

COURSE SYLLABUS: SOCIOLOGY OF GENDER*

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Sociology 7 (41219) Office Hours in Rm. 557: Mon. 4:20-5:20 pm; Wed. 12:20-1:20 pm; Thur. 4:50-5:50 pm; Digital/Online Office Hour: Tues. 12-1 pm; & 1 hr by appointment.
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*Satisfies IGETC & CSU-GE Breadth Requirements for Transfer to UC & CSU; and is applicable to the BCC AA-T Degree in Sociology.

MEETING TIME/PLACE: Mon & Wed: 1:30 – 2:45 pm, BCC 431.

Why study the Sociology of Gender?

Ever wonder why so few women break the glass ceiling in corporate America, the U.S. government, and most religions? Or why most straight men would rather go to the dentist than talk about their feelings? Or why music videos are so sexist and homophobic? Or why so many high school boys think “English is for f#gs”, and many girls think “only nerds and Asians are good at math”? Or why you almost never see a woman as the general manager at Walmart or most large chain grocery stores? Or how gender queer people show us new ways of doing gender? If these issues concern you, you should consider taking the “Sociology of Gender”.

Course Description:

After examining gender and sexism at the theoretical level, this course examines how feminism and gender theory improve social science. Then we explore how gender shapes the media, violence, sexuality, intimacy, education, the economy, the family, religion, and government. We also examine how gender varies by race, class, ethnicity, and sexual orientation, and how feminist theory and women’s liberation aim to improve the lives of women AND men. Emphasis is on U.S. history and society, but comparisons to other countries are frequently made to examine how gender works. Finally, each week students apply the theories and concepts learned to videos that deal with the week’s topic. Lectures are delivered in PowerPoint, and the class slides can be downloaded online.

Student Learning Outcomes:

At the conclusion of the course students will be able to:

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| 1: Analyze how social structure and culture shape gendered identities and experiences, using ethnographic or content analysis research methods. |
| 2: Apply sociological theories, terms, and concepts concerning gendered experiences and phenomena to readings. |

Course Objectives: At the conclusion of this course, the student should be able to:

1. Compare and contrast sociological perspectives used to interpret gender relations;
2. Differentiate “sex category” from “gender”, and discuss their different impact upon gendered relations;
3. Identify the main agents of gender socialization and their impact on children’s and adults’ gender construction;
4. Describe gender ideology and practices in multiple social institutions and across cultures and societies;
5. Identify how race, ethnicity, class, and sexuality affect gender relations and experiences;
6. Identify how femininities and masculinities vary by race, ethnicity, class, and sexuality, and how this affects gender relations and experiences;
7. Outline how gender creates power imbalances in people’s personal relationships (including violent relationships);
8. Identify social and political movements to change gender inequalities and gender practices.

Course Requirements: consist of the ability to write a term paper on a computer, and print it.

1) Required Texts/Class Reading Materials:

a) *The Gendered Society*, Kimmel, Michael. 2016 (6th ed.) or 2012 (5th ed.) Abbreviated below as TGS; sold or rented at the bookstore, held on reserve in the library, or cheaper used at www.half.com or www.amazon.com. Note: be careful not to buy *The Gendered Society Reader* since we are not using that book.

b) *Feminist Frontiers* (6th edition). Richardson, Laurel, Verta Taylor, and Nancy Whittier (2004). Boston: McGraw Hill. Abbreviated as FF; purchase for \$0.75 & up at www.half.com or www.amazon.com; or copy

the 5 articles we'll read from this book from the library reserve as xeroxed articles).

c) Articles (on Library Reserve in Feminist Frontiers 6, or on Moodle):

- Anderson, Elijah. 1994. "The Code of the Streets." The Atlantic May 1994 (on Moodle).
- Bose, Christine E & R. Bridges Whaley 2004. "Sex Segregation in the U.S. Labor Force", pp. 200-208 in Richardson, Laurel, V. Taylor & N. Whittier (eds.), *Feminist Frontiers* (6e). Boston: McGraw Hill.
- Espiritu, Yen Le. 2004. "Ideological Racism & Cultural Resistance", pp. 128-141, in Richardson, Laurel, V. Taylor & N. Whittier (eds.), *Feminist Frontiers* (6e). Boston: McGraw Hill.
- Frye, Marilyn, 2004. "Oppression", pp. 6-8 in Richardson, Laurel, V. Taylor & N. Whittier (eds.), *Feminist Frontiers* (6e). Boston: McGraw Hill (on Moodle).
- Hill Collins, Patricia. 2001. "What's in a Name? Womanism, Black Feminism and Beyond." *The Black Scholar*, 26(1): 9-17. (on Moodle)
- Krolokke, Charlotte & Ann Scott Sorensen. 2006. "Three Waves of Feminism", pp. 1-23 in *Gender Communication Theories and Analyses: From Silence to Performance*. Sage (on Moodle)..
- Lorber, Judith. 2004. "Night to His Day: The Social Construction of Gender", pp. 33-49, in Richardson, Laurel, V. Taylor & N. Whittier (eds.), *Feminist Frontiers* (6e). Boston: McGraw Hill.
- Segura Denise. 2004. "Working at Motherhood: Chicana & Mexican Immigrant Mothers & Employment", pp. 261-274, in Richardson, Laurel, V. Taylor & N. Whittier (eds.), *Feminist Frontiers* (6e). Boston: McGraw Hill.
- Weitzer, Ronald & Charis E Kubrin. 2009. "Misogyny in Rap Music", in *Men and Masculinities* 12(1): 3-29. (on Moodle)

d) Class Slides: the PowerPoint slides can be downloaded from the course Moodle site for free (a 66 pg. pdf). About 4.5 cents a copy (B&W) at Krishna Copy Center, 2001 University Ave @ Milvia. Print on only 1 side so you can add extra notes on the back of each page. Note, these slides are **just as important** as the text book, so if you don't print these up and bring them to class it will hurt you at exam time.

2) Course Assignments & Grading Policy:

a) Exams (88%): 3 multiple-choice exams will be given, and I'll drop the lowest score **IF** you take all 3 exams. Questions come from the lectures, readings, class slides, discussions and videos, and review sheets will be provided in class only, 1 week before the exam. Nothing can be brought to the exam besides a #2 pencil and a green, 100-item (50 each size) scantron sheet (buy at bookstore). No retakes for a higher grade.

Exam Makeup Policy: You may make up 1 exam without a documented hardship (i.e., hospital report, doctor's note, court docket, etc.) if you contact me **in email** within 4 days of the exam. However, this will cost you a 15 point penalty on your exam (i.e., 1.5 letter grades) if you don't supply an officially documented excuse. People with official excuses that can't do the regular makeup will take a different version of the exam during finals week. Finally, **all requests for makeups must be emailed to me** (it's not enough to just ask me in person).

b) "Content Analysis" or "Gender Queer/Trans Ethnography" Paper (12%): students will do 1 of the following projects: 1) pick a popular American male-action film and write a 5-7 page sociological analysis of how gender is depicted in that film, or 2) interview a trans or gender queer American and analyze how their life has been affected by their gender status. Note, these papers must follow the assignment guidelines posted on Moodle. **Paper due 11/22 in class.** Plagiarized papers earn a 0, and can't be re-written. Plagiarism consists of turning in someone else's exact work, making minor changes to their work, or copying passages from the web or any printed source without citing your sources. Hard copy of **paper due 11/22 in class.** No late papers without an officially documented excuse (i.e., doctor, court, etc.), and no emailed papers unless you are legally visually impaired.

c) Extra Credit "Online Reading Quizzes" (0-6 pts): In the 2 days before the date at which each chapter is first listed for discussion in class, log into the course Moodle shell at <http://eperalta.org/fall2017/> (see page for logon instructions) and take your chapter reading quiz. See Moodle for the official quiz due dates, and quiz dates may be extended if the class gets behind schedule.

You have 7.5 minutes to answer 10 questions, and there are no retakes or make ups for missed quizzes so be sure to use a reliable web connection, and don't take the quiz at the very last minute because sometimes the Moodle server goes down. Also, individual quizzes that score less than 40% will not count.

Students with documented disabilities requiring extra time on the quizzes can get this if you show me your DSPS documentation; however, anyone exceeding their allotted extra time will get a 0 on the quiz.

If you don't have an internet connection you can take the exams at the BCC computer lab or your local library. Students having trouble using Moodle can get help at the computer lab, or during my office hours. Note: the quizzes work best in IE, Mozilla, or Safari, and are not meant to be taken on smart phones.

Attendance Policy: Attendance is mandatory so students get dropped for missing the first 2 weeks of class, or for missing **over 4 weeks** of class by Attendance Verification in November - unless acceptable officially documented excuses are provided for at least half of those absences (i.e., medical notes, hospital forms, court documents, car towing bill, etc.). Please see page 28 of the BCC 2015-17 Catalogue for my authority to do this. However, students who miss over 4 weeks and present valid official documents will be dropped if they continue missing class. Also, students signing up after classes start are marked "absent" for previously missed classes, and students who leave during class without permission get marked absent. Being "present" = clearly letting me know you're present during role call. However, students can be late 2x without being marked absent if they let me know at the end of class. Finally, students must get copies of any missed lecture notes from another student.

Note: Any changes to the syllabus or class deemed necessary will be announced in class, and I will not answer questions about the class that are answered in the syllabus. See me after class or in my office hours if you are having trouble understanding the syllabus.

Grading Scale: A: 90-100 points; B: 80-89; C: 70-79; D: 60-69; F: 0-59.

Classroom Rules:

- 1) If you have a documented disability please register with PSSD office in room 261 (510-981-2812) ASAP to arrange for any special accommodations, and see me after class if you need materials in a different format.
- 2) Students who disrupt the class (i.e., chatting with friends, monopolizing discussions, disrespecting others, using cell phones or digital devices, etc.,) will get a warning upon each disturbance. Upon the 3rd warning I will ask the Dean to drop you from the course (per pp. 314-315 of the BCC 2015-17 Catalog).
- 3) No cell phones, laptops or digital devices may be used in class, and students caught using cell phones or digital devices will face the penalties in #2 above. If you are expecting an emergency cell phone call place your phone on vibrate and take it outside.
- 4) If you take issue with any classroom rules/policies/assignments you must discuss it with me in private after class or at my office hours. Class rules/policies/assignments will not be debated in the classroom.
- 5) Students caught cheating on an exam will receive a 0 on that exam.

Note: By returning to class you are acknowledging that you consent to the policies in this syllabus.

3) Class Readings, Assignments & Exam Dates:

8/21, 8/23 (Topic 1) : Introduction: course overview, syllabus, basics of sociology, why a sociology of gender?, sex categories vs. gender identities vs. gender as culture & stratification; gender queerness. Video: "Ugly Cherries" by PWR BTTM. Group discussion.

8/28, 8/30 (Topic 2): Feminism, Women's & Men Studies, the Sociology of Gender: Feminism; women's/men studies; sociology of gender; gender variations by race/ethnicity/class/sexual orientation; deceptive distinctions.

Read: Ch. 1 TGS. Videos: "Female Masculinity Buzzfeed", "Emphasized Femininity in the Media", discussion.

9/6, 9/11, 9/13 (Topic 3): Biological & Psychological Theories of Gender: Brain differences; hormonal differences; cognitive vs. feminist psychoanalytic theories of gender; "sex roles" theory.

Read: Ch. 2 TGS (21-25; 34-48) and Ch 4 TGS (93-111);

Videos: "Crisis of Masculinity in Hip Hop"; "DMX What's My Name" (group discussion).

9/13, 9/18 (Topic 4): Anthropological Studies of Gender in Non-Western Societies: Gender among the Arapesh, Mundugamon & Tchambuli; the impact of private property & market economies; determinants of women's status; "third sexes" among non-Western societies; sexual attitudes as a function of the food supply; binary, continuum & fluid systems of gender.

Read: Ch 3 TGS. Discussion.

9/20, 9/25, 9/27, 10/2 (Topic 5) The Social Construction of Gender: how is gender socially constructed; components & bases of gender in society; gendered institutions & organizations; "sex roles" vs. "gender theory"; "cultural transmission theory" of gender; differing gender styles; masculinism & sexism; doing androgyny.

9/20: Exam 1 (Topics 1-4), bring green, 1/3-page, 100 items total, BCC Scantron sheet.

9/25: Read: Ch 5 TGS.

9/27: Lorber's "Night to His Day: The Social Construction of Gender" (pp. 33-49 in FF6).

Videos: "Construction of Gender in Seinfeld"; Stromae's "Tous Les Mêmes"; "Math Class is Tough Barbie"; "Gender Roles among 5 year olds" (group discussions).

10/2, 10/4, 10/9 (Topic 6) Gender & Families: socio-economic stages of the American family & their effect on gender relations & practices; how gender in families varies by ethnicity & class; the second shift's causes & solutions; male benefits from marriage & providing childcare; how is family violence gendered?

TGS: Ch. 6 (except the sections on "divorce" & "gay marriage & families"; Segura's "Working at Motherhood": Chicana & Mexican Immigrant Mothers & Employment" (pp. 261-274 in FF6).

10/11, 10/16 (Topic 7) Gender & Education: gender ideologies on educating females; the gender gap in educational attainment; how math & English are gendered; sexism in the classroom & academia.

Read: TGS Ch 7 (except from "The Gender Police" on); Anderson's "Code of the Street" (on Moodle).

Videos: "Mean Girls Can't do Math"; "Code of the Street" (group discussions).

10/18, 10/23, 10/25 (Topic 8) Gender & Religion: How deities vary by type of society; gender roles & ideologies of the Abrahamic religions; how Christianity became "anti-sex" & the effect on women; the gendering of religiosity & spirituality; gender & Christian fundamentalism; feminist re-imaginings of religion.

Read TGS Ch 8. Videos: "Promise Keepers Ad", "Falwell & Robertson on 9/11" (group discussions).

10/25, 10/30, 11/1, 11/6 (Topic 9) Gender, Work & the Economy: the "family wage"; causes of gender discrimination in the workplace; the occupational & pay status of women; causes of the wage gap; causes & solutions to the glass ceiling/elevator & sticky floor; sexual harassment in the workplace.

10/25: Exam 2 (Topics 5-8), bring green, 1/3-page, 100 items total, BCC Scantron sheet.

10/30: Read TGS Ch 9;

11/1 or 6: Read Bose's "Sex Segregation in the U.S. Labor Force" (pp. 200-208 in FF6). Discussion.

11/8, 11/13 (Topic 10) Gender & the Media: Theories on social affects of mass media; how sexism shapes mass media; the gendering of different mass media; how gender depictions vary by audiences; case study of how Hollywood creates racist & sexist stereotypes of Asian Americans.

Read TGS Ch. 11(except from "We Got Game" on); Espiritu's "Ideological Racism & Cultural Resistance" (pp. 128-141 in FF6).

11/15, 11/20, 11/22 (Topic 11) Gender & Sexuality: the social construction of sexuality; the economy & technology's impact on sexual attitudes; sexist/masculinist constructions of female sexuality; how current gender ideologies about sex harm both women & men;

11/15: Read TGS Ch 13 (except the section on "Changing the Body");

Videos: "Egg & Sperm 1946 vs. 1988"; "Still Killing me Softly III"; "10 Things I Hate about You"; "Mean Girls: Sluts & Whores" (group discussions).

11/22: Read Frye's "Oppression" (pp. 6-8 in FF6 or at Moodle)

11/22, 11/27 (Topic 12) Gender & Violence: how violence & violent crime are gendered; historical causes of violent masculinity in the US; gendered patterns, causes & theories of domestic violence & rape; rape culture in music videos; Sanday's 4 predictors of a society's rape proneness.

Read: TGS Ch 14 (from section “America: A History of Gendered Violence” to end of chapter); & Weitzer’s “Misogyny in Rap Music” pp. 3-22 (on Moodle).

Videos: “Dreamworlds 3”; Velvet Underground’s “Femme Fatale” (group discussion).

11/22: Term Paper due in class (no late papers without official serious excuse).

11/29, 12/4, 12/6 (Topic 13): Gender, Power & Politics: women in politics, government, & the military; stages of the women’s liberation movement; 3 waves of American feminism; the politics & goals of various strains of feminism (i.e., liberal, Marxist, radical, Africana womanism). Solutions to gender discrimination.

Read: Krolokke’s “Three Waves of Feminism: From Suffragettes to Grrls” pp. 1-23 (on Moodle); Hill Collins’ “What’s in a Name?” pp. 9-17 (on Moodle).

Video: “2nd Wave of Feminism”; “Girls to the Front” (group discussions).

Mon 12/11: Final Exam @ 1:30 -2:30 pm. (on Topics 9-13). Bring a Scantron Sheet.

See the Sociology Program Web Page at www.berkeleycitycollege.edu/wp/socsci/course-descriptions/sociology/ if interested in other sociology courses, or becoming a sociology major.

4) Important dates: 8/26 - last day to add classes w/o a permission card/number; 9/3 - last day to drop classes w/o a “W”; 9/8 - last day to file for PASS/NO PASS; 10/20 - last day to file petitions for AA/AS Degree; 11/15 - last day to withdraw with a “W”.

5) Content Warning: Because this class examines intensely personal things in a critical fashion -- such as race, ethnicity, gender, sexual orientation and religion -- you should only take this class if you are prepared to critically look at your own behavior and social group.