

**“Bad Girls”: Gender, Sexuality, Deviance
SOC396/WGSS396/SOC496/WGSS496**

Lehigh University
Spring 2017
2:35-3:50 pm T/Th Maginnes Hall 110
Professor: Danielle Lindemann
Office Hours: By Appointment



Course Description

This course focuses on “bad girls” (and boys!): people who perform their gender and/or sexuality in ways that fall outside of the norm. We will examine how cultural meanings shape our shared understandings of what is “normal” or “abnormal,” “good” or “bad,” and we will regularly link our course readings to current events and elements of popular culture.

We will begin the class by looking at scholarship on the social construction of gender and sexuality, emphasizing what it means to “do gender” and looking at possibilities for resistance to these norms. We will then turn our focus to groups and individuals who perform gender and/or sexuality in potentially subversive ways. Topics include, but are not limited to: transpeople, gay fraternity members, feminists, dominatrixes, straight men who have sex with men, exotic dancers, drag queens, and “bad moms.”

As this is a sociology class, we will mainly be looking at *social constructions* of gender and sexuality. While we will touch on other approaches to these subjects—*e.g.* biological, psychological, philosophical—we will primarily focus on the ways in which social forces shape our understandings and expressions of gender and sexuality, as well as our conceptions of what is “normal.”

Note: This is an upper-level undergraduate and graduate course, offered at the 300 level for 4 credits and the 400 level for 3 credits. Students are expected to have already taken courses in Sociology and/or Women, Gender, and Sexuality Studies prior to enrolling in this class. Class discussion will be primarily student-centered (not lecture-based), with emphases on student participation and writing.

Learning Objectives

By the conclusion of this course, students should...

- ...be able to define and understand the concepts of “doing” and “undoing” gender.
- ...have a basic understanding of the term “social deviance” as it relates to gender and sexuality, as well as more broadly.
- ...be able to discuss some of the social forces that shape normative expectations for gender and sexuality, as well as some of the possibilities for transgressing these norms.
- ...be able to understand cultural relativism and connect that concept to our notions of “normal” masculinity, femininity, and sexuality.
- ...be able to connect the sociological theories we discuss in this class to current events, popular culture, and their own daily lives; *and*
- ...know how to write a research paper, using valid, scholarly sources to support a central thesis.

Grading Components

For more detailed information, see the “Assignment Guidelines and Grading Criteria” sheets for specific items on Coursesite.

- ***In-class presentation: 10% of final grade***

Each student will “catalyze” one class session, briefly summarizing the day’s reading(s) and providing discussion questions for the class. Students should provide me with a hard copy of their presentation notes at the beginning of class on the day they are presenting.

- ***Short paper: 20% of final grade***

Each student will write a short paper, due to Coursesite by 2:35 pm on Thursday, February 23rd. Papers should be submitted as Word documents or in PDF form *only* – otherwise I may not be able to open them, and they will be marked late.

- ***In-class midterm exam: 20% of final grade***

On Thursday, March 9th we will have a midterm exam in class. It will be in essay format and will be completed on the computer. The exam will be closed book and closed notes; however, I will provide a list of the course readings for students to reference.

- ***Final paper first-page draft: 5% of final grade***

The first page of your final paper, containing the paper’s overarching thesis, is due to Coursesite prior to the start of class (2:35 pm) on Thursday, March 30th. You should also bring five hard copies of this assignment to class that day, as you will be workshopping it with your peers.

- ***Final research paper: 35% of final grade***

Each student will write a research paper, due to Coursesite by 2:35 pm on Tuesday, May 2nd. Papers should be submitted as Word documents or in PDF form *only* – otherwise I may not be able to open them, and they will be marked late.

- ***Class Participation: 10% of final grade***

Your grade for this item will reflect your *active, engaged participation* in our seminar. In order to receive a high grade for participation, you must not only attend class consistently but demonstrate that you are prepared (having done the readings) and speak regularly during our discussions.

Grading Scale

93%-100% = A
90%-92% = A-
87%-89% = B+
83%-86% = B
80%-82% = B-
77%-79% = C+
73%-76% = C
70%-72% = C-
67%-69% = D+
63%-66% = D
60%-62% = D-
0%-59% = F

Missed Exams and Late Papers

With rare exceptions, students must take the midterm exam with the rest of the class on the day it is administered. Regarding papers, students will lose ½ a grade for each day these assignments are late. Written assignments that are turned in more than three days after the deadline will not be accepted.

Accommodations for Students with Disabilities

If you have a disability for which you are or may be requesting accommodations, please contact both myself and the Office of Academic Support Services, Williams Hall, Suite 301 (610-758-4152) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.

The Principles of Our Equitable Community

Lehigh University endorses The Principles of Our Equitable Community [http://www.lehigh.edu/~inprv/initiatives/PrinciplesEquity_Sheet_v2_032212.pdf]. I expect each member of this class to acknowledge and practice these Principles. Respect for each other and for differing viewpoints is a vital component of the learning environment inside and outside the classroom.

Student Senate Statement on Academic Integrity

“We, the Lehigh University Student Senate, as the standing representative body of all undergraduates, reaffirm the duty and obligation of students to meet and uphold the highest principles and values of personal, moral and ethical conduct. As partners in our educational community, both students and faculty share the responsibility for promoting and helping to ensure an environment of academic integrity. As such, each student is expected to complete all academic course work in accordance to the standards set forth by the faculty and in compliance with the University's Code of Conduct.”

Coursesite and Readings

All course-related documents (e.g. assignment descriptions, syllabus, etc.) are available on the coursesite (<http://coursesite.lehigh.edu/>) for this class.

All readings are available as PDFs on Coursesite. Two films are also required viewing for this course. The first, *Ghostbusters* (2016) is available as streaming content on Coursesite. The second, *Bad Moms* (2016), we will watch in class.

Schedule of Assignments

WEEK 1: Course Introduction/ Social Constructions of Gender

Tuesday, January 24th: Introduction and Course Administration

→ *There are no readings assigned for this class session.*

→ *There will be no student presentation in this class session.*

Thursday, January 26st: “Doing Gender”

Read for today:

- West, Candace, and Don H. Zimmerman. 1987. “Doing Gender.” *Gender & Society* 1:125-151.

→ *There will be no student presentation in this class session. I will lead this class session to provide you with a template for subsequent student presentations.*

→ *Today students will sign up for class presentation dates.*

WEEK 2: Social Constructions of Gender (continued)

Tuesday, January 31st: “Undoing” Gender

Read for today:

- Deutsch, Francine M. 2007. “Undoing Gender.” *Gender & Society* 21:106-127.
- Risman, Barbara J. 2009. “From Doing to Undoing: Gender as We Know It.” *Gender & Society* 23:81-84.

Thursday, February 2nd: “Undoing” Gender...Completely?

Read for today:

- Lorber, Judith. 2005. “A World without Gender: Making the Revolution.” Pp 151-169 in *Breaking the Bowls: Degendering and Feminist Change*. New York: W.W. Norton.

WEEK 3: Social Constructions of Sex and Sexuality

Tuesday, February 7th: “Making Sex”

Read for today:

- Laqueur, Thomas 1990. “Chapter 5: Discovery of the Sexes.” Pp. 149-192 in *Making Sex: Body and Gender from the Greeks to Freud*. Cambridge: Harvard University Press.

Thursday, February 9th: Constructing Sexuality

Read for today:

- Fausto-Sterling, Anne. 2000. “Chapter 1: Dueling Dualisms,” Pp. 1-29 in *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books.

WEEK 4: “Bad” (Little) Girls: Growing up Gendered

Tuesday, February 14th: *Cinderella Ate My Daughter*

Read for today:

- Orenstein, Peggy. 2011. “Why I Hoped for a Boy” and “What’s Wrong with Cinderella?” Pp 1-32 in *Cinderella Ate My Daughter: Dispatches from the Front Lines of the New Girlie-Girl Culture*. New York: Harper.

Thursday, February 16th: Gender Non-Conforming Kids

Read for today:

- Kane, Emily. 2006. “‘No Way My Boys Are Going to Be Like That’: Parents’ Responses to Children’s Gender Nonconformity.” *Gender & Society*, 20, 2: 149-176.
- Meadow, Tey. 2011. “Deep Down Where the Music Plays’: How Parents Account for Childhood Gender Variance.” *Sexualities*. 14, 6:725-747.

WEEK 5: Intersex and Short Paper Due

Tuesday, February 21st: Intersex: “Undoing” Gender?

Read for today:

- Garfinkel, Harold. 1967. “Passing and the Managed Achievement of Sex Status in an ‘Intersexed’ Person” (up to “Passing Occasions”). Pp. 116-140 in *Studies in Ethnomethodology*. New Jersey: Prentice Hall.

Thursday, February 23rd: No Class/ Paper Due

- *There is no class today. I will be away at a conference. However, your short paper is due to Coursesite by 2:35 pm today.*

WEEK 6: Transpeople/ “Bad” Feminists

Tuesday, February 28th: Transpeople: “Undoing” Gender?

Read for today:

- Catherine Connell. 2010. “Doing, Undoing, or Redoing Gender? Learning from the Working Experiences of Transpeople.” *Gender & Society* 24, 1: 31-55.
- Feinberg, Leslie 1996. “Our Sacred Past.” Pp. 39-47 in *Transgender Warriors: Making History from Joan of Arc to Dennis Rodman*. Boston: Beacon Press.

Thursday, March 2nd: “Bad” Feminism?

Read for today:

- Selections from Gay, Roxane. 2014. *Bad Feminist: Essays*. New York: Harper Collins.
- *There will be no student presentation in this class session.*

WEEK 7: “Bad” Feminism, the *Ghostbusters* Reboot, and Your Midterm Exam

Tuesday, March 7th: “Bad” Feminism in *Ghostbusters*?

Watch for today:

- *Ghostbusters* (2016; directed by Paul Feig and starring Melissa McCarthy, Kristen Wiig, Kate McKinnon, and Leslie Jones)

Read for today:

- The following three newspaper articles (available as one PDF on Coursesite):

- Zeisler, Andi. May 25, 2016. “Why Feminists Have an Obligation to See ‘Ghostbusters.’” *L.A. Times*.
- Rosenberg, Alyssa, July 15, 2016. “If ‘Ghostbusters’ Is a Feminist Victory, Feminist Pop Culture Is Doomed.” *The Washington Post*.
- Robinson, Janessa E. March 8, 2016. “They Call This *Ghostbusters* Reboot Feminist: Not for Black Women.” *The Guardian*.

→ *There will be no student presentation in this class session.*

→ ***You will receive your exam questions in class today.***

Thursday, March 9th: Midterm

→ ***In-Class Essay Exam – For this class session, we will meet in a computer lab.***

WEEK 8: Spring Break

Tuesday, March 14th - NO CLASS

Thursday, March 16th - NO CLASS

WEEK 9: We’re Back! And We’re Talking about Social Science Research Methods!

Tuesday, March 21st: Bad Girls, Good Researchers: Lecture on Sociological Research Methods

Read for today:

- Readings on field research (“ethnography”) and content analysis, from Babbie, Earl R. 2010. *The Practice of Social Research, 12th Edition*. Belmont, CA: Wadsworth Thomson: pp. 296-306 (up to “Ethnomethodology”), 316-318 (up to “Qualitative Interviewing”), and 332-344 (up to “Analyzing Existing Statistics”).

→ *There will be no student presentation in this class session.*

→ ***We will discuss your final papers in class today.***

Thursday, March 23rd: “Bad” Researchers?: Women Who Study Sex

Read for today:

- Chancer, Lynn S. 1998. “Chapter Five: Prostitution and Feminist Theory (Notes from the Sociological Underground),” Pp. 173-199 (+ Notes) in *Reconcilable Differences: Confronting Beauty, Pornography, and the Future of Feminism*. Berkeley: University of California Press.
- Bernstein, Elizabeth. 2007. “Appendix: A Note on Methodology,” Pp. 189-201 (+ Notes) in *Temporarily Yours: Intimacy, Authenticity, and the Commerce of Sex*. Chicago: University of Chicago Press:

WEEK 10: Dominatrixes and Final Paper Workshop

Tuesday, March 28th: “Bad” Girls with Whips

Read for today:

- Lindemann, Danielle J. 2011. “Is That Any Way to Treat a Lady?” Pp. 26-36 in *Embodied Resistance: Challenging the Norms, Breaking the Rules*, Chris Bobel and Samantha Kwan eds. Nashville: Vanderbilt University Press.
- “Dominatrixes and the BDSM Scene: Interview with Danielle J. Lindemann,” Pp. 346-352 in *Introducing the New Sexuality Studies, 3rd Edition*, Nancy L. Fisher and Steven Seidman eds. New York: Routledge: 2016.

Thursday, March 30th: Final Paper First-Page Workshop

→ The first page of your final paper, containing the paper's overarching thesis, is **due to Coursesite prior to the start of class today (2:35 pm)**.

→ In addition, you should also **bring five hard copies** of this assignment to class today. You will break up into groups and "workshop" these with your peers, based on guidelines I will provide.

→ There are no course readings assigned for today.

→ There will be no student presentation in this class session.

WEEK 11: "Bad" Sex?

Tuesday, April 4th: Sexual Fluidity

Read for today:

- Rupp, Leila J., Verta Taylor, and Shaeleya D. Miller. 2016. "Learning to Be Queer: College Women's Sexual Fluidity," Pp. 195-206 in *Introducing the New Sexuality Studies, 3rd Edition*, Nancy L. Fisher and Steven Seidman eds. New York: Routledge.
- Callis, April. 2016. "Beyond Bi: Sexual Fluidity, Identity, and the Post-Bisexual Revolution," Pp. 215-224 in *Introducing the New Sexuality Studies, 3rd Edition*, Nancy L. Fisher and Steven Seidman eds. New York: Routledge.

Thursday, April 6th: Asexuality and Nonmonogamy

Read for today:

- Przybylo, Ela. 2016. "Introducing Asexuality, Unthinking Sex," Pp. 181-191 in *Introducing the New Sexuality Studies, 3rd Edition*, Nancy L. Fisher and Steven Seidman eds. New York: Routledge.
- Klesse, Christian. 2016. "Contesting the Culture of Monogamy: Consensual Nonmonogamies and Polyamory," Pp. 325-336 in *Introducing the New Sexuality Studies, 3rd Edition*, Nancy L. Fisher and Steven Seidman eds. New York: Routledge.

WEEK 12: "Bad" Boys?

Tuesday, April 11th: Men Who Have Sex with Men

Read for today:

- Ward, Jane. 2008. "Dude-Sex: White Masculinities and 'Authentic' Heterosexuality Among Dudes Who Have Sex With Dudes." *Sexualities*. 11, 4:414-434.
- Anderson, Eric. 2008. "'Being Masculine Is Not About Who You Sleep With...': Heterosexual Athletes Contesting Masculinity and the One-Time Rule of Homosexuality." *Sex Roles*. 58, 1-2:104-115.

Thursday, April 13th: Gay Fraternities

Read for today:

- Yeung, King-To, Mindy Stompler, and Renee Wharton. 2006. "Making Men in Gay Fraternities: Resisting and Reproducing Multiple Dimensions of Hegemonic Masculinity." *Gender & Society* 20, 1:5-31.

WEEK 13: “Doing” and “Undoing” Gender, Race, and Class

Tuesday, April 18th: Gender and Sexuality as “Racialized”

Read for today:

- Pyke, Karen D., and Denise L. Johnson. 2003. “Asian American Women and Racialized Femininities: ‘Doing’ Gender across Cultural Worlds.” *Gender & Society* 17, 1: 33-53.
- Moore, Mignon R. 2006. “Lipstick or Timberlands? Meanings of Gender Presentation in Black Lesbian Communities.” *Signs* 32:113-39.

Thursday, April 20th: Social Class in the Strip Club

Read for today:

- Frank, Katherine. 2003. “Hustlers, Pros, and the Girl Next Door: Social Class, Race, and the Consumption of the Authentic Female Body,” Pp. 203-228 in *G-Strings and Sympathy: Strip Club Regulars and Male Desire*. Duke University Press, 2003.
- Trautner, Mary Nell. 2005. “Doing Gender, Doing Class: The Performance of Sexuality in Exotic Dance Clubs.” *Gender & Society* 19, 6:771-788.

WEEK 14: Drag Queens and “Bad” Mothers

Tuesday, April 25th: Drag Queens

- Taylor, Verta, and Leila J. Rupp. 2004. “Chicks with Dicks, Men in Dresses: What It Means to Be a Drag Queen.” *Journal of Homosexuality* 46, 3-4:113-133.
- Selection from Butler, Judith. 1999. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge (pp. 174-180).

Thursday, April 27th: “Bad” Mothers

- Tardy, Rebecca W. 2000. “‘But I Am a Good Mom:’ The Social Construction of Motherhood through Health-care Conversations.” *Journal of Contemporary Ethnography* 29, 4: 433-473.

WEEK 15: More Bad Mothering, Final Papers Are Due, and Course Wrap-Up

Tuesday, May 2nd: *Bad Moms*

Today in class, we will start watching the film *Bad Moms* (Directed by Jon Lucas and Scott Moore, and starring Mila Kunis, Kristen Bell, Jada Pinkett Smith, and Christina Applegate)

- ➔ ***Final research paper is due to Coursesite before the start of today’s class (2:35 pm).***
- ➔ *There are no assigned readings for today’s class.*
- ➔ *There will be no student presentation in this class session.*

Thursday, May 4th: Course Wrap-Up

Finish watching *Bad Moms* and discuss the film, course wrap-up, and evaluations

- ➔ *There are no assigned readings for today’s class.*
- ➔ *There will be no student presentation in this class session.*

HAVE A GREAT SUMMER! ☺