

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

Office Location / TBA

Hours: TBA

Email Contact: [lbazul1414@berkeley.edu](mailto:lbazul1414@berkeley.edu)

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.

**Class Meets: T/Th 8-9:30am in 159 Mulford Hall.**

Zoom Link:

### Course Description

What is *Gender*? And how do we inhabit it? This course will examine how *Gender* informs our relationships to each other and to 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 society's expectations of *Gender* expression. We will examine how race, sexuality, age, ethnicity, culture and national status impacts our understanding of gender. This class will expand our understanding of how *Gender* operates in three primary areas: the Interpersonal, the Structural, and the 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, will be able to answer those questions or at least have more questions. I capitalize and Italicize the word *Gender* to show that it is a contested concept.

Through readings, films, group discussion and lecture, we will challenge and open up 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, churches, cultural practice, geographical locations, economic impacts). Sociologists look at the range of levels, from 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 (1959) described as an awareness of the relationship between a 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 relation to history and social structure.

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 of making statements when we engage in class discussions? One question I ask often in responding to you and your writing, is this question: Is this true? Academia requires evidence, evidence in this case can be found in peer reviewed articles and books. Making generalizing or monolithic responses will be challenged throughout the semester as we learn to discuss and write our responses.

### Course Goals

- Ø Introduce *Gender*
- Ø Become familiar with theories related to *Gender*
- Ø Question assumptions about *Gender* and its role in society
- Ø Have an understanding of the intersectionality of *Gender*

### Learning Outcomes

- Ø Define the difference between how Sex and *Gender* are constructed
- Ø Understand how intersectionality impacts *Gender*
- Ø Explore how *Gender* operates in Institutional, Structural and Interpersonal spaces via, Micro/Macro impacts and outcomes

**Required text: All Articles and Chapters are available on Bcourse**

### Course Requirements:

#### GRADING

1. **One-page precis/reflection on the reading/film of the Week (8).** Due every Thursday; these assignments are worth 15% of your final grade. They should be single spaced and 12pt. font. 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.
2. **Take Home Midterm** (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. 40%
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 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. 40%

4. **Participation.** In order to ensure fairness in grading for class participation, attendance will be taken during each class. You may miss two unexcused absences before it affects your grade. Any student leaving before the end of the class period will be considered absent that day, unless the student has received permission in advance. 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, music, art, or activist events. 5%

5. **Possibility for extra credit.** Throughout the semester there are a number of events on campus directly related to the Sociology of 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. Come to class prepared to discuss the materials on that day.
2. 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 I have received a DSP accommodation letter concerning this need.)

3. Please do not record classes. (Students with disabilities may record after I have received a DSP accommodation letter concerning this need.)
4. Provide a hard copy of all work (assignments, final paper, extra credit summaries), double-spaced, in 12-point font, unless otherwise specified. Please do not send any work by email attachment (which can get lost in cyberspace).
5. In order to ensure fairness to all students and in order to respect our Reader's busy schedule, late work (assignments, 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.
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7. The Midterm and Final take home exam response must be typed, double spaced and in 12pt font .
  8. Depending upon the needs of the class, the syllabus may be subject to small modifications during the course. However, in-class exam dates and the date when Final Papers are due will not change.
  9. Professors are requested by the university to inform you that cheating and plagiarism is against university rules, and to provide you with a definition of plagiarism. Professors are obliged to report cases of cheating and plagiarism to their Department and from there such cases may be turned over to the Office of Student Conduct. In this course all assignments will look for cheating and 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 explains plagiarism as follows: "Plagiarism is the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to: (a.) Incorporating the writings or words 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](http://students.berkeley.edu/uga/conduct.asp). 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 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, and YouTube. To use Kanopy, go to the link below, sign up with Facebook or Google, and the next screen will ask you to choose the Berkeley library. <https://berkeley.kanopystreaming.com/>

### Framing the discourse

#### Week #1

#### Indigenous History, Critical Thinking and An Early Expression of “cide”

Tuesday Jan. 18<sup>th</sup> Introduction, Syllabus review

Readings: Paul, Richard, & Linda Elder 2008. *The Miniature Guide to Critical Thinking: Concepts and Tools*. P. 1-23

Thursday Jan. 20<sup>th</sup>

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

Readings: Deborah A. Miranda (Ohlone-Costanoan Esselen Nation, Chumash).

*Extermination of the Joyas: Gendercide in Spanish California*. GLQ: A Journal of Lesbian and Gay Studies, Volume 16, Number 1-2, 2010, pp. 253-284 (Article).

In-Class Video: <https://www.youtube.com/watch?v=bu6gbmoMQSE>

#### Week #2

#### Social Construction and Intersectionality

Tuesday Jan. 25<sup>th</sup>

Readings: 1. Lober, Judith 1991. *The Social Construction Of Gender*. pp. 1-7  
 2. Collins, Patricia Hill 2000. Black Feminist Thought in the Matrix of Domination.  
*Knowledge, Consciousness, and the Politics of Empowerment* pp. 1-8

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

The Urgency of Intersectionality: Kimberé Crenshaw

Thursday Jan. 27<sup>th</sup> **Precis Due #1**

Readings: Smith, Barbara 1983. *Combahee River Collective Statement* pp. 1-8

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

Please visit this amazing Museum in West Oakland: Women of the Black Panther Party

<https://westoaklandmuralproject.org/>

### **Week #3 Representation and the Gaze**

Tuesday Feb. 1<sup>st</sup>

Readings: Hall, Stuart 1997. *Representation*, Chapter 1. pp. 1-17

Thursday Feb. 3<sup>rd</sup>

Readings: Butler, Judith 2002. *Bodies and Power, Revisited* pp. 1-7

### **Week #4 Biopolitics and Gender**

Tuesday Feb. 8<sup>th</sup>.

Readings: Repo, Jemima 2016. *The BioPolitics of Gender*, 2016 Introduction

Watch before Thursday class Judith Butler reflects on gender trouble

<https://www.youtube.com/watch?v=tUSb5vEcdFQ>

Thursday Feb 10<sup>th</sup> **Precis Due #2**

Readings: Repo, Jemima 2016. *The BioPolitics of Gender*, 2016, Chapter One pp.1-24,

### **Week #5**

Tuesday Feb. 15<sup>th</sup>

Readings: Repo, Jemima 2016. *The BioPolitics of Gender*, 2016, Chapter Three pp. 74-104,

Thursday 17<sup>th</sup>

Readings:

**Film: A Place in the Middle**

### **Doing Gender**

#### **Week #6**

Tuesday 22<sup>nd</sup>

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

Thursday 24<sup>th</sup> **Precis Due #3**

Readings: 1. Schilt, Kristen and Laurel Westbrook 2009. *Doing Gender, Doing Heteronormativity* "Gender Normals," *Transgender People, and the Social Maintenance of Heterosexuality*. *The Journal of Gender & Society* pp. 1-25

2. [https://www.vice.com/en/article/k7az4n/in-the-ring-hes-an-mma-fighter-by-night-hes-a-drag-queen-called-lola?utm\\_medium=social&utm\\_source=vice\\_facebook&fbclid=IwAR2NMEumAR3pynLKlJkFD9asa3XKn5jkD4cFemZQ90uf0sCn7bjVpP2vEyM](https://www.vice.com/en/article/k7az4n/in-the-ring-hes-an-mma-fighter-by-night-hes-a-drag-queen-called-lola?utm_medium=social&utm_source=vice_facebook&fbclid=IwAR2NMEumAR3pynLKlJkFD9asa3XKn5jkD4cFemZQ90uf0sCn7bjVpP2vEyM)

In the Ring, He's an MMA Fighter. By Night, He's a Drag Queen Called Lola

#### Suggested Reading

Spade, Dean 2008. *Documenting Gender*, *Hastings Law Review* Vol. 59-731

Zimmerman, Don H 1992. *They Were All Doing Gender, but They Weren't All Passing: Comments on Rogers*. Source: *Gender and Society*, Vol. 6, No. 2 (Jun., 1992), pp. 192-198

#### **Week #7** **Differently Abled**

Tuesday Mar. 1<sup>st</sup>

Readings: Clare, Eli 2009. Exile and Pride Disability, Queerness and Liberation, *Freaks and Queers*. P. 81-118

Thursday Mar. 3<sup>rd</sup> **Precis Due #4**

**Film:** Sins Invalid

#### **Take Home Midterm: Due Tuesday March 8th at the beginning of class**

#### **Week #8** **Sexuality: Who's Matters**

Tuesday Mar. 8<sup>th</sup>

Readings: Alexander, M. Jacqui 1994. Not Just (Any) *Body* Can be a Citizen: *The Politics of Law, Sexuality and Postcoloniality in Trinidad and Tobago and the Bahamas* pp. 5-23

#### **MidTerm Due**

Thursday Mar. 10<sup>th</sup>

Readings: Rubin, Gayle 1984. *Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality* pp. 1-37

#### **Week #9** **Masculinity**

Tuesday Mar. 15<sup>th</sup>

Readings: J. Jack Halberstam. 2016. "An Introduction to Female Masculinity: Masculinity without Men" in *Exploring Masculinities*, pp. 348-368

Thursday Mar. 17<sup>th</sup> **Precis Due #5**

Readings: C.J. Pascoe & Tristan Bridges, “Dislocating Masculinities: An Introduction” in *Exploring Masculinities* (2016), pp.325-336

**Listen to [Masculinity and Trans Black Men](#)**” by *NYU McSilver Institute* (podcast episode – scroll down to Episode 5

**Suggested Reading** “[Black Trans Men Face a Constant Threat of Police Violence](#)” in *The Advocate* (online publication)

## Spring Break

### Week #10

Tuesday Mar. 22<sup>nd</sup> No Class

Thursday Mar. 24<sup>th</sup> No Class

### Week #11 Gender Dysphoria

Tuesday Mar. 28<sup>th</sup>

Readings: 1. Ashly, Florence 2021. *The misuse of Gender Dysphoria: Toward Greater Conceptual Clarity in Transgender Health*. P.6.

Ashly, Florence 2021. *Reparative Therapy*. pp.5

Listen: <https://www.youtube.com/watch?v=taa3QLD0iA4&list=LL&index=2&t=1s>

Thursday Mar 31<sup>st</sup> **Precis Due #6**

Readings: Ashly, Florence 2020. A critical commentary on ‘rapid-onset gender dysphoria’ *The Sociological Review Monographs* pp.1-21

### Week #12 Reproduction and Gender

Tuesday April 5<sup>th</sup>

Readings:

<https://helloclue.com/articles/lgbt/what-it-s-like-to-be-pregnant-as-a-transmasculine-person> pp.5

Thursday April 7<sup>th</sup>

Readings: Davis, Angela 1981. *Racism, Birth Control, and Reproductive Rights* pp. 1-11

#### Film: Major

#### Watch at Home:

<https://www.youtube.com/watch?v=aseQImKg25U&t=53s>

<https://www.youtube.com/watch?v=Q9qGMoMCNUU>

**Peruvian women alleging forced sterilization seek justice**

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

**Indigenous women in Canada**

### Week #13

### Labor, Identity and Difference

Tuesday April 12th

Reading: Glenn, Evelyn N. 2002. *Unequal Freedom: How Race and Gender Shaped American Citizenship*

Thursday April 14th                   **Precis #7**

Reading: In Class film: Life and Debt 2001. Jamaica — land of sea, sand and sun. And a prime example of the impact economic globalization can have on a developing country.

**Week #14**

Tuesday April 19<sup>th</sup>

Readings: Toro-Morn, Maura 2013. Elvira Arellano and the Struggles of Low-wage Undocumented Latina Immigrant Women pp.1-18

Thursday April 21<sup>st</sup>                   **Precis Due #8**

Readings: Mama, Amina 2001. Challenging subjects: *Gender and power in African contexts* pp.63-73

**Week #15**

Tuesday April 26<sup>th</sup>

Mama, Amina 2000. Sheroes and Villains: Conceptualizing Colonial Violence and Contemporary Violence Against Women in Africa pp. 1-9

Thursday April 28<sup>th</sup>

Review

**Final Take-Home**

**Week #17**

RRR Week

**Week #18**

Finals Week   **Final Due May 13<sup>th</sup> by Noon**