

University of Wisconsin-Madison  
**Sociology 138: Sociology of Gender**  
**Fall 2014 / Lecturer: Naama Nagar**

Lectures: TR 11:00-12:15 at Ingraham 22

Office Hours: TR, 10am-11am (before class), 2428 Social Science, Nnagar@ssc.wisc.edu

### **Course description**

This is an introductory course to the sociology of gender, understood as a structure of several dimensions—identities, interactions and institutions—each of which will be studied over the course of several weeks. The course will further explore the intersection of gender with other social structures, including social class, race, sexuality and more. Finally, we will consider contemporary feminist movements, and the mutual influences of feminist theory and gender scholarship.

### **Required text**

*Gender: Ideas, Interactions, Institutions* by Lisa Wade & Myra Marx Ferree (2014). This textbook is not yet available for purchase, but I have received its authors' permission to use it in this classroom. Chapters will be uploaded to Learn@UW. Please DO NOT circulate them. Other reading selections will also be posted on Learn@UW.

### **Attendance and Participation**

Attendance is not part of your grade, but regular attendance in lecture is essential to performing well in the class. Use of all electronic devices during lecture is forbidden (please silence your phones). Attending lectures implies your compliance with this policy, and I reserve the right to ask you to leave the room if I observe misconduct. Lecture slides will be posted on Learn@UW.

Participation: Prepare to get out of your comfort zone: sociology touches on issues that are sometimes difficult to discuss: not only gender, but also social class, religion, race, sexuality, politics and more. You will find some prior assumptions to be challenged. All questions are welcome!

### **Communication**

I will do my best to reply to emails promptly, but you should allow 24 hours for my replies during the week, and 48 hrs on weekends. Office Hours are held on Tuesdays and Thursdays, between 10-11am (before class) at #2428 Social Science Building. I will be happy to schedule a different appointment time if you cannot make these hours.

### **Accessibility**

Please inform me as soon as possible if you require special adjustments in the curriculum, instruction or testing procedures. The McBurney Center on campus provides assistance for physical, learning, sensory, or psychological disabilities (702 W. Johnson St., 608-263-2741, [www.mcburney.wisc.edu](http://www.mcburney.wisc.edu)).

## **Assignments and Evaluation**

### **General**

- 1) I do not accept late submission. All late submissions will be marked 0.
- 2) All written assignments must be formatted: Times New Roman, size 12 font, double spaced, at least 1.25 inch margin. Submission as doc, docx or pdf is ok.
- 3) All written assignments must be submitted online, through the appropriate drop box at the Learn@UW course site, not in print. If you encounter a problem uploading to Learn@UW, please first try using a different browser. If the problem persists, please inform Learn@UW help desk, and email me your assignment so that it would not be considered a late submission. Comments (if there are any) and grades will all be posted on Learn@UW.
- 4) Cheating and plagiarism will not be tolerated. Follow academic conduct code and guidelines.

### **Two Personal Journals on Week 1 and on Week 15 — 4%**

The objective of the personal journals is to invite you to reflect about gender in your own personal life, and to write more freely than what academic assignments usually allow for. Personal reflection and self-expression are a cornerstone in feminist practice and have also inspired theoretical work on gender. The personal journals will be graded on submission only (on a 1-0 basis), and can be written in an informal tone. The First (introductory) personal journal is worth 1% of your final grade, and the second (summarizing) personal journal is worth 3% of your grade.

**The first journal should be submitted by Sunday, September 7<sup>th</sup>, 11:59pm.** This should be an introductory reflection essay. Please answer the following guiding questions: what do you know or assume about gender? How does gender apply to your own life? What are your expectations from the class? What questions would you like to have answered? Total length between 1-2 pages.

**The second journal should be submitted by Tuesday, December 9<sup>th</sup>, at 11:59pm.** This is a summarizing journal (not to be confused with a course evaluation). The following are suggested guiding questions: Has the class changed the way you understand and/or experience gender in your own life? If so, how? What ideas/conversations did you most learn from? What ideas/conversations were the most challenging or difficult to grapple with? The total length should be about 2 pages.

### **Weekly Reading Notes - 30%**

The objectives of the Reading Notes assignments are to ensure the completion of weekly readings, while also enhancing your academic reading skills (by focusing on reading for the main argument) and succinct writing.

Submit a reading note containing a short (about 150 word) summary for **each** reading assigned (every chapter of

the textbook is considered a separate reading). Each summary should relate the **main argument** of the text in your own words. Make sure to include any important terminology introduced in the reading.

All reading notes are due by Sunday at 11:59pm following the week for which they are assigned. All reading notes will be graded on submission according to instructions (including content and word limit) on a 0-1-2 scale:

0 = no submission or late submission;

1 = submitted not according to instructions (too short, too long, or did not answer questions);

2 = submitted according to instructions.

Improving partial grade: with the goal of improving your skills in mind, if you receive **partial** points on a Reading Notes (that is, if you receive 1/2), you may re-submit that Reading Note, re-written according to my comments, **within a week** after receiving your grade. I allow for only two resubmissions per student. Please do not delete the old Reading Note from Learn@UW in order to re-submit your assignment, but **email** your new Reading Note to me (with the subject: resubmission).

Please note: “Recommended” reading selections are optional only, and you do not have to include them in your Reading Notes. Challenge readings (marked by \*) are recommended for students for whom this is not the first social science course.

### **Exams (Midterm, Final) – 50% total**

The Midterm exam will take place **on Tuesday, October 21<sup>st</sup> (Week 8)**, during regular meeting time, in class.

The Final exam will take place **on December 14<sup>th</sup>, 2:45-4:45**, location TBD.

### **Film Review –6 %. Due Tuesday, December 2<sup>nd</sup> 11am (Week 14)**

The goal of the Film Review assignment is to have you apply what you will have learned in the course to a small-scale analysis of a gender representation in contemporary media. The film review is a 2-pages long review of a *feature-length* film of your choice (in any genre or language). This is an informal reflection, but the following questions may help you focus your essay:

1. Provide a *short* synopsis of the film (no longer than 5 sentences).
2. Justify your choice of film (for example, if gender is not an explicit topic of the film, why do you propose a gender analysis? In other words, what can a gender perspective add to our understanding of the central themes in the movie, or to its critique?).
3. Narrow down what is gendered about the film: the representation of gendered identities? Interactions or relations? Institutions or organizations?
4. How are these identities/interactions/structures portrayed? Provide specific examples.
5. How does gender intersect with other structures of power in the film (such as class or race/ethnicity)?
6. In addition, you may choose to relate to gender, race, class, and/or other important factors in the *production* process (e.g. Casting, choice of filming locations, etc.).

Film reviews will be graded on:

- a) Content/conducting gender analysis—demonstrating that gender is relevant to the analysis of the film (3/6); and
- b) Academic rigor: **correctly** applying course material (terminology, concepts) to your analysis (3/6).

**Group Presentation on Week 14 (December 2<sup>nd</sup> or 4<sup>th</sup>) — 10 %**

Week 14 is dedicated to student presentations. I will split the class in advance into groups of 5-6 presenters. Each group will have about 7 minutes to present on a topic of its choice relating to feminist organizing. All topics must be pre-approved. Presentations will be graded on: a) preparation and organization; b) content and rigor; and c) cooperation and participation (every group member should take and active part). More information will be provided in due time.

**Extra Credit (4% max)**

Extra-credit will be granted for (a) attending a campus-based event on a topic related to gender, and (b) writing a reflection essay about it. The reflection should be 500-660 words or 2 pages long maximum and submitted on the ‘Extra-Credit’ folder on Learn@UW no longer than 2 weeks after the event. Each extra-credit is worth 2% of your final grade, and graded on submission only. A maximum of two extra-credit assignments will be graded. Extra-credit assignments may be submitted at any point during the semester **until the last day of classes**. Extra-credit will be added to your final grade at the end of term.

**The course calendar on Learn@UW includes all the various deadlines for the semester.**

**Grading scale:**

A 94-100	AB 90-93	B 83-89	BC 79-82
C 72-78	CD 68-71	D 60-67	F Lower than 60

**Course Schedule**

**Week 1: Introduction**

**Tuesday, September 2<sup>nd</sup>: Course Overview—Topics, Objectives, Structure and Requirements**

Reading: *Gender* ch. 1: Introduction

**Thursday, September 4<sup>th</sup>: Introduction to the Sociology of Gender**

Reading : *Gender* ch. 2 : Ideas

Recommended Reading: *Gender* ch. 3: Bodies

**Part I: Gender at the Individual Level**

## **Week 2: Performances and Intersectionalities**

### **Tuesday, September 9th: Doing Gender**

Reading: *Gender*, ch. 4: Performances

Recommended: West, Candace, and Don Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2):125–51 \*

### **Thursday, September 11th: Intersectionality**

Reading: *Gender* ch. 5: Intersections

## **Week 3: Gender Identities, Gender Performances**

### **Tuesday, September 16th: Masculinities**

Reading: *Gender*, ch. 6

Recommended: An excerpt from 'Guyland' by Michael Kimmel (2008). Available here: [http://www.today.com/id/26317942/?GT1=43001#.U-yV\\_LySxqc](http://www.today.com/id/26317942/?GT1=43001#.U-yV_LySxqc) (the site includes not only the written excerpt but also video interviews and a slideshow).

### **Thursday, September 18th: Femininities**

Reading: *Gender*: ch. 7

## **Week 4: Gender Identities, Gender Performances cont'd**

### **Tuesday, September 23rd: Cis-gender, Trans-gender and Gender Queer Identities**

Reading: Tristan Bridges. 2014. "What Research About Transgender People Can Teach Us About Gender and Inequality". *HuffPost Women*. URL = [http://www.huffingtonpost.com/tristan-bridges/transgender-equality\\_b\\_4659690.html](http://www.huffingtonpost.com/tristan-bridges/transgender-equality_b_4659690.html)

Recommended: Schilt, Kristen and Laurel Westbrook. 2013. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System", *Gender & Society*, 28 (1), pp. 32-57\*

### **Thursday, September 25th: Sexualized Genders, Heteronormativity as Gender Performance**

Reading: C.J. Pascoe. 2005 "Dude, You're a Fag", *Sexualities*

Recommended: "Compulsive Heterosexuality: Masculinity", chapter 4 in the book "Dude, You're a Fag"

## **Part II: Gender Interactions**

## **Week 5: Sexualities**

### **Tuesday, September 30th: Sociological Perspectives on Sexuality**

Reading: Robyn Ryle. 2012. "How Does Gender Matter for Who We Want and Desire: The Gender of Sexuality", chapter 5 in *Questioning Gender*, pp. 169-215

Recommended: Foucault, Michel. 1978. "Periodization", in *A History of Sexuality*, Vol. 1, pp. 115-131 \*

**Thursday, October 2nd: FILM: How To Lose Your Virginity / Therese Shechter (2013, 70 mins).**

### **Week 6: Dating and Intimate Relationships**

**Tuesday, October 7th: A History of Love and Mating**

Reading: Coontz, Stephanie. "The Radical Idea of Marrying for Love", chapter 1 in: *Marriage, A History: From Obedience to Intimacy, or How Love Conquered Marriage* URL = <http://www.stephaniecoontz.com/books/marriage/chapter1.htm>

**Thursday, October 9th: Contemporary Gender Scripts Regarding Love, Sexuality and Intimate Relationships**

Reading: *Gender*: chapter 10

Recommended: Jessica Ringrose, Laura Harvey, Rosalind Gill, and Sonia Livingstone. 2013. "Teen girls, sexual double standards and 'sexting': Gendered value in digital image exchange", *Feminist Theory*, 14, pp. 305-323 \*

### **Week 7: Rape Culture, Micro-Aggressions**

**Tuesday, October 14: 'Rape Culture' and beginning review for the Midterm**

Reading: "Ruling Out Rape", *Contexts*, Spring 2014, 13(2), pp. 16-25 URL= <http://contexts.org/articles/spring-2014/ruling-out-rape/>

**Thursday, October 16: Micro Aggressions and the case of Mansplaining, and cont'd review for the midterm**

Reading: McCabe, Janice. 2009. "Racial and Gender Microaggressions on a Predominantly-White Campus: Experiences of Black, Latina/o and White Undergraduates", *Race, Gender & Class* 16(1/2), pp. 133-151 \*

## **Part III: Gendered Institutions**

### **Week 8: Institutions**

**Tuesday, October 21st: MIDTERM**

**Thursday, October 23rd: What are Gendered Institutions: sports as a case in point & Midterm Review**

Reading: *Gender*, chapter 8: Institutions

### **Week 9: Families as Gendered Institutions**

**Tuesday, October 28th: Sociological Perspectives on Families and Historical Changes in the Institution of Family in the US**

Reading: *Gender* chapter 9: Change

## **Thursday, October 30th: Contemporary Inequalities in Heteronormative Families**

Reading: *Gender*, chapter 11: Families

## **Week 10: Workplaces and Labor Markets**

### **Tuesday, November 4th: Work Places**

Reading: *Gender*, Ch. 12

Recommended: A selection from What Works for Women at Work: Four Patterns Working Women Need to Know by Joan C. Williams and Rachel Dempsey (2014). Alternatively, you may choose to listen to this podcast interview with Joan Williams and Rachel Dempsey at <http://smarttalksuccess.com/joan-williams-what-works-for-women-at-work/> (30 mins)

### **Thursday, November 6th: Issues in Labor Markets: Job Segregation, The Changing Modes of Employment under Neoliberalism, and New Forms of Work**

Reading: England, Paula. 2010. "The Gender Revolution: Stalled and Uneven", *Gender & Society*

Recommended: Hochschild, Arlie. 2003. "The Managed Heart" (second ed.), Ch. 6

## **Week 11: The State-Market-Family Connection**

### **Tuesday, November 11th: State and Social Policies**

Readings: Wharton, Amy S. 2012. "Gender, Work and Family: The Roles of Social Policy and the State", in: *The Sociology of Gender: An Introduction to Theory and Research*, 2nd Ed., pp. 122-126

Bhushan, Natasha. 2012. "Note: Work-Family Policy in the United States", *Cornell Journal of Law and Public Policy*, 21, pp. 677-696

Recommended: Laura Den Dulk. 2005. "Work-Family Arrangements in Four Countries", in Amy Wharton (ed.), *The Sociology of Gender: An Introduction to Theory and Research*, pp. 115-121

### **Thursday, November 13th: Social Reproduction, Reproduction as Work**

Reading: Barbara Laslett and Johanna Brenner. 1989. "Gender and Social Reproduction: Historical Perspectives", *Annual Review of Sociology*, Vol. 15, pp. 381-404 \*

## **Part IV: Feminist Politics, Visions and Challenges**

## **Week 12: Feminist Organizing, Feminist Visions**

### **Tuesday, November 18th: Feminisms: history, present and future**

Reading: Ewig, Christina, and Myra Marx Ferree. 2010. "Feminist Organizing: What's Old, What's New? History, Trends and Issues." Pp. 411-33 in *Oxford Handbook on Gender and Politics*. Oxford University Press.

### **Thursday, November 20th: The case of the Reproductive Justice Movement in the U.S**

Reading: Jael Silliman, Marlene Gerber Fried, Loretta Ross and Elena Gutiérrez. 2004. "Women of Color and Their Struggle for Reproductive Justice", from *Undivided Rights: Women of Color Organize for*

*Reproductive Justice*

Recommended: Mottier, Veronique. 2013 “Reproductive Rights”, Chapter 8 in *The Oxford Handbook of Gender and Politics*, pp. 214-235

**Week 13: Media and Representations**

**Tuesday, November 25th: Gender Representations in Media**

Reading: Robyn Ryle “How Does Gender Affect What You Watch, What You Read and What You Play? The Gender of Media and Popular Culture”, chapter 10 in *Questioning Gender*, pp. 420-464

**Thursday, November 27th: No Meeting (Thanksgiving)**

**Week 14: Contemporary Feminist Movements and Dilemmas: Student Presentations**

**Tuesday, December 2<sup>nd</sup> & Thursday, December 4th: Student Presentations**

Weekly Reading: Lorber, Judith, “Feminisms and Their Contribution to Gender Equality”, in *Gender Inequality* pp. 1-16.

Recommended: Posts, debates and conversations in a selection of social media sources (see attached handout).

**Week 15: Summary**

**Tuesday, December 9th: Feminisms and Sociology of Gender: a Relationship**

Reading: Winkler, Celia. 2010. “Feminist Sociological Theory”, in: *Historical Developments and Theoretical Approaches in Sociology*

Recommended: Patricia Hill Collins. 1986. “Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought”, *Social Problems*, 33(6) available at <http://www.cirtl.net/files/Hill-Collins1986,1990.pdf>

**Thursday, December 11th: Summary, Revision for the Final and Evaluation**