

Sociology 133: Sociology of Gender

Fall 2020

INSTRUCTOR

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Drop-in Office Hours: Tuesdays + Thursdays 10-11am

Sign-up Office Hours: Mondays + Wednesdays 2:30-4pm
+ additional times as needed

Sign-up: <https://calendly.com/bakehorn/office-hours>

CLASS MEETING

Mondays, Wednesdays, and Fridays 11:00-11:59am
(Zoom lectures will be recorded)

Course Description

Gender is arguably the most salient characteristic determining one's place in any society. Gender is often 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 is gender raced, classed, and sexualized?
- ❖ What happens when we don't live up to gender expectations?

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. Sociology is built upon empirical data, not opinions. 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.

Course Goals

- ❖ Introduce you to the fundamental concepts of social construction theory
- ❖ Help you gain a better understanding of gender and its effects
- ❖ Examine how gender pervades all parts of our culture and lives
- ❖ Question the assumptions, expectations, and requirements of gender
- ❖ Provide an intersectional understanding of gender

Learning Outcomes

By the end of the semester you should be able to:

- ❖ Explain how both gender and sex are socially constructed
- ❖ Demonstrate how the social structure of gender is constructed and reinforced through micro-social interactions
- ❖ Connect sociological theories to the social world and your experiences
- ❖ Use an intersectional approach to discussing social phenomena
- ❖ Write succinct papers where you effectively synthesize course materials and apply theory

Required Texts

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

Meadow, Tey. 2018. *Trans Kids: Being Gendered in the Twenty-First Century*. Oakland, CA: University of California Press.

These books and all other required and supplementary readings are available digitally on bCourses.

Assignments

Two Reading Responses: These reading responses test your comprehension of course readings as well as your ability to explain concepts **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. You will also be asked to make connections between the course materials and your experience of the social world.

Essay Exams: Midterm and final exam. You will be responsible for course readings, lectures, and any media presented in the class. These exams will focus on your ability to apply theories and to synthesize and make connections between various readings.

All work must be original (you cannot recycle work from other courses).

Participation: You can earn full participation points by completing homework and collaborative assignments, and contributing to online discussions. These assignments are designed to keep you motivated and engaged with the course, to provide opportunities for you to check your comprehension, and to receive feedback in preparation for your graded assignments.

Quizzes: Weekly short quizzes designed to motivate you to stay on top of the readings and lecture.

Grade Breakdown

Reading Responses (30%)

Midterm (20%)

Final Exam (30%)

Participation Assignments (15%)

Quizzes (5%)

GRADE SCALE

Grade Range		Grade
100%	97%	A+
96%	93%	A
92%	90%	A-
89%	87%	B+
86%	83%	B
82%	80%	B-
79%	77%	C+
76%	73%	C
72%	70%	C-
69%	67%	D+
66%	63%	D
62%	60%	D-
59%	50%	F

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.

Course Slides: I use course slides which often incorporate media. I will post course slides, but they will only contain the text. Keep in mind that these slides are meant to be a guide during lecture and are therefore not exhaustive or a substitute for attending/ watching lecture.

Zoom Etiquette and Tips: Please refer to this [guide](#).

Email: Clearly indicate to which class you are referring in your emails to me. I endeavor to respond to emails within 24 hours, but this is not always possible; please be patient.

Names and Pronouns: You have the right to be referred to by the name you prefer and with the correct gender pronouns. Because the name listed in University records may not correspond to your preferred name, please inform me of your name (and pronunciation) and your pronouns so that I can ensure you are properly recognized and respected.

You can refer to me as Prof. Bakehorn, Dr. Bakehorn, or Jill. My pronouns are she/they.

Grading Policies

No late assignments will be accepted without prior approval.

All assignments will be checked by TurnItIn for plagiarism. Keep in mind, this program keeps a database of previously turned in papers as well as searching the internet.

Be sure to carefully consider assignment feedback; it is provided to help you improve on future assignments. For in-text feedback, **click on the link “View Feedback”** which may not be visible if you are not in full-screen mode.

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. Be sure to make specific reference to your work, don't simply say that you responded to the questions asked. Demonstrate how you did so.

You must request a re-grade within 7 days of the assignment being returned. 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.

Academic Dishonesty

The University defines academic misconduct as “any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community” (UC Berkeley Code of Student Conduct).

Academic dishonesty includes cheating and plagiarism. Cheating is collaboration with other students on response papers and 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 failing grade for that assignment.

Plagiarism is most likely to occur because students are unaware of how to cite 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

Please see Page 1 or [this link](#) for information about my office hours.

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, please take advantage of office hours—I am here to help!

Remember that office hours are an important resource if for no other reason than getting to know your instructors could help you in the future when you may need letters of recommendation. You do not need to be struggling or have course-specific questions to go to office hours.

Student Support Services

Course Accessibility

This course is intended for all UC Berkeley students, including those with mental, emotional, physical, or cognitive disabilities, illnesses, injuries, impairments, or any other condition that can negatively impact equal access to education. If, at any point in the semester, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (but not required) to contact me by email or during office hours to discuss your specific needs.

I also encourage you to contact the [Disabled Students' Program](#). If you have a diagnosis, DSP can help you document your needs and create an accommodation plan. By making a plan through DSP, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors.

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.”

Sexual Harassment and Violence Support Services

To learn more about these issues, how to support survivors, or how to file a report and receive support services, start here: <http://survivorsupport.berkeley.edu>. **Please note that I am not a confidential advocate; I am a mandated reporter.** You can speak to a [Confidential Care Advocate](#).

Economic, Food, and Housing Support

If you are in need of economic, food, or housing support, you can find help at [the Basic Needs Center](#). You may be eligible for money to buy groceries via [Calfresh](#) or our [Food Assistance Program](#). If you are in need of food immediately, please contact our UC Berkeley [Food Pantry](#). More information can be found [here](#).

Technology and Internet Support

Please see [this page](#) for the latest information on university-provided support.

We are all still adjusting to the profound changes caused by the pandemic. Please reach out if you need support. (Doesn't have to be related to the course). For an instant mood boost, [click here](#).

Course Outline

Complete readings on the day listed below. Course schedule is subject to change.

Weeks One-Three: Social Construction of Gender and Sex

Wednesday, 8/26 **Welcome**

Friday, 8/28 **Social Construction of Gender**

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.

Monday, 8/31 **Are Women and Men Essentially Different?**

Fine, Cordelia. 2010. "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.

—"Gender Equality Begins (Or Ends) at Home." Pp 78-89 in *Delusions of Gender: How our Minds, Society, and Neurosexism Create Difference*.

—"Gender Equality 2.0?" Pp 90-96 in *Delusions of Gender: How our Minds, Society, and Neurosexism Create Difference*.

Wednesday, 9/2 + **The Social Construction of Sex Through Science**
Friday, 9/4

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.

Monday, 9/7 **HOLIDAY: NO CLASS**

Wednesday, 9/9 + **Intersex: A Rainbow of Sexual Diversity**
Friday, 9/11

Preves, Sharon E. 2002. "Sexing the Intersexed: An Analysis of Sociocultural Responses to Intersexuality." *Signs* 27 (2):523-556.

Cooky, Cheryl and Shari L. Dworkin. 2013. "Policing the Boundaries of Sex: A Critical Examination of Gender Verification and the Caster Semenya Controversy." *Journal of Sex Research* 50 (2):103-111.

Weeks Four-Five: How Gender is Done

Monday, 9/14 + **Doing Gender**
Wednesday, 9/16

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.

Friday, 9/18 ***Paris is Burning***

hooks, bell. 1996. "Is Paris Burning?" Pp 275-290 in *Reel to Real: Race, Sex, and Class at the Movies.* New York: Routledge.

Monday, 9/21 **Intersectionality**

Collins, Patricia Hill and Sirma Bilge. 2016. "What is Intersectionality?" Pp 1-30 in *Intersectionality.* Malden, MA: Polity Press.

Wednesday, 9/23 **Applying Doing Gender and Intersectionality**

Masood, Ayesha. 2019. "Doing Gender, Modestly: Conceptualizing Workplace Experiences of Pakistani Women Doctors." *Gender, Work, and Organization* 26 (2):214-228.

Friday, 9/25

Applying Intersectionality: Black Lives Matter
READING RESPONSE 1 DUE

Crenshaw, Kimberley Williams and Andrea J. Ritchie. 2015. *Say Her Name: Resisting Police Brutality Against Black Women*. African American Policy Forum and the Center for Intersectionality and Social Policy Studies at Columbia University.

Weeks Six-Eight: Masculinities

Monday, 9/28 +

Making and Performing Masculinity

Wednesday, 9/30

CJ Pascoe: Chapter 1: Making Masculinity in *Dude, You're a Fag: Masculinity and Sexuality in High School*

Friday, 10/2

Becoming Masculine

CJ Pascoe: Chapter 2: Becoming Mr. Cougar

Monday, 10/5 +

The Fag Discourse

Wednesday, 10/7

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

Friday, 10/9

Compulsive Heterosexuality

CJ Pascoe: Chapter 4: Compulsive Heterosexuality

Monday, 10/12

Girls' Masculinity: Undermining Gender Hierarchy?

CJ Pascoe: Chapter 5: Look at My Masculinity!

Wednesday, 10/14

Concluding *Dude, You're a Fag*

CJ Pascoe: "Chapter 6: Conclusion"

Friday, 10/16

Catch-Up/Review

Weeks Nine-Ten: Constructing and Living Trans*

Monday, 10/19 Understanding Trans

Valentine, David. 2007. "Chapter 1: Imagining Transgender." Pp 29-65 in *Imagining Transgender: An Ethnography of a Category*. Durham, NC: Duke University Press.

Wednesday, 10/21 Review for Midterm

Friday, 10/23 NO CLASS **MIDTERM DUE**

Monday, 10/26 Doing Sex

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

Wednesday, 10/28 + Policing Trans Bodies **Friday, 10/30**

Cavanagh, Sheila. 2010. "Trans Subjects and Gender Misreadings in the Toilet." Pp 52-78 in *Queering Bathrooms: Gender, Sexuality, and the Hygienic Imagination*. Toronto: University of Toronto Press.

Weeks Eleven-Fifteen: Trans Kids

Monday, 11/2 Introducing Trans Kids

Tey Meadow: Chapter One: Studying Each Other in *Trans Kids: Being Gendered in the Twenty-First Century*

Wednesday, 11/4 + Gender Troubles **Friday, 11/6**

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.

Tey Meadow: Chapter Two: Gender Troubles

Monday, 11/9 **Diagnosis and Transition: The Gender Identity Clinic**

Tey Meadow: Chapter Three: The Gender Clinic

Wednesday, 11/11 **HOLIDAY: NO CLASS**

Friday, 11/13 **A Parent Movement**
[READING RESPONSE 2 DUE](#)

Tey Meadow: Chapter Four: Building a Parent Movement

Monday, 11/16 **Gender Regulation**

Tey Meadow: Chapter Five: Anxiety and Gender Regulation

Wednesday, 11/18 **Telling Gender Stories and Conclusions**

Tey Meadow: Chapter Six: Telling Gender Stories

Tey Meadow: Chapter Seven: From Failure to Form

Friday, 11/20 **Catch-Up/Review**

Monday, 11/23 **Growing Up Queer**

Robertson, Mary. 2019. "Chapter 3: 'Let's Be Trans': Going beyond the Gender Binary."
Pp 67-89 in *Growing Up Queer: Kids and the Remaking of LGBTQ Identity*. New
York: New York University Press.

Wednesday, 11/25 **HOLIDAY: NO CLASS**

Friday, 11/27 **HOLIDAY: NO CLASS**

Monday, 11/30 + Gender Outlaws
Wednesday, 12/2

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.

Friday, 12/4 Catch-Up/Review

Week Sixteen: Reading, Review, Recitation Week

Monday, December 7–Friday, December 11

FINAL EXAM: Due Monday, Dec 14 at 2:30pm