

SOCIOLOGY OF GENDER
920:324:01 and 988:324:01
Rutgers University
Fall 2016
Murray Hall, Room 212, College Avenue Campus
Monday, Wednesday 4:30 – 5:50 pm
SYLLABUS

Instructor: Professor Judith Gerson
Office: Sociology Department, Davison Hall, Room 139, Douglass Campus
Women's and Gender Studies Department, Crockett Bldg., Room 210, Douglass Campus
E-mail: gerson@rci.rutgers.edu
Office Hours: Mondays, 3 – 4 pm, Art History Library and by appointment

Course Overview:

Gender refers to the socially patterned 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 neither natural nor inevitable; it is not fixed or stable. Instead the meanings of gender are multiple, contested, and fluid. The concept of gender, moreover, suggests how and why "difference" and "sameness" between women and men, and among them is constructed. Acknowledging the salience of the idea of a gender binary—the assumption that there are two and only two genders, this course seeks to understand how it dominates our beliefs and practices despite the preponderance of evidence to the contrary.

The course addresses how best to define and understand gender. We examine how biological and scientific ideas of a gender dualism have been naturalized, and 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 are: 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 regularly present their work to the entire class. A research paper based on unobtrusive observations of people's gender practices is due toward the end of the semester. Your final grade for the class will be based on: a) two examinations (30 percent each); b) group workshops, group presentations, and class participation (20 percent); and c) an original research paper and oral presentation of your findings (20 percent). Additional details about these requirements and procedures will be discussed and instructions distributed in class.

The first examination is scheduled on Monday, October 13, 2014 and the second examination will be held on Wednesday, November 19, 2014. 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:

This class strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, (dis)ability, region/country of origin, and political orientation. We will not tolerate any deliberate or unthinking violations of these principles and will actively seek ways to correct and resolve all such infractions.

All 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>. Students are also encouraged to speak with the instructor early during the term.

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. You must 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 four required books available for purchase at the Barnes and Noble Bookstore, 100 Somerset Street, 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.

Thorne, Barrie. 1993. *Gender Play: Girls and Boys in School*. New Brunswick: Rutgers University Press.

Schedule of Readings and Assignments:

Part I: CONCEPTUALIZING GENDER RELATIONS

A. Course Introduction and Overview (September 3)

B. Biological and Social Perspectives: Tensions and Integrations (September 8 – 29)

Fausto-Sterling, Anne. 2000. "The Five Sexes, Revisited." *The Sciences*. July/August 2002, Pp. 18-23. [9/8]

Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16:485-501. [9/8]

Richardson, Sarah S. 2012. "Sexing the X: How the X Became the "Female Chromosome". *Signs* 37:909-33. [9/10]

Martin, Karin A. 1998. Becoming a Gendered Body: Practices of Preschools. *American Sociological Review* 63:494-511. [9/15]

Mamo, Laura and Jennifer Ruth Fosket. 2009. "Scripting the Body: Pharmaceuticals and the (Re) Making of Menstruation." *Signs* 34:925-49. [9/15]

Kessler and McKenna. *Gender: An Ethnomethodological Approach*, Pp. vii - 41. [9/17]

Kessler and McKenna, *Gender: An Ethnomethodological Approach*, Pp. 42-80. [9/22]

Class cancelled for observance of Rosh Hashanah [9/24]

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. [9/29]

C. Analyzing Gender Relations (October 1 – 13)

Lopata, Helena Z. and Barrie Thorne. 1978. "On the Term 'Sex Roles.'" *Signs* 3:718-21. [10/1]

Kessler and McKenna. *Gender: An Ethnomethodological Approach*, Pp. 112-69. [10/1]

West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1:125-51. [10/6]

Part I Summary and Review [10/8]

First Examination
Monday, October 13, 2014

Part II: PRODUCING GENDERED RELATIONS (October 15 – 23)

Thorne, Barrie. 1993. *Gender Play: Girls and Boys in School*, Chapter 1 [10/15]

Thorne, Barrie. 1993. *Gender Play: Girls and Boys in School*, Chapters 2 -5 [10/20]

Thorne, Barrie. 1993. *Gender Play: Girls and Boys in School*, Chapters 6 -8 [10/22]

Pascoe, C.J. 2012. "'Dude, You're a Fag': Masculinity and Sexuality in High School", Chapters 1—3 [10/27]

Pascoe, C.J. 2012. "'Dude, You're a Fag': Masculinity and Sexuality in High School", Chapters 4—6 [10/29]

Connell, R.W. and James W. Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." *Gender & Society* 19:829-59. [11/3]

Part III: SOCIAL PRODUCTION OF GENDER AT WORK (November 5 – November 17)

May, Martha. 1982. "The Historical Problem of the Family Wage: The Ford Motor Company and the Five Dollar Day." *Feminist Studies* 8:399-424. [11/5]

Salzinger, Leslie. 2003. *Genders in Production*. Chapter 1 [11/5]

Salzinger, Leslie. 2003. *Genders in Production*. Chapters 2 — 4 [11/10]

Salzinger. 2003. *Genders in Production*. Chapters 5, 6, and 7 [11/12]

Salzinger. 2003. *Genders in Production*. Chapter 8 [11/17]

Review of Part II [11/17]

Second Examination
Wednesday, November 19, 2013

Part III: GENDER PRACTICES AND SOCIAL CHANGE (November 24 – December 10)

Kaplan, Temma. 1982. "Female Consciousness and Collective Action: The Case of Barcelona, 1910-1918." *Signs* 7:545-66. [11/24]

Lal, Jaytai. 2010. "Recasting Global Feminisms: Toward a Comparative Historical Approach to Women's Activism and Feminist Scholarship." *Feminist Studies* 36:13-39. [12/1]

Ezekiel, Judith. 2006. "French Dressing: Race, Gender and the Hijab Story." *Feminist Studies* 32:256-78. [12/3]

Part III: GENDER PRACTICES AND SOCIAL CHANGE (November 24 – December 10), continued

Hlavka, Heather R. 2014. "Normalizing Sexual Violence: Young Women Account for Harassment and Abuse." *Gender & Society* 28:337-58. [12/8]

Deutsch, Francine M. 2007. "Undoing Gender" *Gender & Society* 21:106-27. [12/8]

Final Paper Due
Friday, December 12, 2014, 5 pm