

SOCIOLOGY OF GENDER  
920:324:01 and 988:324:01  
Rutgers University  
Fall 2013  
Davison Hall, Room 122, Douglass Campus  
Monday, Wednesday 3:55-5:15 pm  
SYLLABUS

Instructor: Professor Judith Gerson  
Office: Sociology Department, Davison Hall, Room 139, Douglass Campus  
Women's and Gender Studies Department, R.D.J. Crockett Bldg., Room 210, DC  
E-mail: gerson@rci.rutgers.edu  
Office Hours: Mondays 5:15 - 6:15, Davison 139; and by appointment

Course Overview:

Gender refers to the patterned social relations between women and men, among women, and among men. Gender is created and recreated through people's actions, ideas, and emotions in every interaction, and is structured in a myriad of organizations and institutions. Gender is not natural or inevitable; it is not fixed or stable. Indeed the meanings of gender are multiple and ever changing. The concept of gender, moreover, suggests how and why "difference" and "sameness" between women and men and among them is constructed. That said, this course scrutinizes the idea of a gender binary—the assumption that there are two and only two genders and seeks to understand how it dominates our beliefs and practices.

We begin with how best to define and understand gender. We look at the ways biological and scientific ideas of a gender dualism have been naturalized. Students will come to recognize that gender never works on its own but in concert with other forms of difference and inequality. Gender is constituted and practiced in disparate ways in a variety of organizations and institutional settings. Though gender relations are universal, their structure and content vary across time and among cultures. While this course concentrates on gender in everyday life in the United States today, a significant portion of the class explores the production and institutionalization of gender relations in locations outside the U.S. and at different points in time.

The learning goals for this course follow. 1) Students will be able to define gender accounting for recent advances in scholarship. 2) Student will be able to recognize how gender is always present. 3) Students will be able to understand how social and cultural processes shape the scientific ideas about the naturalness of gender. 4) Students will be able to recognize how gender varies over time and place. 5) Students will appreciate how gender operates in concert with other forms of difference and inequality. 6) Students will develop an in-depth understanding of gender and education, and gender and work. 7) Lastly, students will gain a better understanding of how gender relations have and have not enabled social change.

Assigned texts must be read prior to their due date so that students can derive as much as possible from the lectures and discussions. In addition, students will work in small groups several times throughout the term and each group will be responsible for two in-class presentations. Lastly a research paper based on unobtrusive observations of people doing gender is due at the end of the semester. Your final grade for the class will be based on: a) two examinations (25 percent each); b) group workshops and presentations (20 percent); c) an original research paper (20 percent); and d) class participation (10 percent). Additional details about these requirements and procedures will be distributed in class.

The first examination is scheduled on Monday, October 7, 2013 and the second examination will be held on Monday, November 18, 2013. Presentations on work-in-progress on the paper begin on Monday, November 25, 2013. The final paper is due no later than 5 pm on December 13, 2013. Except under the most unusual of circumstances, no make-up examinations will be scheduled, late papers will not be accepted, and no incomplete grades will be given. Final grades will be calculated based on the work completed during the regularly scheduled term.

#### Codes of Conduct:

The Rutgers Sociology and Women's and Gender Studies Departments strive to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. Moreover we are committed to a diversity of theoretical and methodological perspectives among our faculty and students, and seek to sustain an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

Students with special needs will be accommodated. To make appropriate arrangements, please contact the Office of Disability Services at the Kreeger Learning Center, located at 151 College Avenue or access their office through <http://disabilityservices.rutgers.edu>.

All work for this course must adhere to the specific practices and ethos of the University's policy on academic integrity, which should be read at <http://academicintegrity.rutgers.edu/>. Full compliance with the academic integrity policy is mandatory. In addition to upholding the standards of academic integrity in your scholarship and written work, students must conduct themselves with complete respect for all class members and the learning process. Any and all violations of the rules of civil conduct including disregard for others, disengagement and disruption through unauthorized use of electronic devices will risk having their final grade lowered by 2 percent for each infraction.

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. Students with more than two unexcused absences are at risk of having their final grade lowered by 5 percent for each additional day missed.

#### Required Texts:

There are three required books available for purchase at New Jersey Books, 39 Easton Avenue, New Brunswick. All other readings are posted on the course Sakai website <https://sakai.rutgers.edu/portal>.

Kessler, Suzanne J. and Wendy McKenna. 1985. *Gender: An Ethnomethodological Approach*. Chicago: University of Chicago Press.

Pascoe, C.J. (2007) 2012. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press.

Salzinger, Leslie. 2003. *Genders in Production: Making Workers in Mexico's Global Factories*. Berkeley: University of California Press.

Schedule of Readings and Assignments:

Part I: CONCEPTUALIZING GENDER RELATIONS

A. Course Introduction and Overview (September 4)

B. Social and Cultural Perspectives on Gender (September 9)

Kessler and McKenna. *Gender: An Ethnomethodological Approach*, Pp. vii - 41. [9/9]

C. Biological and Social Bodies (September 11 – 23)

Kessler and McKenna, *Gender: An Ethnomethodological Approach*, Pp. 42-80. [9/11]

Fausto-Sterling, Anne. 2000. "The Five Sexes, Revisited." *The Sciences*. July/August 2002, Pp. 18-23. [9/11]

Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16:485-501. [9/16]

Richardson, Sarah S. 2012. "Sexing the X: How the X Became the "Female Chromosome". *Signs* 37:909-33. [9/16]

Almeling, Renee. 2007. "Selling Genes, Selling Gender: Egg Agencies, Sperm Banks, and the Medical Market in Genetic Material." *American Sociological Review* 72:319-40. [9/18]

Almeling, Rene and Miranda R. Waggoner. 2013. "More and Less than Equal: How Men Factor in the Reproductive Equation." *Gender & Society*: Forthcoming. [9/18]

Mamo, Laura and Jennifer Ruth Fosket. 2009. "Scripting the Body: Pharmaceuticals and the (Re) Making of Menstruation." *Signs* 34:925-49. [9/23]

D. Analyzing Gender Relations (September 25 – October 2)

Lopata, Helena Z. and Barrie Thorne. 1978. "On the Term 'Sex Roles.'" *Signs* 3:718-21. [9/25]

Kessler and McKenna. *Gender: An Ethnomethodological Approach*, Pp. 112-69. [9/30]

Ken, Ivy. 2008. "Beyond the Intersection: A New Culinary Metaphor for Race-Class-Gender." *Sociological Theory* 26:152-72. [10/2]

Connell, R.W. and James W. Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." *Gender & Society* 19:829-59. [10/2]

First Examination  
Monday, October 7, 2013

E. Producing Gendered Relations (October 9 – 23)

West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1:125-51. [10/9]

Shilt, Kristen and Laurel Westbrook. 2009. "Doing Gender, Doing Heteronormativity: 'Gender Normals,' Transgender People, and the Social Maintenance of Heterosexuality." *Gender & Society* 23:440-64. [10/14]

Lucal, Betsy. 1999. "What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System." *Gender & Society* 13:781-797. [10/16]

Martin, Karin A. 1998. Becoming a Gendered Body: Practices of Preschools. *American Sociological Review* 63:494-511. [10/16]

Pascoe, C.J. 2012. "*Dude, You're a Fag*": Masculinity and Sexuality in High School, Chapters 1—3 [10/21]

Pascoe, C.J. 2012. "*Dude, You're a Fag*": Masculinity and Sexuality in High School, Chapters 4—6 [10/23]

Part II: SOCIAL PRODUCTION OF GENDER AT WORK (October 28 – November 11)

May, Martha. 1982. "The Historical Problem of the Family Wage: The Ford Motor Company and the Five Dollar Day." *Feminist Studies* 8:399-424. [10/28]

Acker, Joan. 2006. "Inequality Regimes: Gender, Class and Race in Organizations." *Gender & Society* 20:441-64. [10/28]

Williams, Christine L. et al. 2012. "Gendered Organizations in the New Economy." *Gender & Society* 26:549-73. [10/30]

Teo, Youyenn. 2009. "Gender Disarmed: How Gendered Policies Produce Gender-Neutral Politics in Singapore." *Signs* 34:533-58. [10/30]

Salzinger, Leslie. 2003. *Genders in Production*. Chapters 1 -3 [11/4]

Salzinger. 2003. *Genders in Production*. Chapters 4 and 5 [11/6]

Salzinger. 2003. *Genders in Production*. Chapters 6 – 8 [11/11]

Second Examination  
Monday, November 18, 2013

Part III: GENDER PRACTICES AND SOCIAL CHANGE (November 20 – December 9)

Kaplan, Temma. 1982. "Female Consciousness and Collective Action: The Case of Barcelona, 1910-1918." *Signs* 7:545-66. [11/20]

Lal, Jaytai. 2010. "Recasting Global Feminisms: Toward a Comparative Historical Approach to Women's Activism and Feminist Scholarship." *Feminist Studies* 36:13-39. [11/25]

Ezekiel, Judith. 2006. "French Dressing: Race, Gender and the Hijab Story." *Feminist Studies* 32:256-78. [12/2]

England, Paula. 2010. "The Gender Revolution: Uneven and Stalled." *Gender & Society* 24:149-66. [12/4]

Deutsch, Francine M. 2007. "Undoing Gender" *Gender & Society* 21:106-27. [12/9]

Final Paper Due  
December 13, 2013, 5 pm