**Sociology of Gender**

**Sociology 7006**

**University of Colorado Boulder**

**Fall 2019**

**Rachel Rinaldo Class Hours: Wednesday 9 am – 11:30 am**

**Associate Professor Location: Ketchum 1B40**

**Department of Sociology Office Hours: Thursday 10 am - noon**

**Rachel.Rinaldo@Colorado.Edu** **Office Location: Ketchum 266**

**COURSE OVERVIEW**

This seminar explores both classic and current scholarship in the sociology of gender. Some sociologists see gender as a variable akin to race or class, others see it as produced through performance and interaction, while still others understand it as a social structure. Gender is also inflected by other dimensions of difference and inequality. This course grapples with how best to theorize, conceptualize, and analyze gender. We will examine classic theories of sex and gender; the critiques of those frameworks that have emerged from intersectional, poststructuralist, and postcolonial feminists; and scholarship on how gender manifests in various social institutions.

The sociology of gender is one of the largest and most dynamic subfields in sociology. A truly comprehensive overview is not possible in one semester. But this course is designed to expose you to some of the richest substantive areas – including recent literature on gendered identities, work and family, transgender issues, masculinity, religion, and globalization. The study of gender is also very interdisciplinary. The texts included on this syllabus are mostly by sociologists, but I also include readings from other disciplinary perspectives that have become part of the sociological canon. The aim is to give you a strong foundation that will allow you to branch off into your own areas of inquiry.

This class is a seminar, meaning that you are expected to come to class prepared to actively discuss the readings. The goal is for students to develop a critical and sophisticated understanding of gender, to be able to identify the strengths and weaknesses of various theoretical conceptions of gender, and to develop an informed understanding of how gender is intertwined with social structures.

**REQUIREMENTS**

1. **Class participation**: 15% of your grade. You are expected to do all of the readings, come to class ready to discuss them, ask questions, and engage the material in relevant and constructive ways.
2. **Discussion Leading**: 10% of the grade. You will be in charge of leading a discussion of the course material for one class session during the semester. Organizing the class discussion involves presenting a brief (5 minute) orientation of the required readings for the week, raising at least two questions for discussion, and relating the material to previous class readings and discussions. You may bring in material that is not on the syllabus if it is highly relevant. Your role as discussion leader will not be to lecture on the material but to facilitate a thoughtful and active discussion of the materials. You will sign up for a date on the first day of class.
3. **Weekly Discussion Posts**: 10% of the grade. You are expected to post questions and/or topics for class discussion every week. These will be posted on the Discussion Board on Canvas. You are encouraged to make this into another arena for discussions by reading and responding to your classmates’ posts. You do not have to post reading questions for the week you lead discussion. Questions should be posted by Tuesdays at 9 am in order to give everyone time to read the posts before class. These will not be graded individually, but to get full credit for this assignment you need to complete at least 12 posts (and they should be equally thoughtful and insightful).
4. **Short Paper 1**: **Reflection Paper**. 15% of your grade. In this paper you will reflect on the readings for one session of class. You should discuss their strengths and/or weaknesses, what they add to our understanding of gender, and their broader significance. You should weave the readings together into a cohesive narrative. The paper should be 3-4 pages and include page citations if you use quotes. You will sign up for dates for this paper on the first day of class. Please bring a hard copy of the paper to class on the day for which you signed up.
5. **Short Paper 2**: **Forward Citation Tracing**. 15% of your grade. For this paper, you will select a reading from the class, and use Google Scholar to find a recent journal article (should be a well known journal, not an obscure one) that cites and engages explicitly with the class reading. You will analyze how the newer article makes use of the reading. For example, how does it challenge or expand on the theoretical contribution of the older work? You will sign up for dates for this paper on the first day of class. Please bring a hard copy to class on the day for which you signed up.
6. **Final Paper**: 25% of the grade. You will write a research paper that examines a topic in the sociology of gender. You should apply theoretical perspectives from the class to a substantive area that interests you. This paper can take the form of a literature review, a research proposal, or an empirical paper that investigates some aspect of gender. The paper should draw on several readings from the class, as well as peer reviewed scholarship that we did not read in class. For this project, students may not collaborate, and papers must be original (ie not the same topic as a paper for another class). You must provide a 1 page proposal and preliminary list of sources by **November 20** (bring hard copy to class). If you fail to turn this in, I will deduct 10% from the final paper grade. The final paper is due on **Friday, December 13** by 5 pm. You should upload it to the Final Paper assignment box in Canvas. During the last class meeting, you will do a 5 minute presentation about your paper and discuss how it relates to your broader academic interests.

**COURSE POLICIES:**

1. This class meets once a week. Be sure to arrive on time and stay until the end of class. Although I will not take attendance, in such a small class I do notice absences. If you need to miss a class, send me an email so I know why. More than 1 or 2 absences may result in a reduction of your final grade.
2. You must do all assignments and readings before each class meeting and come to class prepared to contribute to class discussions. Active participation in discussions is a requirement of this class.
3. You are responsible for keeping track of all announcements and syllabus changes. I may add readings and will try to give you a week’s notice if I do so. Announcements are usually made in the beginning of the class or will be posted on Canvas. Make sure to check Canvas regularly. If you miss a class, you should try to get notes from one of your classmates.
4. Laptops are allowed for note-taking only. Please switch off phones during class. Text messaging, emailing, etc. during class time is inappropriate and I may ask you to leave the room if you are violating this policy.
5. Please do your best to meet with me during my office hours. I am also happy to respond to questions via email, but emails sent after 5 pm or on weekends may not receive a reply until the next day.
6. I do occasionally give extensions, but you must discuss it with me at least 24 hours before the assignment is due. I may not accept work more than a week late unless there has been a major emergency such as serious illness or death in the family.
7. Please let me know as soon as possible if you have any disability accommodations and I will do my best to work with you.
8. You will sometimes disagree with your classmates’ comments. This is fine, but in class discussions be sure to be respectful and considerate. One general guideline is to disagree with the argument, not the person.
9. This class includes students from different departments and disciplines. If you are referring to readings from outside in the class, make sure to summarize them because many of your classmates may not be familiar with them.
10. Grades are awarded on the basis of the quality of your work, not effort. This means written work which demonstrates good organization, sophisticated and sociologically informed content, correct grammar, and clear writing. In class discussions, this means thoughtful questions and comments that reflect your having read the assignments. You should come talk to me right away if you are concerned about your grades. I will be using the Sociology Department’s standard grading rubric:

A Consistently performs well above expectations for the course

A- Performs above expectations for the course

B+ Meets expectations

B Occasionally performs below expectations

B- Consistently performs below expectations

C range Unsatisfactory work for a doctoral student (not completing work, not attending class, poor performance on writing assignments, etc.) Grades in the C range indicate that I have serious concerns about your suitability for the graduate program.

**Note: This grading system means grades that consistently fall in the “B range” are cause for concern. Grading in graduate courses is significantly different from grading in undergraduate courses.**

**UNIVERSITY POLICIES:**

# Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website.

# Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/).

# Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

# Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

# Religious Holidays

Please let me know ahead of time if you will need to be absent from class due to a religious holiday.

See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.

**Academic Integrity:**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](http://click.communications.cu.edu/?qs=40cdf91457821419484578743c4bda66abeb8854c9ff349fb5b3b792fd71a64d290f92556780e552)of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at [http://honorcode.colorado.edu](http://click.communications.cu.edu/?qs=40cdf91457821419b85622ebc94035ff4b7ed48469c2c747aaad771b6ac723724d4fde759377d19c). Please make sure you understand what constitutes plagiarism. For example, summarizing ideas without attribution can be considered plagiarism.

**READINGS FOR THIS CLASS**

You are strongly encouraged to purchase the books listed here, as we will read most or all of the chapters. Journal articles and occasional chapters or stand-alone essays will be posted on Canvas.

Butler, Judith. 1990. *Gender Trouble: Feminism and the Subversion of Identity.* Routledge*.*

Collins, Patricia Hill. 1990. *Black Feminist Thought: Knowledge, Politics, and the Politics of Empowerment*.

Fausto-Sterling, Anne. 2002. *Sexing the Body: Gender Politics and the Construction of Sexuality*. Basic Books

Halberstam, Judith. 1998. *Female Masculinity*. Duke University Press

Mahmood, Saba. 2005. *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton University Press.

Parrenas, Rhacel. 2011. *Illicit Flirtations: Labor, Migration, and Sex Trafficking in Tokyo.* Stanford University Press.

Ridgeway, Cecilia. 2011. *Framed by Gender*. New York: Oxford University Press.

Stein, Arlene. 2018. *Unbound: Transgender Men and the Remaking of Identity*. Penguin Books.

**COURSE SCHEDULE**

**WEEK 1: The Gender Revolution in Academia – or Not?**

**Wednesday, August 28**

**READ BEFORE THE CLASS SESSION**

Smith, Dorothy E. 1974. "Women's Perspective as a Radical Critique of Sociology." *Sociological Inquiry* 44.1: 7-13.

Symposium: “’The Missing Feminist Revolution in Sociology’ Twenty Years Later: Looking Back, Looking Ahead.” *Social Problems* 2006. Volume 53/4.

* Read essays by Raka Ray and Judith Stacey

**WEEK 2: Key Sociological Theories of Sex and Gender**

**September 4**

Candace West and Don Zimmerman. 1987. “Doing Gender.” *Gender & Society*, Vol. 1, No. 2, pp. 125-151.

Joan Acker. 1990. “Hierarchies, Jobs, and Bodies: A Theory of Gendered Organizations.” *Gender & Society* 4/2, pp. 139-158.

William Simon and John H. Gagnon. 1986. “Sexual Scripts: Permanence and Change.” *Archives of Sexual Behavior* 15/2, pp. 97-120.

**WEEK 3: Sex and Gender as Categories of Analysis**

**September 11**

Joan Scott. 1988. “Gender: A Useful Category of Historical Analysis.” In *Gender and the Politics of History.*

Gayle Rubin. 1990. “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality.”

**WEEK 4: Standpoint Epistemology**

**September 18**

Haraway, Donna. 1988. "Situated knowledges: The science question in feminism and the privilege of partial perspective." *Feminist studies* 14.3: 575-599.

Patricia Hill Collins. 1990. *Black Feminist Thought: Knowledge, Politics, and the Politics of Empowerment*. Chapters TBA

Sandra Harding. 1992. “Rethinking Standpoint Epistemology: What is Strong Objectivity? *Centennial Review* 36/3, pp. 437-470.

**WEEK 5: Performing Gender**

**September 25**

Judith Butler. 1990. *Gender Trouble: Feminism and the Subversion of Identity.* Routledge*.*

**WEEK 6: The Biological and the Social**

**October 2**

Martin, Emily. 1991. "The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles." *Signs* 16, no. 3 (1991): 485-501.

Fausto-Sterling, Anne. 2002. *Sexing the Body: Gender Politics and the Construction of Sexuality*. Basic Books.

**WEEK 7: Intersectionality**

**October 9**

Crenshaw, Kimberly. 1991. “Mapping the margins: Intersectionality, identity politics, and violence against women of color.” *Stanford Law Review* 43: 1241-1299.

Leslie McCall. 2005. "The complexity of intersectionality." *Signs* 30, no. 3: 1771-1800.

Wingfield, Adia Harvey. 2009. "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work." *Gender & Society* 23/1: 5-26.

Patricia Hill Collins. 2015. “Intersectionality’s Definitional Dilemmas.” *Annual Review of Sociology* 41: 1-20.

**WEEK 8: Masculinity**

**October 16**

Connell, Robert W., and James W. Messerschmidt. 2005. "Hegemonic masculinity: rethinking the concept." *Gender & Society* 19, no. 6: 829-859.

Bridges, Tristan. 2013. "A Very “Gay” Straight? Hybrid Masculinities, Sexual Aesthetics, and the Changing Relationship between Masculinity and Homophobia." *Gender & Society*.

Kelsy Burke. 2014. “What Makes a Man: Gender and Sexual Boundaries on Evangelical Christian Sexuality Websites.” *Sexualities* 17/1-2, pp. 3-22.

**WEEK 9: Queer Theory -- Sexuality and Gender Identities**

**October 23**

Halberstam, Judith. 1998. *Female Masculinity*. Duke University Press. Chapters 1, 4, and 7.

Stephen Valocchi. 2005. "Not Yet Queer Enough: The Lessons of Queer Theory for the Sociology of Gender and Sexuality." *Gender & Society* 19/6: 750-770.

**WEEK 10: Gender as an Interactional Process**

**October 30**

Ridgeway, Cecilia. 2011. *Framed by Gender*. New York: Oxford University Press.

**WEEK 11: Postcolonial Feminisms / Transnational Feminisms**

**November 6**

Chandra Mohanty. 1988. “Under Western Eyes: Feminist Scholarship and Colonial Discourses.” *Feminist Review* 30, pp. 61-88.

Gayatri Spivak. 1988. “Can the Subaltern Speak?” From Nelson and Grossberg, eds. *Marxism and the Interpretation of Culture*. Macmillan.

Lila Abu-Lughod. 2002. "Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others." *American Anthropologist* 104.3: pp. 783-790.

**WEEK 12**: **NO CLASS**

**November 13**

**WEEK 13: Gender, Religion, and Agency**

**November 20**

Mahmood, Saba. 2005. *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton University Press.

Rinaldo, Rachel. 2014. "Pious and Critical Muslim Women Activists and the Question of Agency." *Gender & Society*.

**WEEK 14: NO CLASS (Thanksgiving Break)**

**November 27**

**WEEK 15: Gender and Work in the Global Economy**

**December 4**

Parrenas, Rhacel. 2011. *Illicit Flirtations: Labor, Migration, and Sex Trafficking in Tokyo.* Stanford University Press.

**WEEK 16: Sex, Gender, and Sexualities**

**December 11**

Westbrook, Laurel, and Kristen Schilt. 2013. "Doing gender, determining gender transgender people, gender panics, and the maintenance of the Sex/Gender/Sexuality system." *Gender & Society* (2013):

Arlene Stein. 2018. *Unbound: Transgender Men and the Remaking of Identity*. Penguin Books.