

Sociology of Gender 133 Fall 2022

[M]y intention was not to deal with the problem of truth, but with the problem of the truth-teller, or the truth-telling as an activity: ... who is able to tell the truth, about what, with what consequences, and with what relation to power.... With the question of the importance of telling truth, knowing who is able to tell truth, and knowing why we should tell the truth, we have the roots of what we could call the 'critical' tradition in the West. Michel Foucault (Pearson, 2001)

Instructor: Dr. Sé Sullivan (they/them/theirs)

Office Location: RM 429

Hours: 3:00pm on Tuesdays or by Appointment

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A note regarding being in touch with me: **Email is the best way to reach me.** I will respond within 24 hours during Weekdays and by Sunday evening on the Weekends. Please take advantage of my office hours or make an appointment if you have issues to discuss that can't be addressed via email.

Readers Contact info.

Name: Bailey Schweitzer

Email: bailey_schweitzer@berkeley.edu

Class Meets: Tuesdays from 4-7pm in 102 Wurster Hall.

Course Description

What is Gender? And How do we inhabit It? This course will examine how Gender informs our relationships to each other and in society. Is Gender biological or a social signifier for placement in systems of power? Through a critical and intersectional lens, we will look at how the Medical Industrial Complex (MIC) provides our first relationship to Gender. We will look at how social and cultural norms shape both individual and societies expectations of gender expression. We will examine how of race, sexuality, age, ethnicity, culture and nation status impacts our understandings of gender. This class will expand our understandings of how gender operates in three primary areas: Interpersonal, Structural, and Institutional. We will question if Gender is a pathology? We will push against essentialism in our class discussion. We will ask this question at the beginning of Class: Do you have a Gender, do you like it, and who gave it to you? And hopefully at the end of class you, for yourself, you will be able to answer or at least have more questions

Through readings, films, group discussion and lecture, we will challenge and open our understanding of gender. You will be asked to be an observer in your own life and reflect as you move through your everyday life. Watching how and where gender impacts the social world you inhabit. Key points: Sociology is the study of groups and group interactions. These range from small interpersonal to large groups (schools, church, cultural practice, geographical locations, economic impacts). Sociologists look at the **micro-level** (small groups) to the **macro-level** (large groups). Sociologists often study culture using the **sociological imagination**, which pioneer sociologist C. Wright Mills described as an awareness of the relationship between a

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person's behavior and experience and the wider culture that shaped the person's choices and perceptions. It's a way of seeing our own and other people's behavior in relationship to history and social structure (1959).

This Class offers us an opportunity to see ourselves in the micro and the macro and begin to build strategies of care as we move through new and often difficult topics such as race, gender, and sexuality. How do we pose questions instead making statements when we engage in class discussions? One Question I ask often in response to your questions or writings, is this, Is this true? Academia requires evidence, evidence in this case is peer reviewed articles and books. Making generalizing or monolithic responses will be challenge throughout the semester as we learn to discuss, write and think through our positions and arguments too many topics. One Question I ask often in response to your questions or writings, is this, Is this true? Academia requires evidence, evidence in this case is peer reviewed articles and books. Making generalizing or monolithic responses will be challenge throughout the semester as we learn to discuss, write and think through our positions and arguments too many topics.

Course Goals

- Introduce Gender
- Learn theories related to Gender
- Question assumptions about Gender and its role in society
- Have an understanding of the intersectionality of Gender

Learning Outcomes

- Define the difference between what Sex and Gender are
- Understand how intersectionality, Law, the Medical Industrial Complex impacts Gender
- How *Gender* operates in Institutional, Structural and interpersonal via, Micro/Macro impacts and outcomes

Required text: All Readings are available on bcourse under files and Modules

Course Requirements:

Grading

1. **Two-page precis/reflection on the reading/films.** Due every two weeks on Tuesday; these assignments are worth 20% of your final grade. Single spaced 12pt. These require you to reflect on the readings, lecture and film, find a topic in all three and synthesize. This writing requires you not to use first person narrative (I) or separate sections. This is a difficult skill at first. By the end of the semester you will have these to help you use the readings and lectures for your research paper. 20%
2. **Take Home Mid-Term** (take home exam). For this exam, you will be asked to write answers to questions in essay form and may be asked to provide definitions of terms and concepts from the reading materials and class discussions. Your essays must refer to assigned class materials (readings, films, etc.). The exam date is listed on this syllabus. Please read the sections under Policies (below) that are relevant to the in-class exam. 35%
3. **Final Take-home Exam** For this exam, you will be asked to write answers to questions in essay form and may be asked to provide definitions of terms and concepts from the reading

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materials and class discussions. Your essays must refer to assigned class materials (readings, films, etc.). The exam date is listed on this syllabus. Please read the sections under Policies (below) that are relevant to the in-class exam. 35%

4. **Attendance** There will be a sign in sheet in class every week. You need to sign it each class. I will leave it out for the first 15mins of class and then pick it up. If you have not sign it you will be considered absent 10%
5. **Possibility for extra credit** Throughout the semester there are a number of events on campus directly related to Sociology and Gender. If you attend any talks on or off campus, write a critical summary of them, including reflections on how they relate to our class, and hand this work in at the beginning of the class following the date of the talk. Such critical summaries should be approximately one to two pages long, double spaced, and in 12pt font. The amount of extra credit (points) will be determined by the quality of the critical summary.

Grade Scale:

93-100 A
87-89 B+
83-86 B
77-79 C+
73-76 C
67-69 D+
63-66 D
<59 F

Course Policies:

90-92 A-
80-82 B-
70-72 C-
60-62 D-

POLICIES

1. Read the reading materials and do all assignments listed under each class session on the syllabus before the class in question. Bring readings to class and be prepared to discuss the materials on that day.
2. In order to ensure fairness in grading for class participation, attendance will be taken during each class. Absences from class will be excused only for health reasons, and only after presenting official documentation of such health issues. Students will not be excused from class to participate in athletic (unless the athletic department and you Provide a schedule to me), music, art, or activist events.
3. Due to distraction issues, students are requested not to work on laptops during class. (Students with disabilities who require a laptop may use one after providing official written justification to me of this need.)
4. Please do not record classes. (Students with disabilities may record after providing official written justification to me of this need.)
5. Upload all your Precis to bcourse , Turn-in your Mid-term/Final in a BlueBook at the **beginning of Class** on do date.

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6. In order to ensure fairness to all students and in order to respect our Reader's busy schedule, late work (assignments, final paper, and extra credit summaries) can only be accepted under the following conditions: (a) permission in advance of date due; or, (b) official written justification for your inability to meet the deadline (i.e., medical excuse). Note that the Reader may correct and return late work according to the Reader's own schedule.

Policy on Late Work: As a general policy, I will not accept late work. If you have an emergency please see below instructions:

1. Email the assignment directly to me as soon as possible, including a BRIEF explanation of why the assignment was posted late (i.e., medical or family emergency).
 2. I will reply to advise if the assignment will be accepted or not.
7. Please write the in class Mid-Term exam in a green book or a blue book in pen. During in-class exams, you should have nothing other than one green book or blue book and one pen (at a time) on your desk.
 8. Depending upon the needs of the class, the **syllabus may be subject to small modifications during the course**. However, take home exams (mid-term & final) dates will not change
 9. Professors are requested by the university to inform you that plagiarism is against university rules, and to provide you with a definition of plagiarism. Professors are obliged to report cases of plagiarism to their Department and from there such cases may be turned over to Student Conduct. In this course, the Readers will check all assignments and final papers for plagiarism using an online software program. Plagiarism is defined by the [Berkeley Campus Office of Student Life](#) as a form of Academic Dishonesty, violating the [Berkeley Campus Code of Student Conduct](#) which defines plagiarism as follows: "Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to: (a.) Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own; (b.) Using the views, opinions, or insights of another without acknowledgment; or (c.) Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution."
 - For more information on plagiarism see the following UC Berkeley websites:
 - [Berkeley Campus Code of Student Conduct](#). University of California Berkeley: Student Judicial Affairs, 2001. 22 January 2004 <<http://students.berkeley.edu/uga/conduct.asp>>.
 - [Faculty Help Desk - Student Conduct](#) (see section on plagiarism). University of California Berkeley: College of Letters & Sciences.
 10. Mental Health and Wellness: All students — regardless of background or identity — may experience a range of issues that can become barriers to learning. These issues include, but are not limited to, strained relationships, anxiety, depression, alcohol and other drug

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problems, difficulties with concentration, sleep, and eating, and/or lack of motivation. Such mental health concerns can diminish both academic performance and the capacity to participate in daily activities. In the event that you need mental health support, or are concerned about a friend, UC Berkeley offers many services, such as free short-term counseling at University Health Services.

An excellent campus website having links to many resources is: <http://recalibrate.berkeley.edu/>

Another campus website addressing mental health services in specific reference to this time of the coronavirus pandemic is: <https://uhs.berkeley.edu/coronavirus/student-mental-health>

Remember that seeking help is a good and courageous thing to do — both for yourself and for those who care about you.

Films for homework are available on Oskicat, Kanopy, YouTube. To use Kanopy, go to the link below, sign up with Facebook or Google, and the next screen will ask you to choose Berkeley library. <https://berkeley.kanopystreaming.com/>

Class expectations on lecture and discussions. We all arrive at this moment in time with different understandings and expectations. This Class will discuss sometimes difficult topics as we look at the intersections of Race, Class, Ability, Nation and Cultural understandings of the idea of Gender. If you are struggling with a concept a great way to ask a questions is to say, “ I am struggling with..... and I am not sure how to ask my question.” This allows us to not center our understanding of the topic as “right” and others as “wrong”. We are here to learn and push ourselves. This often requires us to step back from our emotional response to a subject and invites intellectual investigation. If, I or a classmates says something you find offensive, please let me know in person or email. I am also learning from you.

Framing the discourse

Week #1

Critical Thinking

Tuesday August 30th

Introduction, Syllabus Review

<https://www.youtube.com/watch?v=X8bFL7WC4iE>

Readings: Trask, Haunani Kay, 2000. *The Color of Violence* (PDF), Richard, Paul & Linda Elder 2008 *The Miniature Guide to Critical Thinking: Concepts and Tools*, P. 1-23 (PDF)

Week #2

Intersectionality

Tuesday September 6th

Librarian Talk for resource help

<https://www.youtube.com/watch?v=akOe5-UsQ2o&t=8s>

The Urgency of Intersectionality: Kimberlé Crenshaw

Readings: Smith, Barbara 1983. *Combahee River Collect Statement* (PDF)

Suggested reading: Crenshaw, Kimberle 1991. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color (PDF)

Film: Cracking the Codes: The Systems of Racial Inequity 2012. World Trust, A Film by Dr. Shakti Butler. Chapters: One, two, three

Week #3

Representation and the Gaze

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Tuesday September 13th

Precis Due #1 Write about weeks 1&2 readings, films, lecture

Readings: Hall, Stuart 1997. *Representation*, Introduction & Chapter One (PDF)

Film: Cracking the Codes: The Systems of Racial Inequity 2012. World Trust, A Film by Dr. Shakti Butler. Chapters: Four, Five, Six

Science and the Myth of Essentialism

Week #4 Eugenics

Tuesday September 20th

Reading: Ordoover, Nancy 2003. *American Eugenics: Race, Queer Anatomy, and the Science of Nationalism*. Chapter: Introduction & Chapter 5 The ImmigNation P.3-32. (PDF)

Film: Cracking the Codes: The Systems of Racial Inequity 2012. World Trust, A Film by Dr. Shakti Butler. Chapter Seven, Eight, Nine

Week # 5 Race and Gender

Tuesday September 27th

Precis Due #2 Write about week 3 & 4 Films, Lecture, Readings

Reading: Somerville B. Siobhan 2000. *Queering the Color line: Race and the invention of Homosexuality in American Culture*. Introduction & Chapter one (PDF), Gossett, Reina , Eric Stanley, & Johanna. Burton 2017, *Trap Door* Trans. Cultural Production and the Politics of Visibility Cautious Living: Black Trans Women and the Politics of Documentation. Miss Major Griffin- Gracy and CeCe McDonald in Conversation with Toshio Meronek

Film: Major

Week #6 Doing Gender

Tuesday October 4th

Readings: Doing Gender 1987. West, Candace and Don H. Zimmerman Source: Gender and Society, Vol. 1, No. 2 (Jun., 1987), pp. 125-151 (PDF)

Laurel Westbrook 2009. *Doing Gender, Doing Heteronormativity "Gender Normals," Transgender People, and the Social Maintenance of Heterosexuality*. The Journal of Gender & Society (PDF)

Film: TBA

Week #7 Biopolitics and Gender

Tuesday October 11

Review for Mid-term

Precis Due #3 Write about weeks 5&6 readings, films, lecture

Reading: Repo, Jemima 2016. *The Biopolitics of Gender*, 2016, Introduction, Chapter Three, Chapter Four

Mid-term Review

Film: In the Middle

Take Home Mid-term Opens on-line at 7pm

Week #8 Settler Colonialism and Desire

Tuesday October 18th

