

SOC133: Sociology of Gender

Instructor: Barrie Thorne, Professor of Sociology and Gender & Women's Studies

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Office Hours: Wednesday 1:30 to 4:30, 480 Barrows, and by appointment

Graduate Student Instructors: Elise Herrala eherrala@berkeley.edu (sections 101, 102)

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Course bspace site: <http://bspace.berkeley.edu>

(for syllabus, handouts, other resources)

This course offers an excursion into a subfield of sociology that bridges to the interdisciplinary domains of gender and women's studies and feminist theory. In the course we will consider ways in which the theorizing and use of gender as a category of analysis has deepened insight into individual experiences, cultural beliefs and practices, daily interaction, and the dynamics of social institutions. We will begin by considering the complex relations between biological sex and socially and culturally embodied gender and then examine various approaches to the social construction of gender, not only in individual experience and daily interaction, but also in the design and uses of material objects. We will then turn to ways in which gender (in conjunction with other lines of difference and inequality) helps shape experiences of growing up and enters into processes of embodiment, sexuality, and reproduction. The last part of the course focuses on gender and schools, processes of migration, paid work, families, and international politics.

Lectures and readings will draw upon ideas from a range of academic disciplines, addressing questions in the context of a transnational world. Throughout the course we will attend to differences as well as commonalities among girls and boys, women and men; and we will explore articulations of gender with other lines of difference and inequality, such as age, sexuality, social class, immigration status, racialized ethnicity, nationality, and religion.

Required readings – ALL ARE ON RESERVE IN MOFFITT LIBRARY.

Books available for purchase at Cal Student Store and Ned's:

C. J. Pascoe, *'Dude, You're a Fag': Masculinity and Sexuality in High School*
(Univ. of California, Press, 2007 or 2011 – either edition is fine).

Sandra Cisneros, *The House on Mango Street* (Vintage paper, 1991; orig. pub. 1985)

A xeroxed reader of all other required readings may be purchased at

Krishna Copy Telegraph, 2595 Telegraph Ave. (Parker is the cross-street; phone 549-0506)

ALL READINGS ARE ALSO ON RESERVE AT MOFFITT LIBRARY

Course organization and expectations:

We will meet as a whole on Tuesdays and Thursdays for lectures and occasional videos. Each student should also be enrolled in and attend a required discussion section that meets twice a week. The sections will give you a chance to share ideas and reactions in a smaller group setting, to learn additional material, and to prepare for exams and other assignments. One of the goals of the course is to help you improve your writing; the assignments will be structured with this goal in mind.

Students are expected to attend all class sessions, keep up with the readings, and generally to engage with the ongoing course. The written assignments will build in these expectations, and class attendance and participation will count for 20% of the final grade.

Written assignments:

1. **“Gender Adventure” short paper** (6 pp. maximum) analyzing specific ways in which gender meanings are constructed in a particular domain of objects, such as deodorant, watches, bigwheels, dorm room décor, or Banana Republic ads. Guidelines are attached to the syllabus. *Due Tues., Feb. 21* 20% of course grade
2. **Take-home midterm essay exam paper** (8 pp. maximum). Questions will be handed out in lecture (and posted on our bspace website) on Wednesday, *The paper is due Thurs., March 22* 30% of course grade
3. **A comprehensive take-home final examination** . Essay questions will be handed out well in advance. *Due Thursday, May 10* 30% of course grade

Grading:

Attendance & participation in lecture and discussion sections.-----	20% or 40 points
Gender adventure paper -----	20% or 40 points
Take-home midterm exam paper-----	30% or 60 points
Final exam -----	<u>30% or 60 points</u>
<u>Total:</u>	100% or 200 points

****You must complete and turn in all 3 written assignments or you will not pass the course.**

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WEEKLY SCHEDULE: Topics and Readings

I. Relations Between Biological Sex and Cultural Gender

Lecture date Reading to be completed before the lecture

- Jan. 17 Introduction (no reading)
- Jan. 19 Lois Gould, “X: A Fabulous Child’s Story” [10 pp.]
Raewyn Connell, “Sex Differences and Gendered Bodies” [21 pp.]
- Jan. 24 Emily Martin, “The Egg and the Sperm” [17 pp.]
Beth Skwarecki, “Mad Science: Deconstructing Bunk Reporting in 5 Easy Steps” [10 pp.]

II. The Social Construction of Gender

- Jan. 26 Candace West and Don Zimmerman, “Doing Gender” [20 pp.]
[Video, “Juggling Gender”]
- Jan. 31 Michael Kimmel, “Masculinity as Homophobia” [12 pp.]
Emily W. Kane, “NO WAY MY BOYS ARE GOING TO BE LIKE THAT!”
Parents Responses to Children’s Gender Nonconformity” [25 pp.]

- Feb. 2 Evelyn Nakano Glenn, "The Social Construction and Institutionalization of Gender and Race: An Integrative Framework" [40 pp.]

III. Gendered Objects

- Feb. 7 Nicholas Oddy, "Bicycles" [8 pp.]
 Lee Wright, "The Suit: A Common Bond or Defeated Purpose?" [8 pp.]
 Pat Kirkham and Alex Weller, "Cosmetics: A Clinique Case Study" [9 pp.]
- Feb. 9 Kathy Peiss, "Making Up, Making Over: Cosmetics, Consumer Culture, and Women's Identity" [17 pp.]
 Judith Williamson, "Woman is an Island: Femininity and Colonization [10 pp.]
 [Video, "Barbie Nation"]

IV. Gender and Consumption

- Feb. 14 Elizabeth Chin, "Ethnically Correct Dolls: Toying with the Race Industry" [15 pp.]
 Daniel Thomas Cook and Susan B. Kaiser, "Betwixt and Be Tween: Age Ambiguity and the Sexualization of the Female Consuming Subject" [21 pp.]
- Feb. 16 Amy Hanser, "The Gendered Rice Bowl: The Sexual Politics of Service Work in Urban China" [16 pp.]
 [Lecturer: Elise Herrala]

**** "Gender Adventure" paper due on Tuesday, Feb. 21 at beginning of lecture**

V. Growing Up: Articulations of Age, Social Class, Racialized Ethnicity, and Sexuality

- Feb. 21 Sandra Cisneros, *The House on Mango Street* [110 pp.]
 Feb. 23 [Video: "La Quincinaera"]
- Feb. 28 C. J. Pascoe, *Dude, You're a Fag: Masculinity and Sexuality in High School*
 March 1 (read entire book in this time period)
 March 6
- March 8 Ann Arnett Ferguson, "Naughty by Nature" (7 pp.)
 Julie Bettie, "Girls, Race, and Identity: Border Work Between Classes" [8 pp.]
 [Guest lecture: Freedeen Oeur]

VI. Gendered Experiences of Embodiment and the Women's Health Movement

- March 13 Anne Fausto-Sterling, "Hormonal Hurricanes: Menstruation, Menopause, and Female Behavior" [12 pp.]
 Gloria Steinem, "If Men Could Menstruate" [insert in Fausto-Sterling article]
 Meika Loe, "The Viagra Blues: Embracing or Resisting the Viagra Body" [23 pp.]

March 15 Kathy Davis, *How Feminism Travels Across Borders: The Making of Our Bodies Ourselves*, pp. 1-84.

VII. The Politics of Sexuality and Reproduction

March 20 Lynn M. Morgan, "Ambiguities Lost: Fashioning the Fetus into a Child in Ecuador and the United States" [17 pp.]
 Rosalind Pollack Petchesky. "Fetal Images: The Power of Visual Culture in the Politics of Reproduction" [19 pp.]

March 22 *Carefully read the following websites:*
 National Right to Life <<http://www.nrlc.org/>>
 NARAL Pro-Choice America <<http://www.naral.org>>
As you peruse each site, take notes on the imagery, the language, and the framing. In class we will try to clarify the polarized debates about abortion in the U.S. Why has this become so politicized in the U.S. but not in Europe?

**** Take-home midterm paper due on Thursday, March 22 at beginning of class**

[Question options for the essay will be handed out well in advance, so you can have time to work on your writing]

Spring Break : March 26–March 30

VIII. Gender, Migration, and Families

April 3 Nazli Kibria, "Power, Patriarchy, and Gender Conflict in the Vietnamese Immigrant Community" [14 pp.]
 Hung Cam Thai, "Clashing Dreams: Highly Educated Overseas Brides and Low-Wage U.S. Husbands" [24 pp.]

April 5 Shellee Colen, 1995. "Like a Mother to Them": Stratified Reproduction and West Indian Childcare Workers and Employers in New York." [18 pp.]
 Pierrette Hondagneu Sotelo, and Ernestine Avila, "I'm Here, but I'm There': The Meanings of Latina Transnational Motherhood" [13 pp.]
 [video "Chain of Love"]

IX. Gender and Work

April 10 Evelyn Nakano Glenn. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor." [13 pp.]

April 12 Paula England. 2005. "Gender Inequality in Labor Markets: The Role of Motherhood and Segregation" [17 pp.]
 Cynthia Enloe, "Blue Jeans and Bankers" [26 pp.]

X. Gender, Nationalism, and War

April 17 Cynthia Enloe, "Nationalism and Masculinity" [22 pp.]

April 19 Cynthia Enloe, "When Soldiers Rape" [44 pp.]

XI. Social Movements and Social Change

April 24 Jodie Michelle Lawston, "'We're All Sisters'": Bridging and Legitimacy in the Women's Anti-prison Movement" [14 pp.]

"The Rio Declaration of Gender Independence" [3pp.]

Michael Kimmel, "A Degendered Society?" [7 pp.]

April 26 Conclusion, review, brainstorming for take-home final exam

Take home comprehensive final exam essay due Thursday, May 10

**U.C. Berkeley, Spring 2012, Prof. Barrie Thorne
GWS 10, "Introduction to Gender and Women's Studies" -- COURSE READER
AT KRISHNA COPY (on Telegraph Ave.) AND ON RESERVE AT MOFFITT**

1. Lois Gould, "X: A Fabulous Child's Story," *Ms.* 1, no. 6, Dec. 1972.
2. Raewyn Connell, "Sex Differences and Gendered Bodies," Ch. 4 in *Gender: A Short Introduction*, 2nd ed. (Polity Press, 2009), pp. 50-71/
3. Emily Martin, "The Egg and the Sperm," *Signs* 16, no. 3, 1991, pp. 485-501.
4. Beth Skarwecki, "Mad Science: Deconstructing Bunk Reporting in 6 Easy Steps," *Bitch Magazine* ("Wired" issue 2008); available on-line
5. Candace West and Don Zimmerman, "Doing Gender," *Gender & Society*, 1, no. 2, 1987, pp. 125-151.
6. Michael Kimmel, "Masculinity as Homophobia," in H. Brod and M. Kaufman, eds., *Theorizing Masculinities* (Sage Publications, 1994), pp. 199-141
7. Emily W. Kane, "NO WAY MY BOYS ARE GOING TO BE LIKE THAT!": Parents Responses to Children's Gender Nonconformity," *Gender & Society* 20 (2006): 149-176.
8. Evelyn Nakano Glenn, "The Social Construction and Institutionalization of Gender and Race: An Integrative Framework," in Myra Marx Ferree, Judith Lorber, and Beth B. Hess, eds., *Revisioning Gender* (Sage, 1999), pp. 3-43
9. Nicholas Oddy, "Bicycles," pp. 60-69 in Pat Kirkham, ed., *The Gendered Object* (Manchester Univ. Press, 1996).
10. Lee Wright, "The Suit: A Common Bond or Defeated Purpose?," pp. 153-162 in Pat Kirkham, ed., *The Gendered Object* (Manchester Univ. Press, 1996).
11. Pat Kirkham and Alex Weller, "Cosmetics: A Clinique Case Study," pp. 196-203 in Pat Kirkham, ed., *The Gendered Object* (Manchester Univ. Press, 1996).
12. Kathy Peiss, "Making Up, Making Over: Cosmetics, Consumer Culture, and Women's Identity," pp. 311-336 in V. deGrazia with E. Furlough, eds., *The Sex of Things* (Univ. of California Press, 1996).
13. Judith Williamson, "Woman is an Island: Femininity and Colonization," pp. 99-118 in T. Modleski, ed., *Studies in Entertainment* (Indiana Univ. Press, 1986)
14. Elizabeth Chin, "Ethnically Correct Dolls: Toying with the Race Industry," *American Anthropologist* 101(1999), pp. 305-321
15. Daniel Thomas Cook and Susan B. Kaiser, "Betwixt and Be Tween: Age Ambiguity and the Sexualization of the Female Consuming Subject," *Journal of Consumer Culture* 4(2004): 203-227.
16. Amy Hanser, "The Gendered Rice Bowl: The Sexual Politics of Service Work in Urban China," *Gender & Society* 19 (2005): 581-600.
17. Ann Arnett Ferguson, "Naughty by Nature," from *Bad Boys: Public Schools and the Making of Black Masculinity* (Univ. of Mich. press 2000), reprinted in Maxine Baca Zinn et al *Gender through the Prism of Difference*, 4th ed. (Oxford, 2011), pp 435-442
18. Julie Bettie, "Girls, Race, and Identity: Border Work Between Classes" excerpt from *Women Without Clss* (Univ. of Calif Press 2003) Reprinted in Zinn, *ibid*, pp 455-463
17. Anne Fausto-Sterling, "Hormonal Hurricanes: Menstruation, Menopause, and Female Behavior," from *Myths of Gender* (Basic Books, 1986).
18. Gloria Steinem, "If Men Could Menstruate," *MS. Magazine*, Oct. 1978.
19. Meika Lee, "The Viagra Blues: Embracing or Resisting the Viagra Body," pp. 21-44 in Dana Rosenfeld and Christopher A. Faircloth, eds., *Medicalized Masculinities* (Temple Univ. Press, 2006).

20. Kathy Davis, *How Feminism Travels Across Borders: The Making of Our Bodies Ourselves* (Duke Univ. Press 2007), pp. 1-84.
21. Lynn M. Morgan, "Ambiguities Lost: Fashioning the Fetus into a Child in Ecuador and the United States" in Nancy Scheper-Hughes and Carolyn Sargent, eds., *Small Wars: The Cultural Politics of Childhood*. (Univ. of California Press, 1998), pp. 58-74.
22. Rosalind Pollack Petchesky, "Fetal Images: The Power of Visual Culture in the Politics of Reproduction," *Feminist Studies* 13 (1987): 401-423
23. Nazli Kibria, "Power, Patriarchy, and Gender Conflict in the Vietnamese Immigrant Community," *Gender & Society* 4 (1990): 9-24.
24. Hung Cam Thai, "Clashing Dreams: Highly Educated Overseas Brides and Low-Wage U.S. Husbands" pp. 230-253 in Barbara Ehrenreich and Arlie Hochschild, eds., *Global Woman* (Metropolitan Books, 2003).
25. Shellee Colen, "'Like a Mother to Them': Stratified Reproduction and West Indian Childcare Workers and Employers in New York." in Faye D. Ginsburg and Rayna Rapp, eds., *Conceiving the New World Order: The Global Politics of Reproduction*. Univ. of California Press, 1995, pp. 78-102.
26. Pierrette Hondagneu-Sotelo and Ernestine Avila, , "'I'm Here, but I'm There': The Meanings of Latina Transnational Motherhood," *Gender & Society* 11 (1997): 548-71 (reprinted)
26. Evelyn Nakano Glenn, "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor," *Signs* 18 (1992) (reprint 17 pp).
27. Paula England, "Gender Inequality in Labor Markets: The Role of Motherhood and Segregation," *Social Politics* 12(2): 264-288.
28. Cynthia Enloe, "Blue Jeans and Bunkers" ch. 7 of *Bananas, Beaches and Bases* (Univ. of Calif. Press, 1990), pp. 151-176
29. Cynthia Enloe, "When Soldiers Rape," ch. 4, of *Maneuvers* (Univ. of Calif. Press, 2006), pp.108-152.
30. Cynthia Enloe, "Nationalism and Masculinity," ch. 3 of *Bananas, Beaches and Bases* (Univ. of Calif. Press, 1990), pp.42-64.
31. Jodie Michelle Lawston, "'We're All Sisters': Bridging and Legitimacy in the Women's Anti-prison Movement," *Gender & Society* 23 (2009): 639-664.
37. "The Rio Declaration of Gender Independence" *Voice Male Magazine* summer 2009, p. (reprinted in Zinn et al, *Gender Through the Prism of Difference*, op cit, pp. 508-510.
38. Michael Kimmel, "A Degendered Society?" in Kimmel, *The Gendered Society*, (Oxford, 2011) pp. 409-414.

Guidelines for Gender Adventure Paper

* **Due Tuesday, Feb. 21 at the beginning of lecture**

[Get it in on time; 2 points will be deducted for each day a paper is late]

- * This is a relatively short paper – **6 typed pages maximum** (double spaced, 12-point font), including references (you may add up to 2 pp. of pictures/ images, if they seem useful).
- * Worth 15% of the course grade (30 points maximum)

Pretend that you are a visitor from another planet and that you are setting out to de-code U.S. culture, in part by looking at the everyday objects that humans use. You have begun to suspect that there are (at least) two types of humans, but the messages are quite complex. Luckily, you have stumbled across the SOC133 readings and notes from lecture, along with a device that allows you to understand the language in which the articles are written,

Below is how to proceed: [Note: When you write the paper, you do NOT have to use the interplanetary visitor theme; write in whatever voice you find most effective; it's fine to use the first person, "I".]

1. Do all the course readings up through the section on "Gender and Consumption." Ponder the concepts and insights – or "decoding tools" -- that readings, lectures, and videos provide for interpreting and analyzing messages about gender and related lines of difference.

2. Choose a domain of objects (e.g. big wheels; shoes; greeting cards; bedspreads; razors; watches; deodorant;). **Find a way to examine and record detailed information** about a range of examples of the object you have chosen. For example, you might visit a toy store or a supermarket; peruse catalogues, magazines, or photo albums; do an inventory of dorm rooms; and/or take notes by watching YouTube. *Before you dig into the research, be sure to check out your topic and your strategy for data-gathering with your GSI.*

3. As you peruse the array of your chosen object (e.g. a rack of greeting cards or the deodorant shelf in drug store or all the plush toys on the Toys R Us website), **look for and record the patterns of gender coding.**

- Are some versions of the object gender coded, and others more neutral? How can you tell? What specific details or cues (e.g. color, shape, language, smell) signal "feminine" or "masculine"? Is there more than one type of "feminine"/"masculine"? How is "gender-neutral" signaled? What additional distinctions are marked?

-Are gender cues connected with signals of ethnicity, age, and/or marks of "expensive" vs "cheap"? How?

-What meanings do the signals or cues convey to you, the de-coder? You might also ask others to give their interpretations. If you want, you could focus on a specific issue, such as experiences of "crossing" (women using men's deodorant; boys playing with Barbies).

4. Write a 6-page (maximum) paper. Explain your choice of topic; describe how you gathered and analyzed information about your chosen type of object (i.e., a "methods" section); analyze the patterns you uncovered and include detailed evidence (examples, counts) to back up your analysis. Be sure to tie your insights specifically to course readings and lectures (do more than cite an idea – work with and reflect upon it). Show that you're tuned into the ongoing course.