

Sociology 133: Sociology of Gender Spring 2020

INSTRUCTOR Jill Bakehorn, Ph.D. (Pronouns: she/her or they/them)
E-mail: jabakehorn@berkeley.edu
Office: 479 Barrows Hall

Drop-in Office Hours: Tuesdays 9:45-10:45am
Yali's Cafe in Sutardja Dai Hall

Sign-up Office Hours: Thursdays 12:45-1:45pm
479 Barrows

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

CLASS MEETING Tuesdays and Thursdays 11:00am-12:29pm
105 North Gate

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?

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

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.

Course Reader: Available at Central Copy (2411 Telegraph Ave) and on bCourses. Books are on reserve at Moffitt Library and are available online—check library website.

ASSIGNMENTS

Reading Responses: Two 2-3 page response papers. Each is worth 15% of your final grade. Due dates are listed in the course outline.

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.

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

Participation: Participation is 10% of your final grade. You can earn full participation points by asking and answering questions in class, completing random, unannounced writing assignments in class, completing short reflections, and posting questions/comments/content on bCourses in the Discussion board. **If you post a link, be sure to contextualize it and make a connection to issues related to the course.**

GRADE BREAKDOWN:

Reading Responses (30%)

Exams (60%)

Participation (10%)

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%	0%	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. 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 Telegraph.

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 will give unannounced writing assignments to be completed in class. These are an important component of your participation grade.

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 discussion board on bCourses. Be sure to contextualize any posts by connecting them to issues in the class. Provide **content warnings** where appropriate.

If you have a question about the readings, lecture, etc., please post your question to the discussion board on bCourses where both your questions and my answers will be visible to other students. Feel free to answer each other's questions as well.

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 class.

Course Notes and Recordings: Course notes should not be disseminated. 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: I expect you to be engaged and focused during class time. That means you should avoid distractions—the biggest is typically our phones. All phones must be silenced and put away during class. Email me your favorite animal gif by 2/11/20 for an extra participation point.

Laptop Policy: I strongly encourage you to take notes without a computer if you are able. If you need 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 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.

Names and Pronouns: You have the right to be referred to by the name you prefer and 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.

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

Please see Page 1 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.

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.” The [SLC](#) is located in The Cesar Chavez Student Center.

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 basicneeds.berkeley.edu. 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 visit our UC Berkeley [Food Pantry](#).

COURSE OUTLINE: Readings to be **completed** on day listed. Schedule subject to change.

WEEKS ONE-THREE: SOCIAL CONSTRUCTION OF GENDER AND SEX

Tuesday, 1/21 Introductions

Thursday, 1/23 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.

Risman, Barbara J. 2017. "2016 Southern Sociological Society Presidential Address: Are Millennials Cracking the Gender Structure?" *Social Currents* 4 (3):208-227.

Tuesday, 1/28 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, 1/30 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, 2/4 **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.

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.

Thursday, 2/6 **Catch-Up/Review/Film Screening**

WEEKS FOUR-FIVE: HOW GENDER IS DONE

Tuesday, 2/11 **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, 2/13 **Doing Difference: Racialized Gender**

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, 2/18 **Film Screening: *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.

Thursday, 2/20 **Intersectionality**
READING RESPONSE 1 DUE

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

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

Tuesday, 2/25 Making and Performing Masculinity

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

CJ Pascoe: Chapter 2: Becoming Mr. Cougar

Thursday, 2/27 The Fag Discourse

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

Tuesday, 3/3 Compulsive Heterosexuality

CJ Pascoe: Chapter 4: Compulsive Heterosexuality

Thursday, 3/5 Film Screening: *Tough Guise 2*

Tuesday, 3/10 Girls' Masculinity: Undermining Gender Hierarchy?

CJ Pascoe: Chapter 5: Look at My Masculinity!

CJ Pascoe: "Chapter 6: Conclusion"

WEEKS NINE-TEN: CONSTRUCTING AND LIVING TRANS*

Thursday, 3/12 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.

Tuesday, 3/17 Doing Sex

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

Thursday, 3/19 TAKE-HOME MIDTERM DUE NO CLASS

Tuesday, 3/24— Thursday, 3/26 NO CLASS: SPRING BREAK

Tuesday, 3/31 Policing Trans Bodies

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 AND QUEER KIDS

Thursday, 4/2 Introducing Trans Kids

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

Tuesday, 4/7 Gender Troubles

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

Thursday, 4/9 Diagnosis and Transition: The Gender Identity Clinic

Tey Meadow: Chapter Three: The Gender Clinic

Tuesday, 4/14 A Parent Movement

Tey Meadow: Chapter Four: Building a Parent Movement

Thursday, 4/16 Gender Regulation

Tey Meadow: Chapter Five: Anxiety and Gender Regulation

Tuesday, 4/21 Telling Gender Stories and Conclusions

Tey Meadow: Chapter Six: Telling Gender Stories

Tey Meadow: Chapter Seven: From Failure to Form

**Thursday, 4/23 Growing Up Queer
READING RESPONSE 2 DUE**

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.

Tuesday, 4/28 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, 4/30 Catch-up/Review

WEEK SIXTEEN: READING, REVIEW, RECITATION WEEK

MONDAY, MAY 4-FRIDAY, MAY 8

TAKE HOME FINAL EXAM: Due THURSDAY, MAY 14 at 11AM

What is a Lecturer?

You may not know it, but this class is taught by a Lecturer. Currently, there are over 6,500 Lecturers across the UC system who teach over 30% of student credit hours. Lecturers are faculty dedicated to teaching and student success. Right now, our union is negotiating with the university for livable wages, reasonable workload, and fair and transparent hiring and reappointment practices so that we can better serve our students.

How you can support us: **1.** Invite us to talk to your student group. **2.** Sign this petition in support of better job security for lecturers *and* share it with friends and groups you're involved with: <http://chnng.it/7ncnMZ6YVp>. **3.** Join us at our rally on February 3 @ 12pm [LOCATION TBA] to demand a fair contract for #FacultyEquity and #StudentSuccess. **4.** Follow our campaign on social media: @ucaft (Facebook), @uc_aft (Instagram), and @UCAFT (Twitter).