

**Sociology 133: Sociology of Gender  
Summer Session D, 2018**

**Instructor:**

Lindsay Berkowitz: [lberkowitz@berkeley.edu](mailto:lberkowitz@berkeley.edu)

Pronouns: she/her or they/them

***Office hours:***

Times and locations may vary

Signup at: <http://bit.ly/1Jfx6jn>

\*If no times are available, email me

**Reader:**

Serena Witherspoon: [serenawitherspoon@berkeley.edu](mailto:serenawitherspoon@berkeley.edu)

Pronouns: she/her

***Office hours:***

Please email to obtain an appointment, but know that you should *only* go to Serena's office hours to get feedback on a graded assignment

**Class Times and Location:**

M/T/W/Th 10:10am-12pm

402 Barrows Hall (next to the Sociology Dept office)

**COURSE DESCRIPTION:**

In this course, gender will be analyzed as a social construction through a sociological perspective. Gender will be conceived of as both an object of study and a critical lens through which we analyze the world. It will bring together sociological theories, social history, contemporary events, and institutional analysis to arrive at a better understanding of how gender is organized, experienced, and perpetuated. The overall goal of this class is to help you gain a better understanding of gender and its effects, how it pervades the social world, and also for you to begin to question the assumptions, expectations, and requirements of gender. This includes not only an understanding of the way gender operates in our daily lives, but also the ability to read, think and write critically about the social world you inhabit.

In order to do this we will first examine early feminist theories which have been called upon to explain gender and gender differences. Are gender differences just natural? If not, how do we explain them? Is gender something we are or it is something we do? Since gender does not exist in a vacuum, how do different intersecting characteristics and identities, like those of race, class, sexual orientation, and ethnicity, qualify our understanding of gendered effects? How do we understand the power of normative gender ideologies both in and of themselves and across different intersecting group categorizations? What happens when people do not live up to gender expectations? How is gender affected by and affect key institutions such as the family, school,

the state and the workplace, and how does studying these institutions give us some understanding of the social, economic and cultural factors that shape our lives as gendered beings.

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 (though this is an upper-division course with a presupposition that you have taken an introductory sociology class), or you are unclear about the sociological perspective, please do a little digging on the internet into basic sociological concepts prior to class beginning.)

Also keep in mind that this is a summer 6 week session. During the fall and summer, this course is spread out over 15 weeks, meaning that our summer session is an *intensive-style course* in which you will be expected to do the work of the class in a much quicker pace than a semester-long course. This will be challenging, but getting to meet more frequently than a semester-long course allows us to be capable of doing this and, perhaps, even delve more deeply into material.

Last, 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.

## **COURSE TEXT READER**

You are required to purchase a course reader from Copy Central (new location: 2411 Telegraph Ave). The cost of the reader is \$40. Their website (<http://copycentral.com/>) gives you the option of calling the store or purchasing the reader online (see the top right corner of the site where it says "course readers" and search for our course number) to be picked up at the store or mailed to you. You can also just go to the store and purchase it. You are expected to have the reader in hand by the first day of class, as there is an assigned reading due the first day of class.

## **ASSESSMENT**

**Participation (15%):** This is a discussion-based class, and your participation grade is comprised of your active participation in class. Your active participation in the course is not only crucial for your own learning—as studies have shown that passively consuming lecture will not help you formulate ideas as effectively as engaging dialogically with content. This will both help you, your peers, and more generally making class more fun and engaging for everyone (including me). You must come to class having read the texts (readings under the date listed are to be read by that date), with a copy of the texts that you can refer to during discussions, and with several prepared reactions and questions about the text. I expect, as well, to see evidence that you have read and annotated the texts. Your participation in discussion will be evaluated for its quantity, quality and improvement; though, quantity evaluation will depend on factors related to your

initial comfort ‘speaking up’ in class. If you are a person who generally has trouble or is inexperienced with participating verbally in class discussion, please let me know at the beginning of class and we can work out what participation (and improvement) means for you.

Attendance is the central factor when calculating your participation grade, as it should go without saying that if you do not attend class, you cannot participate in discussion. If you are unable to attend section, you must notify me by email with a clear explanation of why you are unable to attend. Prior notification, while necessary, will not guarantee that your absence will be considered excused. If you are absent, please make sure to check the section Bcourses page for updates and materials. Finally, class starts promptly at 10 minutes past the hour. Tardiness will be considered when calculating your participation grade.

**Assignments (10%):** There will be several short assignments for this class, which will all be elaborated upon in separate assignment sheets. All assignments (including exams) are to be done in 12 pt font, Times New Roman, single spaced, 1” margins. They will all be due by the time that class begins at 10:10am on the date that they are due, and no late work will be accepted. Except for the first assignment (a), all other assignments (b-d) are due online through Bcourses under “assignments”.

- a) A reading outline of the Crenshaw text due, printed, **in class on Monday 7/9/18**
- b) One interview of a person from a different generation—Baby Boomers or older (age 50+)—to inquire about their experiences with gender due online on **Monday 7/16/18**
- c) A 1 page analysis of one article of your choice from the SWS listserv (sign up at the beginning of class at [http://lists.socwomen.org/mailman/listinfo/sws\\_lists.socwomen.org](http://lists.socwomen.org/mailman/listinfo/sws_lists.socwomen.org)) pertaining to a current event about gender (please include the article) due online on **Monday 7/30/18**
- d) A ½-1 day (outside of class) of ‘presenting’ your gender differently than you usually do with a 1 page reflection on your experience due online by the last day of class **Thursday 8/9/18**

**Quizzes (20%):** To ensure that the readings are completed by the date they are due, there will often be a “pop” quiz at the beginning of any number of class periods. You will complete the quiz on your own sheet of paper that will be handed in, and you will be given 5 minutes to complete the quiz. Your total score on all quizzes will be added together and curved to fit the percentage of your total final grade. Basically, you can think about the total quiz score to be counted as a “midterm” points-wise—a midterm that is just distributed over the course of the entire summer session rather than all at once. There are **no** make-ups for quizzes, so if you are absent you will receive a zero, or if you are late to class (quizzes will be done at the beginning of class with no extra time given for those who are late) you will receive as many points as you are able to finish in the time allotted.

**Two take home exams (45% total – 22.5% each):** For each paper, you will be given several possible prompts and you will be expected to answer **2** of these prompts. Each prompt answer must be 2.5-3.5 pages in 12 pt font, Times New Roman, **single** spaced, 1” margins. Papers prompts will be distributed on a Thursday and will be due Monday of the following week by the time that class begins. Each exam will challenge you to bring course readings in conversation with one another. Exams turned in late will be docked one full letter grade for each day they are

tardy. No exam will be accepted beyond 72 hours of its designated collection time. Additional instructions and requirements will be provided on the exam prompts.

**In-class final paper response (10%):** you will have a short, in-class paper in the last class on our readings on “the future of gender”, where you will be expected to weave in previous papers we have read for the course into your response. Luckily, you will have two take-home papers to pull from when thinking about your response! This paper will be “open book”.

## **GRADING POLICIES**

If you would like to request a re-grade or re-evaluation of an assignment, you must first wait 48 hours after the assignment was returned, as oftentimes students are better able to understand their grade if they wait a day or two and look over their work in the meantime. Second, you must write up a statement detailing why you believe you deserve a higher grade and send it to Serena Witherspoon, our reader. This statement should be about the substance of your work, not about effort. You must request a re-grade to Serena within 7 days of the assignment being returned. If she or I re-grade your assignment, the new grade of your work will be used, even if that means that you get a lower score than originally given for that work. If you still dispute a grade after Serena has addressed your concern, she will notify me and I will do a final re-grade.

## **TECHNOLOGY POLICY**

The use of digital devices has been shown to interfere with learning, engagement, comprehension, and performance. After an interruption, it takes an average of 25 minutes to return to the original task, and multiple studies have found declines in learning and performance in the presence of multitasking. For these reasons, I do not allow the use of laptops or other digital devices during class (including putting phones on your desk/lap). If I see you using a device, it will be confiscated for the rest of class. If you require accommodation from this policy, please come to my office hours to discuss your needs.

## **ACADEMIC DISHONESTY**

The University Policy on Cheating and Plagiarism states:

Achievement and proficiency in subject matter include your realization that neither is to be achieved by cheating. An instructor has the right to give you an F on a single assignment produced by cheating without determining whether you have a passing knowledge of the relevant factual material. That is an appropriate academic evaluation for a failure to understand or abide by the basic rules of academic study and inquiry. An instructor has the right to assign a final grade of F for the course if you plagiarized a paper for a portion of the course, even if you have successfully and, presumably, honestly passed the remaining portion of the course. It must be understood that any student who knowingly aids in plagiarism or other cheating, e.g., allowing another student to copy a paper or examination question, is as guilty as the cheating student.

This policy will be followed for this course, so make sure you understand the consequences of cheating, plagiarism, or aiding others in these. Any cases of cheating or plagiarism will result in a referral to The Center for Student Conduct.

## **RESPECTFUL COMMUNICATION AND CREATING AN INCLUSIVE CLASSROOM**

In this course, we will be spending time in discussion with one another. A key aspect of this discussion space will be setting up as “safe” a space as possible where everyone feels that they may communicate freely, without fear of feeling mistreated. The use of the word "safe" in this context is both literal and metaphorical; while the former has an obvious definition, the latter pertains to emotional safety, meaning that respectful communication practices are essential to this concept of safety in a space. We will spend time in the beginning of the course discussing specifics for how to create as ‘safe’ as a space as possible for learning together, and you will be responsible for practicing these communication skills each time we meet for section. Importantly, a safe space can sometimes emotionally “trigger” or make people feel uncomfortable—that is the nature of having discussions about difficult topics like race, class, and gender—which are important topics in sociology and life in general. The notion of safety here means that we will learn to handle these situations skillfully and mindfully in order to have more meaningful and deeper discussions where we can learn from one another’s different perspectives. A class is a space of *learning*, and we will assume that it will take time and patience to understand, apply, and speak about the material of this course.

## **OTHER INFORMATION**

- **Course mechanics:** Important course announcements will be sent to students’ registered campus email addresses via Bcourses. You are responsible for monitoring those email accounts. Assignments and take-home exams will also be submitted under B-courses “Assignments”. This syllabus and schedule are subject to change in the event of circumstances unforeseen circumstances or in response to the needs of our class.
- **Accommodating Special Needs:** Please inform me as soon as possible if you need accommodations for class or an assignment. If you need disability-related accommodations in this class, if you have emergency medical information you wish to share with me, please inform me immediately. Please see me privately after class, email me, or set up time in my office hours. For special accommodations requests, I will need a Letter of Accommodation from Berkeley’s Disabled Students Program (DSP) I am also open to suggestions to make our class more accessible.
- **On Mental Health and Wellbeing:** Some subjects in this class may “trigger” an emotional and/or traumatic response, or you may be going through a difficulty in life during the time of the course. I am not a therapist, but I am sympathetic to and accommodating of mental health issues. If you need support, please contact Counseling and Psychological Services (CPS) at the Tang Center (2222 Bancroft Way, 510-642-9494). We can also brainstorm ways to find accessible and culturally-competent services. If you need someone to talk to immediately, call the Suicide Prevention and Crisis Hotline (415-499-1100).
- **Help with Writing:** Strong, clear writing develops with practice. Please, let me know early in the semester if you have trouble with writing, or are inexperienced with writing at the college level, so that we can work out a plan to help you with this skill. I am happy to

provide more feedback on the outlining and construction of your essays in my office hours. One absolutely necessary resource is the Sociology Department's undergraduate student resources ([sociology.berkeley.edu/undergraduate-writing-resources](http://sociology.berkeley.edu/undergraduate-writing-resources)). Please also take advantage of the drop-in and by appointment writing tutoring at The Student Learning Center (<http://slc.berkeley.edu/>) as a resource. I also encourage you to read your papers aloud to yourself and/or have someone else (a parent, a friend, a classmate) read your papers before submitting them.

## **COURSE SCHEDULE**

### WEEK ONE: INTRODUCTION TO THE SOCIOLOGY OF GENDER

#### **Monday, 7/2/18      *Introduction: theoretical frameworks for the sociology of gender***

Risman, Barbara J. "Gender As a Social Structure: Theory Wrestling with Activism." *Gender & Society* 18, no. 4 (August 2004): 429–50.

*\*recommended supplemental reading:* a good supplemental text to summarize the above is pages 12-21 in the "Introduction" from Kane's *The Gender Trap*

#### **Tuesday, 7/3/18      *Theoretical frameworks continued***

West, Candace and Zimmerman, Don. 1987. "Doing Gender." *Gender and Society*. 1(2): 125-151.

#### **Wednesday, 7/4/18      *Holiday – no class***

#### **Thursday, 7/5/18      *Origins of the sociology of gender: a short history of feminism***

Selected pages 330-344 from: deBeauvoir, Simone. 1949. "Chapter 1: Childhood" *The Second Sex*. New York: Knopf Doubleday Publishing Group, 2012.

Selected pages 528-544 from: MacKinnon, C. A. (1982). "Feminism, Marxism, method, and the state: An agenda for theory." *Signs: Journal of Women in Culture and Society*, 7(3).

In-class film screening: *She's Beautiful When She's Angry*

### WEEK TWO: CRITIQUES OF THE 'SECOND WAVE'; BIOLOGIZING SEX

#### **Monday, 7/9/18      *Critiquing the 'second wave': intersectionality***

**\*\*reading outline assignment due\*\***

Crenshaw, Kimberle. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43, no. 6 (July 1991): 1241-99.

Hamilton, L, and E A. Armstrong. 2009. "Gendered Sexuality in Young Adulthood: Double Binds and Flawed Options." *Gender & Society* 23 (5): 589–616.

Video: May 18, 2016 "Intersectionality 101" *Teaching Tolerance*.  
<https://www.youtube.com/watch?v=w6dnj2IyYjE>

**Tuesday, 7/10/18**      ***Critiquing the 'second wave': compulsory heterosexuality***

Selected pages 200-206; 210-218 from: Rich, Adrienne. 1980. "Compulsory Heterosexuality and Lesbian Existence." *Signs* 5 (4): 631–660.

**Wednesday, 7/11/18**      ***Critiquing the 'second wave': transnationality***

Mohanty, Chandra Talpade. "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs: Journal of Women in Culture and Society* 28, no. 2 (January 2003): 499–535.

**Thursday, 7/12/18**      ***Biologizing gender: sex categorization***

Judith Lorber. "Believing Is Seeing: Biology as Ideology." *Gender and Society* 7, no. 4 (1993): 568–81.

Petersen, Alan. "Sexing the Body: Representations of Sex Differences in Gray's Anatomy, 1858 to the Present." *Body & Society* 4, no. 1 (March 1998): 1–15.

**WEEK THREE: BIOLOGIZING GENDER CONTINUED; MASCULINIT(IES) AND THE STATE**

**Monday, 7/16/18**      ***Challenging the binary***

**\*\*interview assignment due\*\***

Alice Domurat Dreger. "Doubtful Sex: The Fate of the Hermaphrodite in Victorian Medicine." *Victorian Studies* 38, no. 3 (1995): 335–65

**Tuesday, 7/17/18**      ***Making masculinit(ies)***

Connell, R. W. (2005). "Chapter 3: The Social Organization of Masculinity." *Masculinities*. Univ of California Press: 67-81

Robinson, Kerry H. "Reinforcing Hegemonic Masculinities through Sexual Harassment: Issues of Identity, Power and Popularity in Secondary Schools." *Gender and Education* 17, no. 1 (March 2005): 19–37.

**Wednesday, 7/18/18** *The masculinist state*

Brown, Wendy. (1992). "Finding the Man in the State." *Feminist studies*, 18(1), 7-34

**Thursday, 7/19/18** *The masculinist welfare state*

**\*\*take-home exam I distributed\*\***

Williams, Lucy A. (1995) "Race, Rat Bites and Unfit Mothers: How Media Discourse Informs Welfare Legislation Debate," *Fordham Urban Law Journal: Vol 22, 4, 12*. 1159-1196  
(\*\*don't read the footnotes; the paper is half as long without them\*\*)

Edin, Kathryn, and Laura Lein. 1997. "Work, Welfare, and Single Mothers' Economic Survival Strategies." *America Sociological Review.*, 253-66.

WEEK FOUR: SOCIAL PROBLEMS IN INSTITUTIONS

**Monday, 7/23/18** **\*\*take-home exam I due\*\***

No readings

**Tuesday, 7/24/18** *Economy, labor, and family*

Mary Blair-Loy. "Cultural Constructions of Family Schemas: The Case of Women Finance Executives." *Gender and Society* 15, no. 5 (2001): 687-709.

**Wednesday, 7/25/18** *Law*

Blackwood, Eileen M. "The Reasonable Woman in Sexual Harassment Law and the Case for Subjectivity." *Vt. L. Rev.* 16 (1991): 1005-1026.

Joffe-Walt, Chana. 2018. "Five Women" *This American Life*. Episode 640, March 2, 2018 [1 hour] <https://www.thisamericanlife.org/640/five-women>

**Thursday, 7/26/18** *Medicine*

Werner, Anne and Kirsti Malterud. 2003. "It Is Hard Work Behaving as a Credible Patient: Encounters between Women with Chronic Pain and Their Doctors." *Social Science and Medicine* 57(8):1409-19



WEEK FIVE: INSTITUTIONS CONTINUED; THE FUTURE OF GENDER?

**Monday, 7/30/18**     *Medico-legal*

**\*\*SWS article analysis assignment due\*\***

Luna, Zakiya, and Kristin Luker. "Reproductive Justice." *Annual Review of Law and Social Science* 9, no. 1 (November 3, 2013): 327–52

In class film screening: *Jane: An Abortion Service*

**Tuesday, 7/31/18**     *Media and embodied culture*

Selected pages 99-138, 169-74 from: Bordo, S. (2004). *Unbearable weight: Feminism, Western culture, and the body*. Univ of California Press

**Wednesday, 8/1/18**     *What happened—and should happen—to feminism?*

Zeisler, A., 2016. "Introduction" and Chapter One". *We were feminists once: From riot grrrl to CoverGirl, the buying and selling of a political movement*. Public Affairs. Pp. ix-28

**Thursday, 8/2/18**     *Undoing Gender*

**\*\*take-home exam II distributed\*\***

Lorber, Judith. 2005. "Chapter One: Framing the Issues: Gender Theory and Degendering." Pp 1-38. *Breaking the Bowls: Degendering and Feminist Change*. New York: W.W. Norton.

Kusalik, Telyn. 2010. "Identity, Schmididentity." 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

WEEK SIX: THE FUTURE OF GENDER? CONTINUED

**Monday, 8/6/18**     **\*\*take-home exam II due\*\***

No readings

**Tuesday, 8/7/18**     *Reclaiming eroticism*

Lorde, Audre. 2012. "Uses of the Erotic: The Erotic as Power" in *Sister Outsider: Essays and Speeches*. Crossing Press: 124-133

Lee, Jiz. 2013. "Uncategorized: Genderqueer Identity and Performance in Independent and Mainstream Porn." Pp 273-278 in *The Feminist Porn Book*

Anon. 1997. "Sex Workers' Manifesto" *First National Conference of Sex Workers*. 14-16 November, Calcutta, India

**Wednesday, 8/8/18** *Reclaiming Emotions & Care*

Lorde, Audre. 2012. "The Uses of Anger: Women Responding to Racism" in *Sister Outsider: Essays and Speeches*. Crossing Press: 53-59

Jed Pinksley, Jamie Heckert and Sara Motta (2011) "Feminist love, feminist rage; or, Learning to listen". *Interface: a journal for and about social movements*: 303-7

Two online articles:

<https://www.bitchmedia.org/article/audre-lorde-thought-self-care-act-political-warfare>

<https://nayamaya.wordpress.com/2011/06/19/communities-of-care-organizations-for-liberation/>

**Thursday, 8/9/19** *Last class – in-class final paper response*

**\*\*gender presenting assignment due\*\***