrant Organizing." *Gender & Society* 28(1):83-109.

Miller, T. 2011. Falling back into gender? Men's narratives and practices around first-time fatherhood. *Sociology* 45:1094-1109.

Shows, C., & Gerstel, N. 2009. Fathering, class, and gender: A comparison of physicians and emergency medical technicians. *Gender & Society* 23:161-187.

Wall, G., & Arnold, S. 2007. How involved is involved fathering? An exploration of the contemporary culture of fatherhood. *Gender & Society* 21:508-527.

Brady, M., Stevens, E., Coles, L., Zadorozny, M., & Martin, B. 2017. 'You can spend time ... but not necessarily be bonding with them': Australian fathers' constructions and enactments of infant bonding. *Journal Social Policy* 46:69-90.

Motherhood, Work, & Family:

Hochschild, Arlie, and Anne Machung. 2012 (1989). *The Second Shift: Working Families and the Revolution at Home*. New York, NY: Penguin Publishing Group.

Blair-Loy, Mary, Hochschild, Arlie, Pugh, Allison, Williams, Joan, and Hartmann, Heidi. 2015. "Insights from the *second shift* for the next quarter century." *Community, Work & Family* 18:435-454.

Damaske, Sarah. 2011. *For the Family: How Class and Gender Shape Women's Work*. Oxford: Oxford University Press.

Women & Men at Work:

Belkin, Lisa. 2003. "The Opt-Out Revolution." *The New York Times Magazine*.
<https://www.nytimes.com/2003/10/26/magazine/the-opt-out-revolution.html>

Slaughter, Ann-Marie. 2012 (July/August). "Why Women Still Can't Have it All." *The Atlantic Monthly*.
<https://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>.

Williams, Christine. 2013. "The Glass Escalator Revisiting: Gender Inequality in Neoliberal Times." *Gender & Society* 27(5):609-629.

Cha, Youngjoo. 2013. "Overwork and the Persistence of Gender Segregation in Occupations." *Gender & Society* 27(2):158-184.

Glauber, Rebecca. 2008. Race and gender in families and at work: The fatherhood wage premium. *Gender & Society* 22:8-30.

Wada, M., Backman, C. L., & Forwell, S. J. 2015. Men's discursive constructions of balance in everyday life. *Community, Work & Family* 18:117-133.

Padavic, Irene, and Robin J. Ely. 2013. "The Work-Family Narrative as a Social Defense." Working Paper Presented at the "Gender and Work: Challenging the conventional wisdom" Research Symposium, Harvard Business School. (Available on Canvas)

O'Connor, Lindsey Trimble, and Erin A. Cech. 2018. "Not Just a Mother's Problem: The consequences of perceived workplace flexibility bias for all workers." *Sociological Perspectives* 1-22. DOI: 10.1177/0731121418768235

Mennino, S. F., Rubin, B. A., & Brayfield, A. 2005. Home-to-job and job-to-home spillover: The impact of demanding jobs, company policies, & workplace culture. *The Sociological Quarterly*, 46, 107-135.

Schilt, Kristen. 2011. *Just One of the Guys: Transgender Men and the Persistence of Gender Inequality*. Chicago, IL: University of Chicago Press.

Gendered Bodies & Labor:

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

Kang, Miliann. 2010. *The Managed Hand: Race, Gender, and the Body in Beauty Service Work*. Berkeley, CA: University of California Press.

Migration & Globalization:

Hondagneu-Sotelo, Pierrette. 2007. *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Berkeley, CA: University of California Press.

Politics, Nationalism, & Social Movements:

Guzman Bouvard, Marguerite. 1994. *Revolutionizing Motherhood: Las Madres de La Plaza de Mayo*. Rowman & Littlefield Publishers, Inc.

Hong-Fincher, Leta. 2016. 2nd edition. *Leftover Women: The Resurgence of Gender Inequality in China*. London, England: Zed Books.

Guidelines for bibliography/reference list (American Sociological Review style):

For a Book:

Keck, Margaret E. and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca: Cornell University Press.

For a Chapter in an edited Book:

Pye, Lucian W. 1998. "Democracy and Its Enemies." Pp. 21-36 in *Pathways to Democracy: The Political Economy of Democratic Transitions*, edited by James F. Hollifield and Calvin Jillson. New York: Routledge.

For a Journal Article:

Jafar, Afshan. 2007. "Engaging Fundamentalism: The Case of Women's NGOs in Pakistan." *Social Problems* 54:256-273.

Fitzgerald, Kathleen J. and Diane M. Rodgers. 2005. "Radical Social Movement Organizations: A Theoretical Model." *The Sociological Quarterly* 41(4):573-592.

NOTE: When you find a journal article through a database such as JSTOR or Sociological Abstracts, do not include the internet site as part of the citation. You are only using the internet as a tool to access these journals.

For an Internet cite:

The World Bank. 2000. "Income Inequality." Retrieved March 15, 2006. (www.worldbank.org).

Willetts, Peter. 1996. "What is a Non-Governmental Organization." UNESCO: Encyclopedia of Life Support Systems. Section 1: Institutional and Infrastructure Resource Issues. Retrieved June 13, 2008. (www.staff.city.ac.uk/p.willetts/CS-NTWKS/NGO-ART.HTM).

ASR Style Guidelines for citations in the text:

Paraphrasing an author(s):

Scholars of social sciences have begun to recognize the importance of non-governmental organizations, particularly as advocates for citizenship rights (Alvarez 1998; Lind 2000).

Direct quote using author's name in the sentence:

As Segarra (1997:489) argues the "apparent failure of the state-centered model of development" has created space for civil society associations to play a role in politics.

Direct quote NOT using the author's name in the sentence:

Former President Salinas (1988-1994) actively sought to diminish the power of NGOs by changing fiscal laws to allow the government "to treat NGOs as private profit-making corporations" (Piester 1997:486).

Guidelines for Facilitating Group Discussion:

On one designated day during the semester, each student will help discuss reading assignments. Students will direct our conversations about the books or articles we have read during the current week. Students' tasks include the following: (1) *briefly explain some of the key themes of the readings;* (2) *identify questions the articles raise so that we can carry out our group discussion;* and (3) *highlight confusing/problematic sections of the readings so that we can clarify their meaning.* Student facilitators are also encouraged to think of innovative ways to create discussion through large or small group activities. This assignment will give students experience in identifying critical issues and themes in scholarly works, and also presentation/teaching experience. Below are some questions to think about when preparing to facilitate discussion. These questions are simply guides; students may discover that there are more important questions to address than the ones I suggest.

Finding Themes in the Articles You Read:

1. What is/are the major research question(s) or theme(s) of the work(s) you have read? Define the theme(s) and come up with an example of each theme you define.
2. What is/are the key findings or conclusions of the book chapters/articles in recent weeks? Can you summarize these findings in one or two sentences? Are these findings controversial and debatable at all?
3. What is/are the connection(s) between readings and lecture topics?

When Thinking of Questions to Discuss with the Class, Perhaps Try to Answer the Following:

1. Can you identify ways in which the researcher(s) could have gone farther in exploring this particular topic?
2. What implications do the authors' findings have for our use of certain research methods?
3. Why did I pick this reading for a "methods" course? Do you think the subject of the readings is appropriate to discuss, or are there more important subjects that we should be discussing?
4. What is most interesting to you about this reading? What is most controversial? Does it make you think differently about methods/certain types of methods?
5. How does your reading fit with or contradict all the other readings assigned for this week/prior weeks?? How are the readings similar to each other and how are they different? Are there any common themes? Do authors of these readings contradict each other?
6. Given the argument that the author(s) present(s), could you play "devil's advocate?" In other words, could we argue the opposite viewpoint?
7. Is the author presenting a biased viewpoint? If so, how do you know? Would you discuss the author's topic differently?
8. Who is the audience for this reading? How does this impact the author's arguments or presentation of the topic?
9. In what ways does this reading make you think deeper about the subjects covered in this class?
10. What might be the most interesting aspect of this reading for individuals in the class – i.e., grad students at Wayne State? How is this reading relevant for us?
11. What argument/theme in the readings did you dislike and why?
12. Based on the readings you have done, do we need to do more research in order to understand sociological methods? In other words, does the research push our knowledge far enough?
13. How can we take authors' conclusions and learn from them? What should we take away from this reading?
14. Based on this reading, what kind of question(s) could appear on the sociology methods exam?

Ideas for Small/Large Group Activities:

1. Have students draft research questions or statements of purpose for their research.
2. Have students actually participate in some sort of data analysis activity.
3. Have students participate in a focus group activity during class.
4. Have students critique a set of existing survey questions or an article's findings.
5. Bring in current event articles that relate to course material for that week, and discuss connections.
6. Brainstorm about how to study a particular topic using certain methods.
7. Pair up students and have them interview each other on a common question and then compare answers/experiences.
8. Bring in examples of research topics that need study, and discuss the pros and cons of research these topics, and using certain methods to study the topics.
9. Make students talk about how they would deal with certain research situations/problems.
10. Come up with your own idea!
~ See me if you have problems or questions about facilitating discussion on your designated day. ~