

Sociology 118
“The Sociology of Gender”
Summer Session, 2015

Classroom: SOLIS 110
Class Hours: Monday, Wednesday 11:00 am – 1:50 pm

Instructor: _____	Laura Rogers
Email: _____	lr1rogers@ucsd.edu
Office: _____	Social Science Building 452
Office Hours: _____	Mondays 2 pm - 4 pm Wednesdays 3 - 4 & by appt

Goals of this Course:

“What are you having, a boy or a girl?”

This is a common question asked of expectant parents. But what does it mean to be a boy or a girl, a man or a woman? Are these even the only options on the table? What is the difference between sex and gender? How does gender affect our lives? What does it mean to “do gender”?

These are just some of the questions that we, as a class community, will engage in this course. In many ways, gender is a defining aspect of our lives, at the same time that it is often un-questioned or examined. In this course, we will critically examine gender in the context of “society at large” and in our own lives. By doing so, I expect us to work toward the following goals:

1. To challenge the taken-for-granted. To go beyond the obvious and reconsider issues that we assume are natural or self-evident.
2. To understand and be able to articulate how gender is socially constructed and where these beliefs come from.
3. To appreciate the connection of gender to issues of power, privilege, and inequality.
4. To be able to identify the ways that gender is embedded within institutions like family, work and the media.
5. To recognize how gender shapes your every day life.
6. To understand, from a sociological perspective, how systems of oppression are maintained, reproduced, and challenged.
7. To understand, from a sociological perspective, how gendered experiences differ by race, class, sexuality, and other classifications of difference.

Expectations:

- Be respectful of each other. I do not expect that everyone will agree with everything that is said (and I hope people will challenge each other and challenge me) but we must always remember to be respectful of others’ opinions. We can push our analyses further through discussion without pushing each other down.
- Do the readings and come to class prepared. There is going to be a great deal of discussion and classroom engagement in this course and if you are not prepared you’re not only short-

changing yourself, but also your classmates from having a thought-provoking and informative class.

- Be on time. I will allow a few minutes at the beginning of class for everyone to get there and get settled but after 5 after the hour I expect everyone ready. Please see me after the first class if, for any reason, you expect that you'll be late to section frequently.
- Please turn off all cell phones and electronics during class... it's just the nice and respectful thing to do.
- Have fun but also challenge yourself, each other, and me.

Contact:

You can reach me by e-mail at L1rogers@ucsd.edu and I will try my best to get back to you as soon as possible. I am usually very quick with e-mail and this is fastest and easiest way to get in touch with me if you have any questions. Please use a descriptive subject line (such as "SOC 118 question on assignment") when sending e-mails to ensure a timely response. If you have more complex questions feel free to stop by my office hours every Monday from 2 pm to 4 pm and Wednesday 3 pm to 4 pm. If those do not work, we can schedule an appointment to meet at a different time. I encourage each of you to come to my office hours if you have any questions or concerns or if you just want to chat. E-mail me to schedule a time to meet if my office hours do not work for you.

Attendance and Participation:

Attendance will be taken during every class session and is necessary in order to participate in the class discussions. Participation is pertinent in this course to help both you and your classmates learn the material and I expect everyone to come to class prepared and ready. Every student is should make substantive contributions to each discussion. These contributions should reflect an effort to understand and engage with the course material. I understand that not all people are as comfortable speaking in class as others so I will include various activities throughout the quarter so that people can build participation. Visits to my office hours will also contribute to your participation grades.

Honor Code:

I expect that the University Honor Code will be followed during the completion of all course assignments. See academicintegrity.ucsd.edu for more information.

Office of Student Disabilities

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. For additional information, contact the Office for Student with Disabilities: 858-534-4382; (TTY) – reserved for people who are deaf or hard of hearing; or email: osd@ucsd.edu. OSD website: <http://disabilities.ucsd.edu>.

Readings:

This course will be run as a 'flipped classroom', which means that we will be working through the hardest material and analysis during class. As such, you'll be expected to complete the readings for

that day **before** each class session. All of the readings will be posted on Ted under the “readings” tab. Please be sure to check Ted every week for announcements, readings, and assignments. If you have not used Ted before, please let me know immediately. I have kept the number of pages of reading each class session to a minimum. As such, I expect that you will read each article at least once.

Assignments and Grading:

Attendance and participation: 15%

Assignments: 40%

Reflections: 15%

Final: 30%

Assignments:

There will be 4 assignments throughout the course. These assignments will require that you look at the social world around you and think critically about how these items shape or are shaped by gender. Each assignment will be worth 10% of your final grade in the course and they will be due each **Friday before midnight**. I have written these assignments so that they will be fun and interesting and should not be seen as a challenging task. I will ensure that adequate class time is available to work on your written assignments and discuss your analysis with your peers.

Reflections:

Each week you will need to send reflections by **Tuesday before midnight**. These will be posted on Ted. Reflections are intended to be helpful for you and will be very short. If you are keeping up with the reading, the weekly reflection will require very little time and effort. You will also receive 1 freebie. Therefore, by the end of the session you should have submitted 4 total.

Your weekly reading reflections should be no more than 1 single-spaced page and will be graded on effort (pass/not pass). In these reflections you should reflect on what you’ve read, make connections from course material to your own life, and journal about ways in which you see some of these concepts in everyday life. Additionally, please point out areas of confusion within specific readings and let me know what you feel you might be struggling with.

The goal of writing reflections each week is to provide you with adequate opportunity to think critically about gender and practice writing sociologically. It is also a space for you to tell me what is confusing so that I can prepare and focus on the more difficult aspects of the course readings in lecture. These reflections will be useful in keeping you on track in the course and in preparation for assignments and the final.

Final exam:

Your final exam will be due on **Friday, July 29TH at 2:30 pm**. It will be a cumulative take-home final and will be closely aligned with our course and weekly learning objectives.

COURSE SCHEDULE

Monday, June 29th
DAY 1

“INTRODUCTION TO SOCIOLOGY”

Risman, Barbara. 2004. "Gender as a Social Structure: Wrestling with Activism." *Gender & Society* 18: 429-450. Read 435 through 438

Steinem, Gloria. "If Men Could Menstruate."

Wednesday, July 1st

DAY 2

"SOCIAL CONSTRUCTION OF GENDER"

Anne Fausto-Sterling. 1993. "The five sexes: Why male and female are not enough" *The Sciences*.

Oudshoorn, Nelly. 1990. "Endocrinologists and the Conceptualization of Sex, 1920-1940." *Journal of the History of Biology* 23: 163-186.

Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16:485-501.

Monday, July 6th

DAY 3

"DOING AND LEARNING GENDER"

West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1:125-51. Read 131-140.

Martin, Karin A. 1998. "Becoming a Gendered Body: Practices of Preschools." *American Sociological Review* 63:494-511.

Martin, Karin. 2005. "William Wants a Doll. Can He Have One?: Feminists, Child Care Advisors, and Gender-Neutral Child Rearing." *Gender & Society* 19: 456-479.

Lucal, Betsy. 1999. "What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System." *Gender & Society* 13: 781-797.

Wednesday, July 8th

DAY 4

"MASCULINITY"

Deutsch, Barry. "The Male Privilege Checklist."

Schrock, Douglas, & Schwalbe, Michael. 2009. "Men, Masculinity, and Manhood Acts." *Annual Review of Sociology* 35: 277-295.

Pascoe, C.J. 2005. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." *Sexualities* 8: 329-46.

Monday, July 13th

DAY 5

"SEXUALITY"

Seidman, Steven. 2003. "The Social Construction of Sexuality." Read pages 43-52.

Kristen Schilt and Laurel Westbrook. 2009. "Doing gender, doing heteronormativity: 'Gender normals,' transgender people, and the social maintenance of heterosexuality" *Gender & Society* 23: 440-464.

Armstrong, Elizabeth, Hamilton, Laura, England, Paula. 2010. "Is Hooking Up Bad for Women?" *Contexts* 23-27.

Wednesday, July 15th

DAY 6

"INTERSECTIONALITY"

Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color." *Stanford Law Review* 43:1241-99. 1241-1251; 1266-1282.

Karen D. Pyke and Denise L. Johnson, "Asian American Women and Racialized Femininities." *Gender & Society* 17:1, 2003.

Elijah Anderson, "The Black Male in Public." Chap. 6 of *Streetwise: Race, Class, and Change in an Urban Community*, 1990. 163-189.

Monday, July 20th

DAY 7

"GENDER AND WORK"

Stone, Pamela. 2007. "The Rhetoric and Reality of 'Opting Out'." *Contexts*: 14-19.

Hall, Elaine. 1993. "Smiling, Deferring, and Flirting: Doing Gender by Giving 'Good Service.'" *Work and Occupations* 20(4): 452-71.

Schilt, Kristen. 2006. "Just One of the Guys? How Transmen Make Gender Visible at Work." *Gender & Society* 20:465-90.

Hochschild, Arlie. 2003. *The Second Shift*. Pages 1-22; 35-61.

Wednesday, July 22nd

DAY 8

"GENDER AND FAMILY"

Stephanie Coontz. 2006. "A Pop Quiz on Marriage." *New York Times*.

Susan Walzer, 1996. "Thinking About the Baby: Gender and the Division of Infant Care," *Social Problems*, 43(2): 219-234.

Hays, Sharon. 2003. *Flat Broke with Children: Women in the Age of Welfare Reform*. Read pages 3-31.

Monday, July 27th
DAY 9

“GENDER AND MEDIA”

****Bring an advertisement to class with you****

Davis, Alex, Rogers, Laura E., Bryson, Bethany. 2014. “Own It: Constructions of Masculinity and Heterosexuality on Reality Makeover Television.” *Cultural Sociology*.

Gengler, Amanda. 2011. “Selling Feminism, Selling Femininity.” *Contexts*: 68-69.

Stephens, Dionne, & Phillips, Layli. 2003. “Freaks, Gold Diggers, Divas, and Dykes: The Sociohistorical Development of Adolescent African American Women’s Sexual Scripts.” *Sexuality & Culture*.

Wednesday, July 29th
DAY 10

“VIOLENCE”

Patricia Martin and Robert Hummer. 1989. “Fraternities and rape on campus.” *Gender & Society*.

Kreager, Derek A. 2007. “Unnecessary Roughness: School Sports, Peer Networks, and Male Adolescent Violence.” *American Sociological Review*.

Friday, July 29TH
Due by 2:30 PM

FINAL

ASSIGNMENTS

1. Scavenger Hunt

Due Friday, July 3rd before midnight

Take a walk around campus, your neighborhood, the mall, and/or browse the internet. I want you to look around you for items and messages that are gendered. I will provide a list of possible items to be on the look out for but I encourage you to be creative. You will need to find at least 10 gendered items in the world around you and write 2-3 sentences about *how* this item either challenges or reproduces gender.

2. Children’s Book or Nursery Rhyme Analysis

Due Friday July 10th before midnight

Pick out a popular children’s book or nursery rhyme and carefully analyze the language and pictures. Then, in less than one single-spaced page, explain how this story challenges or reproduces normative ideas about gender. What is this story saying about masculinity and femininity? Is it encouraging appropriate gender behavior? If so, how? Use examples of the language as evidence in your analysis. Look closely at how other author’s that we have read so far use evidence to make their argument.

3. Debate

Due Friday July 17th before midnight

Pick a common misconception or gender essentialist claim. This can be a misconception that we've discussed so far in the course (i.e. men are naturally more aggressive or women are naturally more nurturing) or one that you've noticed. In less than one single-spaced page, explain how this claim is inaccurate and socially constructed. Where does this belief come from? How might this belief create or maintain inequality?

4. Gender and Work

Due Friday July 24th before midnight

Interview at least one fellow college student regarding their work and family expectations (these can include, but are not limited to expectations regarding marriage, children, household responsibilities, income, career goals, etc.). In less than 2 single-spaced pages, describe and analyze their career and family goals. Given what you know about sex-segregation in the labor market, the gender pay gap, the gendered division of labor within the family, the meaning and experience of family caregiving, and other issues discussed in class, do their expectations seem realistic? How does their gender shape these goals or the reality of them? In what ways might their expectations change as they enter the workforce? As they enter relationships?