

Sociology 133: Sociology of Gender Spring 2018

INSTRUCTOR

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Office: 479 Barrows Hall

Sign-up Office Hours: Tues/Thurs 9:45am-10:45am

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

Drop-in Office Hours: Tues/Thurs 4:00-5:00pm

CLASS MEETING

Tuesdays and Thursdays 8:00-9:30am

145 Dwinelle

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 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.

COURSE GOALS

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
- ❖ Critically analyze media/“common sense” understandings of gender
- ❖ Write succinct papers where you effectively synthesize course materials and apply theory

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.

Schippers, Mimi. 2002. *Rockin' Out of the Box: Gender Maneuvering in Alternative Hard Rock*. New Brunswick, NJ: Rutgers University Press.

Course Reader: Available at Copy Central (2576 Bancroft Way) and on bCourses.

Books are on reserve at Moffitt Library and may be available online-check library website.

ASSIGNMENTS

Reading Responses: Two 2-3 page response papers. Each is worth 20% of your final grade. Due dates are listed in the course outline. I will upload response paper prompts to bCourses. No late responses are accepted without prior approval.

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. You will be asked to make connections between the course materials and your experience of the social world.

Exams: Take-home midterm and final exam--both are in essay format. Each is worth 30% of your final grade. You will be responsible for course readings, lectures, and any media presented in the class. No late exams are accepted without prior approval.

GRADE BREAKDOWN:

Reading Responses (40%)

Exams (60%)

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 bCourses and as a reader at Copy Central on Bancroft.

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.

You can also participate by posting links to news stories or videos, as well as any relevant thoughts on issues related to gender in the chatroom or discussion board on bCourses. Be sure to contextualize any posts by connecting them to issues in the class. Provide **trigger warnings** where appropriate.

If you have a question about the readings, lecture, etc., please post your question to the chatroom or discussion board on bCourses 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.

Missing Class: 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.

Course Slides: I use course slides which often incorporate media. I will post course slides after lecture, not before, 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 class.

Course Notes and Recordings: Course notes should not be disseminated beyond other students enrolled in the course. That means you are forbidden from posting them online on forums like Course Hero. You must obtain permission from me to record lectures.

Course Etiquette: 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. All **phones** must be silenced and put away during class.

Laptop Policy: I encourage you to consider taking notes without a computer if you are able. If you need/want to use a computer during class, I ask that you **sit in the back four rows of the classroom** so that you do not distract and disturb other students.

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.

GRADING POLICIES

No **late assignments** will be accepted without prior approval.

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

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.

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. 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 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 **Sign-up** office hours from 9:45-10:45am on **Tuesdays and Thursdays**. Sign-up: <http://www.wejoinin.com/sheets/xjanb>

I will be holding **Drop-in** office hours from 4:00-5:00pm on **Tuesdays and Thursdays** —no appointment necessary.

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 in the future 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

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. To speak to a confidential care advocate: <http://sa.berkeley.edu/dean/confidential-care-advocate/>

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

WEEKS ONE-THREE: SOCIAL CONSTRUCTION THEORY

Tuesday, 1/16 **Introductions**

Thursday, 1/18 **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.

Tuesday, 1/23 **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*.

Thursday, 1/25 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.

Tuesday, 1/30 Intersex: A Rainbow of Sexual Diversity

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

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

Thursday, 2/1 Catch-Up/Review

WEEKS FOUR-FIVE: HOW GENDER IS DONE

Tuesday, 2/6 Doing Gender

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, 2/8 Doing Difference

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.

**Tuesday, 2/13 Film Screening: *Paris is Burning*
READING RESPONSE 1 DUE**

hooks, bell. 1996. "Is Paris Burning?" Pp 214-226 in *Reel to Real: Race, Sex, and Class at the Movies*. New York: Routledge.

Thursday, 2/15 Intersectionality

Collins, Patricia Hill. 1990. "Knowledge, Consciousness, and the Politics of Empowerment." Pp 221–238 in *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge.

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-SEVEN: THE GENDER TRAP

Tuesday, 2/20 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, 2/22 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, 2/27 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, 3/1 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 EIGHT-TEN: MASCULINITIES

Tuesday, 3/6 Making and Performing Masculinity

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

CJ Pascoe: "Chapter 1: Making Masculinity"

Thursday, 3/8 The Fag Discourse

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

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

Tuesday, 3/13 NO CLASS
****TAKE-HOME MIDTERM DUE****

Thursday, 3/15 Compulsive Heterosexuality and Female Masculinity

CJ Pascoe: "Chapter 4: Compulsive Heterosexuality"

Tuesday, 3/20 Film Screening: *Tough Guise 2*

Thursday, 3/22 Conclusions

CJ Pascoe: "Chapter 6: Conclusion"

WEEK ELEVEN: SPRING BREAK

MONDAY, MARCH 26-FRIDAY, MARCH 30

WEEKS TWELVE-THIRTEEN: TRANS* EXPERIENCES

Tuesday, 4/3 What is Trans*?

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

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

Thursday, 4/5 Policing Trans Bodies

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.

Tuesday, 4/10

Containing Trans*
****READING RESPONSE 2 DUE****

Schilt, Kristin. 2006. "Just One of the Guys? How Transmen Make Gender Visible at Work." *Gender & Society* 20 (4):465-490.

Yavorsky, Jill E. 2016. "Cisgendered Organizations: Trans Women and Inequality in the Workplace." *Sociological Forum* 31 (4):948-969.

WEEKS FOURTEEN-FIFTEEN: ENDING GENDER AS WE KNOW IT

Thursday, 4/12

The Gender Order of Mainstream Rock

Mimi Schippers: "Chapter 1: Gender and Rock Music: So What's New?"

Mimi Schippers: "Chapter 2: The Gender Order of Mainstream Rock Culture"

Tuesday, 4/17

Gender Maneuvering

Mimi Schippers: "Chapter 3: This is Alternative Hard Rock: Rock Culture as Gender Maneuvering"

Mimi Schippers: "Chapter 4: Gender Maneuvering in Face-to-Face Interaction"

Thursday, 4/19

Gender Maneuvering, the Body, and Sexuality

Mimi Schippers: "Chapter 5: The Body in Alternative Hard Rock"

Mimi Schippers: "Chapter 6: Sexuality and Gender Maneuvering"

Tuesday, 4/24

Gender Maneuvering in Other Contexts

Pascoe, CJ. 2007. "Chapter 5: Look at My Masculinity!" in *Dude, You're a Fag*

Thursday, 4/26

Catch-up/Review

WEEK SIXTEEN: READING, REVIEW, RECITATION WEEK

MONDAY, APRIL 30-FRIDAY, MAY 4

TAKE HOME FINAL EXAM: Due THURSDAY, MAY 10 at 7PM