Instructor: Dr. Sé Sullivan (they/them/theirs)
Office Location: TBA
Hours: TBA
Email Contact: 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 (MCI) 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:**

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**Course Policies:**

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**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.

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:
- 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. 18th Introduction, Syllabus review

Thursday Jan. 20th
https://www.youtube.com/watch?v=X8bFL7WC4iE
In-Class Video: https://www.youtube.com/watch?v=bu6gbmoMQSE

Week #2
Social Construction and Intersectionality
Tuesday Jan. 25th
https://www.youtube.com/watch?v=akOe5-UsQ2o&t=8s
The Urgency of Intersectionality: Kimberlé Crenshaw

Thursday Jan. 27th  
**Precis Due #1**
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. 1st  
Thursday Feb. 3rd  

**Week #4**  
**Biopolitics and Gender**
Tuesday Feb. 8th.
Watch before Thursday class Judith Butler reflects on gender trouble
https://www.youtube.com/watch?v=tUSb5vEcdFQ
Thursday Feb 10th  
**Precis Due #2**

**Week #5**
Tuesday Feb. 15th  
Thursday 17th  
Readings:  
**Film: A Place in the Middle**

**Week #6**
Tuesday 22nd  
Thursday 24th  
**Precis Due #3**


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

Suggested Reading
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. 1st
Readings: Clare, Eli 2009. Exile and Pride Disability, Queerness and Liberation, *Freaks and Queers*. P. 81-118

Thursday Mar. 3rd
**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. 8th

**MidTerm Due**

Thursday Mar. 10th

Week #9

**Masculinity**
Tuesday Mar. 15th

Thursday Mar. 17th
**Precis Due #5**

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. 22nd No Class
Thursday Mar. 24th No Class

Week #11 Gender Dysphoria
Tuesday Mar. 28th
Listen: https://www.youtube.com/watch?v=taa3QLD0iA4&list=LL&index=2&t=1s

Thursday Mar 31st Precis Due #6

Week #12 Reproduction and Gender
Tuesday April 5th
Readings:

Thursday April 7th

Film: Major
Watch at Home:
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  

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 19th  

Thursday April 21st  
**Precis Due #8**


**Week #15**
Tuesday April 26th  

Thursday April 28th  
Review

**Final Take-Home**

**Week #17**

RRR Week

**Week #18**

Finals Week  
**Final Due May 13th by Noon**