

Sociology 133: Sociology of Gender Fall 2013

INSTRUCTOR

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Office Hours: Wednesdays 10-12 and by appointment

Sign-up: <http://wejoinin.com/sheets/uwkhh>

CLASS MEETING

Tuesdays and Thursdays 3:30-5:00pm

277 Cory

COURSE DESCRIPTION

Gender is arguably the most salient characteristic determining one's place in any society. Gender is the first thing you notice about another person and your assessment of a person's gender shapes your expectations of that person. These expectations (which are often requirements) place very real constraints and limitations on individuals.

The sociology of gender focuses on the social construction of gender. Other theories of gender such as biological explanations will be discussed in comparison to the social constructionist approach. The course will begin with an examination of key theoretical approaches to the study of gender. Special attention will be paid to how gender is constructed at the level of society as well as how we engage in the re-creation and construction of gender in our everyday lives.

Gender will be explored as an institution and a system as well as how it influences individuals. Because gender does not exist in a vacuum, gender will be discussed in relation to its intersection with other social locations such as race, class, sexuality, age, and ethnicity. The differential effects of gender along these lines will be discussed and highlighted through all of the applied topics.

Throughout the course we will examine current events that highlight the importance of gender, using these examples to illustrate key concepts and theories.

Some questions about gender that will be addressed in this course are:

- ❖ What exactly is gender and why do we need it?
- ❖ What are the forces that shape gender?
- ❖ How does gender help us understand issues of race, class, and sexuality?
- ❖ What happens when we don't live up to gender expectations?

One goal of this class is to help you gain a better understanding of gender and its effects, how it pervades all parts of our culture and lives, and also begin to question the assumptions, expectations, and requirements of gender.

Keep in mind this is a sociology course. Just to refresh your memory, sociology is the study of human social activity, organization, and interaction. Sociology is about the search for patterned behavior and social, rather than individual, explanations for this behavior. Sociologists look beyond the taken-for-granted notions of our social environment to examine the many layers of social meaning in the human experience. (If this doesn't sound familiar to you, or you are unclear about the *sociological perspective*, please refer to your introductory sociology text for a refresher.)

Thus, the sociology of gender avoids essentialist, reductionist explanations of gender and recognizes the complex nature of gender issues and gender relationships. As my sociology of gender professor taught me, there is a difference between speaking about gender sociologically and speaking about gender as “members of the culture.” When speaking as “members of the culture” we don't have to worry about whether what we say is actually representative or accurate. In this class, you will be expected to discuss, analyze, and write about gender *sociologically*.

This class will be **challenging** on a number of levels:

- ❖ You will be expected to keep up with a number of readings for each class meeting.
- ❖ These readings will be challenging not only in terms of their length and number, but also in terms of the subject matter presented and the complex theories proposed.
- ❖ We will be challenging common sense, taken-for-granted notions of gender.
- ❖ We will be speaking frankly about issues of race, class and sexuality. Some topics may be challenging in the sense that you may find the subject matter embarrassing, graphic, controversial, or difficult to discuss. Frank discussions and presentation of material may include things that some find offensive.

This course challenges many taken-for-granted assumptions about gender and the social world. Keep in mind that your personal experiences may not match the general sociological insights discussed in the course. This does not negate the insights. Ask yourself why this might be the case. You may not agree with everything we read and discuss, but I expect you to have an open mind and demonstrate your knowledge of the sociological perspective. Disagreements and debates are expected and welcome in this class; however, I will not tolerate personal attacks.

REQUIRED TEXTS

Kane, Emily. 2012. *The Gender Trap: Parents and the Pitfalls of Raising Boys and Girls*. New York: New York University Press.

Pascoe, C.J. 2012. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, CA: 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.

Readings on bSpace

ASSIGNMENTS

Reading Responses: You will complete 4 response papers throughout the semester. Each is worth 10% of your final grade. Due dates are listed in the course outline. I will upload response paper prompts one week prior to the due date. No late responses are accepted without prior approval by the instructor.

These reading responses will test your comprehension of course readings as well as your ability to explain, synthesize, and make connections between the readings **in your own words**. Because you will not be able to rely on direct quotations of the material, you must focus on your own understanding and articulation of the texts.

Exams: You will take two exams consisting of essay questions. You will be responsible for course readings, lectures, and any media presented in the class. Each is worth 25% of your final grade.

GRADE BREAKDOWN

Response Papers: 40%

Exams: 50%

Participation: 10%

COURSE FORMAT AND POLICIES

Readings: Readings should be completed prior to class. You must keep up with the readings to participate in class discussions and complete assignments. Bring your reading materials to every class; you will likely need to refer to them in class discussions. All of your assigned readings (aside from the required books) are available on bSpace. Be sure to download them early.

Participation: This class will incorporate the use of lecture, films, music, visuals, and group discussions. I expect you to be an active participant in the course. Bring your questions and comments to class and don't be shy about bringing them up.

I like to start class with a short discussion of topical cultural issues that you have come across. If you see a movie, listen to a song, overhear a conversation, or witness an interaction that ties into issues we have been discussing, please share this with the class!

You can also participate by posting links to news stories or videos, as well as any relevant thoughts on issues related to culture in the chat room on bSpace. Be sure to contextualize any posts by connecting them to issues in the class.

If you have a question about the readings, lecture, etc., please post your question to the chat room on bSpace where both your questions and my answers will be visible to other students, rather than e-mailing me. Feel free to answer each other's questions as well.

If you miss a class, do not ask me if you missed anything. Of course you did!--but don't expect me to fill you in. I suggest sharing contact information with a classmate early on in the semester and getting the notes you missed.

Do not read, listen to music, browse the Internet, text, or sleep during class. If you want to do these things, don't bother coming to class.

GRADING POLICIES

For assignments turned in via bSpace, your feedback can be found in a file there. Be sure to download this file and carefully consider the feedback. This feedback is provided to help you improve on future assignments.

If you would like to request a re-grade or re-evaluation of an assignment, you must first, wait 24 hours after the assignment was returned and second, write up a statement detailing why you believe you deserve a higher grade. This statement should be about the substance of your work, **not** about effort. My assessment and grade of your work will be used, even if that means you get a lower score than originally given for that work. Grades are not given based on "need." If you need a particular grade in this course it is your responsibility to earn that grade.

ACADEMIC DISHONESTY

Academic dishonesty includes cheating and plagiarism. Cheating is collaboration with other students on response papers or on exams or using notes during exams. Plagiarism includes turning in any work that is not your own as well as improper or missing citations of others' works. As a student of the University of California, you are bound by the Code of Academic Conduct. Any cases of cheating or plagiarism will result in a referral to The Center for Student Conduct and a zero for that assignment.

Plagiarism is most likely to occur because students are unaware of how to cite their sources or because they feel desperate. If you get to this point in your writing, contact me ASAP rather than doing something you'll very likely regret.

OFFICE HOURS

I will be holding office hours from 10-12pm on Wednesdays and by appointment. Sign-up: <http://wejoinin.com/sheets/uwkhh>

If you are having any difficulties with the material or assignments for the course or if you are having any personal problems that are affecting your ability to complete assignments on time, you should take advantage of office hours early in the semester. I will be much more amenable to granting extensions when I have been made aware of problems early on rather than at the last minute.

Remember that office hours are an important resource if for no other reason than getting to know your instructors could help you when you may need letters of recommendation.

SPECIAL NEEDS

Disability Accommodations

Please let me know early in the semester if you qualify for any disability accommodations.

Student Learning Center

“The primary academic support service for students at Berkeley, the SLC helps students transition to Cal; navigate the academic terrain; create networks of resources; and achieve academic, personal and professional goals.” Located in The Cesar Chavez Student Center on Lower Sproul Plaza. Front desk phone: 510 642 7332

Course Outline Readings to be **completed** on day listed. Schedule subject to change.

WEEK ONE: INTRODUCTIONS

Thursday, 8/29 Introductions

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 Girl-Girl Culture*. New York: Harper.

WEEKS TWO AND THREE: SOCIAL CONSTRUCTION THEORY

Tuesday, 9/3 Social Construction of Gender

Risman, Barbara J. 2004. “Gender as a Social Structure: Theory Wrestling with Activism.” *Gender & Society* 18 (4):429-450.

Ridgeway, Cecilia L. 2011. “A Primary Frame for Organizing Social Relations.” Pp 32-55 in *Framed by Gender: How Gender Inequality Persists in the Modern World*. New York: Oxford University Press.

Thursday, 9/5 Are Men and Women Essentially Different?

Fine, Cordelia. 2010. “Gender Equality Begins (Or Ends) at Home.” Pp 78-89 in *Delusions of Gender: How our Minds, Society, and Neurosexism Create Difference*. New York: W.W. Norton & Co.

--“Gender Equality 2.0?” Pp 90-96 in *Delusions of Gender: How our Minds, Society, and Neurosexism Create Difference*. New York: W.W. Norton & Co.

Tuesday, 9/10**The Social Construction of Sex Through Science**

Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs: Journal of Women and Culture* 16 (3):485-501.

Halpern, Diane, et al. 2011. "The Pseudoscience of Single-Sex Schooling." *Science*. September 23.

Guiso, Luigi, et al. 2008. "Culture, Gender, and Math." *Science*. May 30.

Fine, Cordelia. 2011. "Backwards and in High Heels." Pp 27-39 in *Delusions of Gender: How our Minds, Society, and Neurosexism Create Difference*. New York: W.W. Norton & Co.

Thursday, 9/12**Intersex: A Rainbow of Sexual Diversity**

Dreger, Alice Domurat. 1998. "Doubtful Sex." Pp 15-45 in *Hermaphrodites and the Medial Invention of Sex*. Cambridge, MA: Harvard University Press.

Merck, Mandy. 2010. "The Question of Caster Semenya." *Radical Philosophy* 160:2-7.

WEEK FOUR: HOW GENDER IS DONE**Tuesday, 9/17****Doing Gender******READING RESPONSE 1 DUE****

Goffman, Erving. 1977. "The Arrangement Between the Sexes." *Theory & Society* 4 (3):301-331.

West, Candace and Don H. Zimmerman. 2002. "Doing Gender." Pp 3-23 in *Doing Gender, Doing Difference: Inequality, Power, and Institutional Change* edited by Sarah Fenstermaker and Candace West. New York: Routledge.

Thursday, 9/19**Intersectionality and Doing Gender**

West, Candace and Sarah Fenstermaker. 1995. "Doing Difference." *Gender & Society* 9 (1):8-37.

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.

WEEKS FIVE AND SIX: THE GENDER TRAP**Tuesday, 9/24 Theoretical Foundations**

Emily Kane: "Introduction: 'Glamour Babies' and 'Little Toughies'" in *The Gender Trap*

Emily Kane: "Chapter 1: Wanting a Girl, Wanting a Boy"

Thursday, 9/26 Parenting: Naturalizers and Cultivators

Emily Kane: "Chapter 2: 'It's in Their Nature': Naturalizers"

Emily Kane: "Chapter 3: 'I Think a Lot of Its Us, Parents and Society': Cultivators"

Tuesday, 10/1 Parenting: Refiners and Innovators

Emily Kane: "Chapter 4: 'We Try Not to Encourage It...': Refiners"

Emily Kane: "Chapter 5: 'You Applaud All the Other Stuff': Innovators"

Thursday, 10/3 Resisters and Dismantling the Gender Trap

Emily Kane: "Chapter 6: 'Surviving in a Gendered Culture': Resisters"

Emily Kane: "Conclusion: 'A Better World': Dismantling the Gender Trap"

WEEKS SEVEN AND EIGHT: MASCULINITIES**Tuesday, 10/8 Making and Performing Masculinity
READING RESPONSE 2 DUE**

Pascoe, CJ. 2007. "Preface" in *Dude, You're a Fag*

Pascoe, CJ. 2007. "Chapter 1: Making Masculinity"

Pascoe, CJ. 2007. "Chapter 2: Becoming Mr. Cougar"

Thursday, 10/10 The Fag Discourse and Compulsive Heterosexuality

Pascoe, CJ. 2007. "Chapter 3: Dude, You're a Fag"

Pascoe, CJ. 2007. "Chapter 4: Compulsive Heterosexuality"

Tuesday, 10/15 **Female Masculinity and Conclusions**

Pascoe, CJ. 2007. "Chapter 5: Look at My Masculinity!"

Pascoe, CJ. 2007. "Chapter 6: Conclusion"

Thursday, 10/17 **Challenging Masculinity**

Padawer, Ruth. 2012. "What's So Bad About a Boy Who Wants to Wear a Dress?" *The New York Times Magazine*. August 8.

Rosenbaum, Emily. 2012. "Loving Pink for Boys, Hating it for Girls." *The New York Times*. February 28.

Hoffman, Jan. 2011. "Boys Will Be Boys? Not in These Families." *The New York Times*. June 10.

Tuesday, 10/22 **MIDTERM****WEEKS NINE AND TEN: SEXUALITIES****Thursday, 10/24** **Social Construction of Sexuality**

Seidman, Steven. 2010. "Social Constructionism: Sociology, History, and Philosophy." Pp 25-39 in *The Social Construction of Sexuality*. 2nd ed. New York: W.W. Norton.

Weeks, Jeffrey. 2010. "The Invention of Sexuality." Pp 12-45 in *Sexuality*. 3rd ed. New York: Routledge.

Tuesday, 10/29 **Social Construction of Sexual Identities**

Seidman, Steven. 2010. "Heterosexuality: From Behavior to Identity." Pp 43-54 in *The Social Construction of Sexuality*. 2nd. New York: W.W. Norton.

Weeks, Jeffrey. 1996. "The Construction of Homosexuality." Pp 41-63 in *Queer Theory/ Sociology*, edited by Steven Seidman. Cambridge, MA: Blackwell Publishers, Inc.

Thursday, 10/31 **Challenging Sexual Identities**

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.

Bruni, Frank. 2012. "Genetic or Not, Gay Won't Go Away." *The New York Times*. January 28.

WEEK ELEVEN: TRANSGENDERS**Tuesday, 11/5 Trans Identities**

Valentine, David. 2007. "Imagining Transgender." Pp 29-65 in *Imagining Transgender: An Ethnography of a Category*. Durham, NC: Duke University Press.

Thursday, 11/7 Policing Trans Bodies

Dozier, Raine. 2005. "Beards, Breasts, and Bodies: Doing Sex in a Gendered World." *Gender & Society* 19 (3):297-316.

Cavanagh, Sheila. 2010. "Trans Subjects and Gender Misreadings in the Toilet." Pp 53-78 in *Queering Bathrooms: Gender, Sexuality, and the Hygienic Imagination*. Toronto: University of Toronto Press.

WEEKS TWELVE-THIRTEEN: JUST ONE OF THE GUYS**Tuesday, 11/12 Theoretical Foundations, History, and Becoming Men
READING RESPONSE 3 DUE**

Kristen Schilt: "Introduction" in *Just One of the Guys*

Kristen Schilt: "Chapter 1: Framing Transgender Difference"

Kristen Schilt: "Chapter 2: Self-Made Men"

Thursday, 11/14 Transitioning at Work

Kristen Schilt: "Chapter 3: Becoming Men at Work"

Kristen Schilt: "Chapter 4: Manufacturing Gender Inequality"

Tuesday, 11/19 Workplace Responses to Transmen

Kristen Schilt: "Chapter 5: Business as Usual"

Thursday, 11/21 Reproduction of Inequality at Work

Kristen Schilt: "Chapter 6: Transgender Matters"

Kristen Schilt: "Chapter 7: Same as It Ever Was?"

WEEKS FOURTEEN-FIFTEEN: ENDING GENDER AS WE KNOW IT**Tuesday, 11/26 Gender Outlaws**

Kusalik, Telyn. 2010. "Identity, Schmidentity." Pp 54-60 in *Gender Outlaws: The Next Generation*, edited by Kate Bornstein and S. Bear Bergman. Berkeley, CA: Seal.

Serano, Julia. 2010. "Performance Piece." Pp 85-88 in *Gender Outlaws: The Next Generation*, edited by Kate Bornstein and S. Bear Bergman. Berkeley, CA: Seal.

Aoki, Ryka. 2010. "On Living Well and Coming Free." Pp 143-152 in *Gender Outlaws: The Next Generation*, edited by Kate Bornstein and S. Bear Bergman. Berkeley, CA: Seal.

Bulldagger, Rocko. 2006. "The End of Genderqueer." Pp 137-148 in *Nobody Passes: Rejecting the Rules of Gender and Conformity*, edited by Matt Bernstein Sycamore. Berkeley, CA: Seal.

Boyd, Helen. 2006. "Persphone." Pp 236-242 in *Nobody Passes: Rejecting the Rules of Gender and Conformity*, edited by Matt Bernstein Sycamore. Berkeley, CA: Seal.

Thursday, 11/28 THANKSGIVING HOLIDAY**Tuesday, 12/3 Undoing Gender
READING RESPONSE 4 DUE**

Lorber, Judith. 2005. "Framing the Issues: Gender Theory and Degendering." Pp 3-38 in *Breaking the Bowls: Degendering and Feminist Change*. New York: W.W. Norton.

---. "A World Without Gender: Making the Revolution." Pp 151-169 in *Breaking the Bowls: Degendering and Feminist Change*. New York: W.W. Norton.

Thursday, 12/5 Catch-Up/Review**WEEK SIXTEEN: READING, REVIEW, RECITATION WEEK**

December 9-December 13

TAKE HOME FINAL EXAM: Due: Friday, December 20 by 7pm