

The Sociology of Gender
Fall 2019
CRN 92109 SOCI 365, TTH 11-12:15 Flagg 210

Instructor: Dr. Anna Sorensen

Office: Satterlee 311-5

Office Hours: T 9:30-10:30am, F 12:00-1:00pm & By Appointment

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Note: This syllabus is subject to change at the Instructor's discretion.

Course Description. Feminist sociologists take as their charge the uncovering of that which is invisible, hidden, taken for granted, but which has real consequences in people's everyday lives. Gender is a "taken for granted" construct that structures and is reproduced by our understandings of ourselves as humans, our relationships to one another, our bodies, our behavior, and our institutions. Our task in this class is to take a short but in-depth look at the sociological and feminist perspectives on gender as a site of inequality. Furthermore, a feminist, intersectional perspective demands that the study of gender cannot, and should not, be separated from the study of race, class, sexuality, etc. We will study gender from an intersectional perspective that considers the multiple ways that inequalities are reproduced by and experienced within the institutions of school, work and family.

Student Learning Outcomes

At the end of this course students will be able to:

1. Understand and explain sociological theories of gender as a social construct that structures and is reproduced within people's everyday lives.
2. Use an intersectional perspective that positions gender within structures of power and domination that include race, class, sexuality, etc.
3. Apply core concepts of gender to understand contemporary aspects of gender inequality.

Diversity & Inclusion in Our Classroom

It is my practice to foster an inclusive and welcoming environment for all students. Our classroom, university, home communities, and global society are enriched by people of all ages, socio-economic backgrounds, racial and ethnic identities, genders, gender identities, gender expressions, sexualities, abilities, national origins, and religious affiliations. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. Please let me know of the ways in which I, and others in the class, can help you to feel included.

Assigned Reading

- Moore, Mignon R. 2011. *Invisible Families. Gay Identities, Relationships, and Motherhood Among Black Women*. Berkeley: UC Press.
- Pascoe, C.J. 2012. *Dude, You're a Fag. Masculinity and Sexuality in High School*. 2nd Edition. Berkeley: UC Press.
- Schilt, Kristen. 2010. *Just One of the Guys? Transgender Men and the Persistence of Gender Inequality*. Chicago: University of Chicago Press.

The texts are available in the SUNY Potsdam bookstore.

Note: You will access additional course readings on Moodle (either through the articles themselves or by clicking the live links in this document).

Course Requirements:

1. **Attend Class and Participate, 15%.** The number one thing that you can do to be successful in this course is to do the readings and come to class. Attendance will be taken. This class requires your participation. This means that you come to class prepared and willing to share in small and large group discussions. Tardiness and/or a lack of attention/participation in class will lead to a reduction in the A&P grades.

*Please note that participation is not measured by whether you are “right or wrong,” but by your attempt to engage with the material and each other in the context of this class. I also look for other examples of engagement, such as visiting my office hours to discuss material or assignments.

2. **Read the Assigned Readings and Complete Reading Cards, 10%.** You should do the readings *before* class on the date that they are listed on the syllabus.

Hint: I may make modifications to the readings in class. It is your responsibility to know about such changes. ☺

Reading Cards (you will need to purchase 3x5 cards): For each set of readings, you will turn in a reading card that synthesizes the main arguments of each reading in your own words. You may include one or two quotations but the card must be in your own words – writing that is copied from the text or directly from lecture will be blacked out. They must be handwritten and readable - using color might be helpful. These cards will be returned to you on the days of the midterm and final to use as a reference. They will be graded on a √-, √, √+.

3. **Small-Group Presentation, 15%.** In pairs or groups of three, you will present and facilitate discussion on a chapter from one of the three monographs. Powerpoint or Prezi is encouraged, as is the use of multimedia. You will also create a hand-out outlining the main points. Here is a copy of the [grading rubric](#) that I will use to grade presentations and handouts. You will complete a “Self & Peer [Participation Evaluation](#)” that I will take into consideration in terms of individual participation.

4. **Critical Film Analysis paper, 15%:** You will watch a movie from a (crowd-sourced) list that will be posted on Moodle and write a 5- page critical analysis using gender theories and class materials. Assignment is on Moodle (and linked here in an electronic version of the syllabus). DUE: September 26.
5. **Contemporary “Gender Troubles” paper, 15%.** You will research and write a 5- page paper that analyzes a contemporary aspect of gender inequality using course concepts. Assignment is on Moodle (and linked here in an electronic version of the syllabus). DUE: November 21.
6. **Midterm, 15%.** The midterm will consist of short essay questions that will require comprehension of course concepts and materials.
7. **Final exam, 15%.** There will be a final exam during the assigned final exam period. It will be similar in format to the midterm.

Grading Summary (Total Possible Points = 100)

Attendance and Participation: 15

Reading Cards: 10

Small-Group Presentation: 15

Film analysis paper: 15

Gender Troubles paper: 15

Midterm: 15

Final Exam: 15

Campus Resources

Academic Integrity

Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated and will be reported. Instances of academic dishonesty will be forwarded to SUNY Potsdam’s Office of Student Conduct and Community Standards. If students have questions about when it is necessary or appropriate to cite sources, they should see me, the Writing Center, or a Reference librarian with questions. We’d be glad to help. For further information on academic integrity, students should see the SUNY Potsdam Academic Honor Code:

<https://www.potsdam.edu/current/student-conduct-community-standards/academic-honor-code>

Campus Resources

- **Writing Center:** Students are encouraged to visit the Writing Center for assistance in any stage of the writing process:

<https://www.potsdam.edu/academics/resources/tutoring/writers-block>

- **Accommodative Services:** Students who requires additional services (e.g., extra exam time, note taker etc.) should visit the *Office of Accommodative Services* <https://www.potsdam.edu/studentlife/support/accommodative-services>

- **Student Success Center:** Students who would like additional assistance (e.g., tutoring, career planning, study skills) should visit the *Student Success Center*: <https://www.potsdam.edu/academics/resources/student-success-center>
- **Experience a bias-related incident?** File a bias incident report: <https://www.potsdam.edu/about/administrative-offices/division-diversity-equity-and-inclusion/bias-response>
- **Struggling with social/ emotional/ mental health? Visit the Counseling Center** <https://www.potsdam.edu/studentlife/wellness/counseling-center>

Course Schedule

This schedule is subject to modification at the Instructor's discretion. Changes will be communicated in class and via email/Moodle.

Week 1

8/27

8/29 Zinn, Maxine Baca and Bonnie Thornton Dill. 1996. "[Theorizing Difference from Multi-Racial Feminism](#)" in *Feminist Studies*. 22:2. 321-331

hooks, bell. 1986. "[Sisterhood: Political Solidarity between Women.](#)" in *Feminist Review*. 23. p. 125-138

FYI: 8/30 is the Last Day to Add/Drop

Week 2

9/3 West, Candace, and Don Zimmerman. 1987. "[Doing Gender.](#)" in *Gender and Society*. 1:2. P.125-151

9/5 Lorber, Judith. 1994. "['Night to His Day': The Social Construction of Gender](#)" in *Paradoxes of Gender*. P.53-63

Week 3

9/10 West, Candace, and Sarah Fenstermaker. 1995. "[Doing Difference.](#)" in *Gender and Society*. 9:1. P.8-37.

9/12 Andersen, Margaret. 2005. "[Thinking About Women: A Quarter Century's View.](#)" in *Gender and Society*. 19:4. p.437-455

Week 4

9/17 Lorber, Judith. 2012. "[Feminist Studies of Men](#)" in *Gender Inequality*. New York, NY: Oxford University Press.

Wade, Lisa and Myra Marx Ferree. 2015. "[Inequality: Men and Masculinity.](#)" In *Gender: Ideas, Interactions, Institutions*. New York, NY: WW Norton.

9/19 Ferguson, Ann A. 2016. "[Naughty by Nature.](#)" In *Gender Through the Prism of Difference*. Eds. Maxine B. Zinn, Pierrette Hondagneu-Sotelo, Michael A. Messner, and Amy M. Denissen. P. 476-482

Pascoe, CH 1

Week 5

9/24 No Class

9/26 Pascoe, CHs 2 and 3; [Critical Film Analysis](#) paper DUE

Week 6

10/1 Pascoe, CHs 4 and 5

10/3 Pascoe, CH 6 and Appendix

FYI: Progress Reports are Due on 10/4

Week 7

10/8 Fausto-Sterling, Anne. 2016. "[The Five Sexes, Revisited](#)." In *Gender Through the Prism of Difference*. Eds. Maxine B. Zinn, Pierrette HONDAGNEU-SOTELO, Michael A. Messner, and Amy M. Denissen. P. 17-21.

Greenfield, Charlotte. 2014. "Should We 'Fix' Intersex Children?" in *the Atlantic*. July 8, 2014. <http://www.theatlantic.com/health/archive/2014/07/should-we-fix-intersex-children/373536/>

Wade, Lisa. 2016. "[The New Science of Sex Difference](#)." In *Gender Through the Prism of Difference*. Eds. Maxine B. Zinn, Pierrette HONDAGNEU-SOTELO, Michael A. Messner, and Amy M. Denissen. P. 22-34.

10/10 Midterm Exam

Week 8

10/15 No Class - Fall Recess is 10/14-10/15

10/17 Wade, Lisa and Myra Marx Ferree. 2015. "[Work](#)." In *Gender: Ideas, Interactions, Institutions*. New York, NY: WW Norton.

FYI: Advising Begins 10/16

Week 9

10/22 Schilt, Introduction & Methodological Appendix

10/24 Schilt, CHs 1 and 2

Week 10

10/29 Schilt, CHs 3, 4 and 5

10/31 Schilt, CHs 6 and 7

FYI: 11/1 is the Last Day to S/U or W.

Week 11

11/5 Wade, Lisa and Myra Marx Ferree. 2015. "[Families](#)." In *Gender: Ideas, Interactions, Institutions*. New York, NY: WW Norton.

11/7 Zinn, Maxine Baca, D. Stanley Eizen, and Barbara Wells. 2015. "[Class, Race, and Gender](#)." In *Diversity in Families*. Boston, MA: Pearson.

Biblarz, Timothy J and Evren Savci. 2010. "[Lesbian, Gay, Bisexual, and Transgender Families](#)." In *Journal of Marriage and Family*. 72:480-497.

Week 12

11/12 Moore, Introduction and Appendix A

11/14 Moore, CH 1

Week 13

11/19 Moore, CH 2

11/21 Moore, CH 3; [Contemporary "Gender Trouble" Paper](#) DUE

Week 14

11/26 Moore, CHs 4 & 5

11/28 **No Class: Thanksgiving Recess**

Week 15

12/3 Moore, CH 6 and Conclusion

12/5 *TBD*

Final: Monday, 12/9, 10:15am - 12:15pm