Sociology 133: Sociology of Gender
Fall 2020

INSTRUCTOR
Jill Bakehorn, Ph.D.
E-mail: jabakehorn@berkeley.edu
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


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%)
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


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


—“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  


Monday, 9/7  
HOLIDAY: NO CLASS

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

Friday, 9/11


**Weeks Four-Five: How Gender is Done**

Monday, 9/14 +  
Doing Gender

Wednesday, 9/16


Friday, 9/18   
Paris is Burning


Monday, 9/21   
Intersectionality


Wednesday, 9/23   
Applying Doing Gender and Intersectionality

Friday, 9/25  Applying Intersectionality: Black Lives Matter
READING RESPONSE 1 DUE


**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


Wednesday, 10/21  
Review for Midterm

Friday, 10/23  
NO CLASS

Friday, 10/23  
MIDTERM DUE

Monday, 10/26  
Doing Sex


Wednesday, 10/28  
Policing Trans Bodies

Friday, 10/30


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


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


Wednesday, 11/25  HOLIDAY: NO CLASS

Friday, 11/27  HOLIDAY: NO CLASS
Monday, 11/30 + Gender Outlaws

Wednesday, 12/2


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