Course time: Mondays and Wednesdays 2:10-4pm

**SOCIOLOGY 132: SOCIOLOGY OF GENDER**

**UC Davis**

**2021 Fall**

Course location: Wellman Hall 126 **and** virtually on Zoom: <https://ucdavis.zoom.us/j/97381139403?pwd=ZElEOTZ6aDczKzR1bUxSNXNLaEJ2dz09>

Instructor: Rowan Haus, M.A. (Pronouns: they/them/theirs)

Email: [rowanhaus@ucdavis.edu](mailto:rowanhaus@ucdavis.edu)

Office hours: Thursdays 10-11am on Zoom

Zoom office hours link: <https://ucdavis.zoom.us/j/99887597108?pwd=NHVnaTFNQlFBbCs4eDEvMy9xd0ZLdz09>

Teaching Assistant: Beth Boylan, M.A. (Pronouns: she/her/hers)

Email: [eaboylan@ucdavis.edu](mailto:eaboylan@ucdavis.edu)

Office hours: Tuesdays 11am-12pm on Zoom

Zoom office hours link:

<https://ucdavis.zoom.us/j/93093103064?pwd=QWJ1SGNCOHR2Q0VITHpPTk9VK2hHUT09>

**Covid Protocol**

**UC DAVIS MASK POLICY**: **Regardless of vaccine status, face coverings are required for all students and instructors in the classroom. For more information:** <https://campusready.ucdavis.edu/students-and-families>

\*\*This class will be taught **in-person** unless the University returns to remote learning, but all class meetings will be recorded and posted to Canvas for any students to access. **Any students experiencing health concerns or other constraints related to Covid-19 may opt to join the class virtually on Zoom**. If you choose to join the class on Zoom rather than in person, you do **not** need to explain your reasons to me. Please be aware that technological difficulties are very likely as I navigate hosting a Zoom class on the University’s WIFI. I will do my best to record and upload lectures to Canvas in a timely manner. Keep in mind that some recordings may take a few days to be processed. Additionally, this class will rely heavily on participation in discussion. Attending class on Zoom does not absolve you from the responsibility of participating in conversations with your classmates. Please be patient with me as I do my best to juggle in-person conversations while also monitoring the Zoom chat. If the university switches to remote instruction, the class will move fully online.

Class Zoom link: <https://ucdavis.zoom.us/j/97381139403?pwd=ZElEOTZ6aDczKzR1bUxSNXNLaEJ2dz09>

**Course Description**

We all have a relationship with gender. You may feel confident in the gender you were assigned at birth, comfortably describing yourself as a feminine woman or a masculine man. But what happens when you don’t live up to gender expectations? In this course, we look at gender sociologically, investigating where gender comes from and what social forces shape our understanding of gender. This course is foregrounded by the understanding that gender and sex are both socially constructed. Using sociological research, we will examine how gender difference and gender inequality are shaped by large structural forces in contemporary American society. Rather than looking at gender as something psychological or biological, we will investigate the ways that society forces a gender onto us and requires us to “do” gender. We will concurrently learn how gender interacts with other facets of our identity, including race, class, and sexuality.

I will encourage you throughout the quarter to think about how your own gendered experiences connect to course material. However, this course is first and foremost a sociology course, meaning we will prioritize academic research which highlights gendered patterns. Lectures and readings may not reflect your personal experience with gender, but you will still be expected to think and talk about gender sociologically while in this class.

**Course Objectives**

By the end of the quarter students should be able to…

1. Understand the relation between sex and gender and how sex and gender are socially constructed.
2. Explain how the gender binary is related to hierarchy and inequality.
3. Discuss how gender beliefs manifest in a variety of social institutions, as well as how gender operates to maintain inequality within these institutions.
4. Evaluate personal beliefs about gender and gain a better understanding of how gender operates within your own lives.
5. Develop skills to construct a sociological argument and to engage in sociological research.
6. Demonstrate clear, precise, and effective writing.

**Assignments and Grading**

Your final grade will be derived from your scores on an intro questionnaire, weekly reading portfolio submissions, one exam, and a research project.

Assignment: Percentage of final grade:

Intro Questionnaire 5%

Reading Portfolio 50%

Take-Home Midterm Exam 15%

Research Project

Part 1: Planning 5%

Part 2: Interview Transcript 5%

Part 3: First Draft 10%

Part 4: Final Draft & Revisions Questionnaire 10%

***Intro Questionnaire:***

You will fill out an introductory questionnaire during the first week of the quarter to test your knowledge of the syllabus and help me get to know you. The quiz is divided into 2 parts: graded questions and non-graded questions. The graded questions test your knowledge of the syllabus. The remaining questions will **not** be graded. These questions are intended to gauge your comfort level and prior knowledge on a variety of topics. This assignment is due **Sunday September 26 at 11:59pm**. This accounts for 5% of your final grade.

***Reading Portfolio:***

Every week, you will add to your reading portfolio using the templates provided in the files section on Canvas. Reading portfolios will be a record of your engagement with readings over the course of the term and will serve three objectives in the class. First and foremost, it encourages you to engage with the readings as many scholars do: deeply and thoroughly. Secondly, I will be using the portfolios to guide conversations based on what *you* find important in the readings. Third, it is a lower-stakes alternative to reading quizzes, which are often used as a mechanism to ensure students do the reading. **Portfolio submissions are due every Monday at 11:59pm**. Submissions are due early in the week because I need sufficient time to review them before our Wednesday meeting time so that I can incorporate your reflections into lecture. The reading portfolio accounts for 50% of your final grade.

***Exams:***

You will have one take-home midterm exam. The midterm, due on **Sunday October 31 at 11:59pm**, contains a few essay questions. You may also be asked to do a creative activity for this exam (e.g. create a graphic, illustration, comic, video, or short podcast). You will receive further details and instructions one week before the exam is due. This accounts for 15% of your final grade.

***Research Project:***

Your research project is divided into 4 components: 1) planning, 2) interview transcript, 3) first draft, and 4) final draft with revisions questionnaire. This is a buildable assignment with the intention of giving you time and feedback to improve your writing skills. Please view the paper guidelines on Canvas for further instruction.

On **Sunday October 10 at 11:59pm**, you will submit a plan for your project, including information such as: who you intend to interview, when your interview will be conducted, what software you’ll use to transcribe your interview, and how you plan to manage your time working on this paper throughout the quarter. You’ll also write a hypothesis. This accounts for 5% of your final grade.

On **Sunday October 24 at 11:59pm**, you will submit an interview transcript. Further details about how to produce a transcript will be provided on the research project guidelines in the files section on Canvas. This accounts for 5% of your final grade.

On **Sunday November 14 at 11:59pm**, you will submit the first draft of your paper. This should be a polished first draft, meaning you’ll want to write this paper to the best of your ability. You will receive detailed feedback on this draft. Your paper should be typed, Times New Roman, 11- or 12-point font, with 1” margins. Papers should be roughly 6-8 pages. This accounts for 10% of your final grade.

On **Friday December 10 at 1pm**, you will submit your final draft of this paper. You should include track-changes or highlight the changes you made between your first draft and your final draft. You will also submit a revision questionnaire explaining the changes you made. This assignment is technically your final exam, and it accounts for 10% of your final grade.

**Course Policies**

***Accommodations:*** If you have any documented educational needs, please let me know during the first week of instruction so that I can do my part to ensure you are able to safely and comfortably participate in this course. If you think you may qualify for academic accommodations, please contact the Student Disability Center ([sdc@ucdavis.edu](mailto:sdc@ucdavis.edu)) for more information on how to obtain appropriate documentation. If you feel that any of my lectures or assignments are inaccessible, please let me know and I will be sure to make the necessary adjustments.

***Late Work:***  **Late exams and papers will not be permitted.** **All other assignments will lose ½ letter grade per day for each day they are turned in past the deadline. I will only accept late submissions up to one week after each assignment is due.** If you anticipate that you will not be able to submit an assignment on time, please contact me 48 hours before the assignment is due so that I can consider granting you an extension.

***Contesting*** Grade contestations must adhere to the 24/7 rule. You are required to wait

***a Grade:***  24-hours before contesting any grade. You have only one week to contest your grade, after which you must accept the initial grade. In order to contest a grade, please email me a detailed explanation as to why you believe you earned a better grade. Include quotations from the syllabus, course materials, and readings in order to bolster your claim. Keep in mind that if you ask me to regrade an assignment, I may give you a lower grade if I feel that certain issues were missed during the initial grading process.

***Plagiarism*** Plagiarism and cheating will not be tolerated in this course. Any students

***& Cheating:*** suspected of plagiarizing or cheating will be turned into the Office of Student Judicial Affairs. UC Davis defines plagiarism as “taking credit for any work created by another person,” “copying any work belonging to another person without indicating that the information is copied and properly citing the source of the work,” “using another person’s presentation of ideas without putting such work in your own words or form and/or failing to provide proper citation,” “creating false citations that do not correspond to the information you have used,” and “representing your previous work as if it is new work.” **Please keep in mind that sharing assignments or exam questions online is considered plagiarism and cheating, even if you upload these questions after the course is over.**

**Campus Resources**

This link will connect you to a comprehensive array of resources, including those listed

below: <https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>

***Student Health and Counseling Services***

The SHCS provides a range of medical, mental health and wellness services to all registered UC Davis students regardless of insurance coverage. See <https://shcs.ucdavis.edu>

***Student Disability Center***

The Student Disability Center (SDC) provides services to students with disabilities who are eligible for reasonable accommodation. Information on the procedures for documentation and/or SDC services can be obtained by calling (530) 752-3184 (voice) or (530) 752-6833 (TTY). See <http://sdc.ucdavis.edu/> Please inform us at the beginning of the quarter if you need any accommodations.

***Center for Advocacy Resources & Education (CARE)***

CARE is dedicated to reducing the incidence of sexual violence, including sexual assault sexual harassment, domestic/dating violence and stalking in the campus community. CARE serves the students, faculty, and staff of the University, at both the Davis campus and Sacramento campus. Our philosophy is that through education we can prevent these forms of violence. See <http://care.ucdavis.edu>

***Student Community Center***

The Student Community Center supports all students and is home to dynamic student life centers and academic services at UC Davis including: AB540 and Undocumented Student Center; Cross Cultural Center; LGBTQIA Resource Center; Student Recruitment and Retention Center (SRRC); Undergraduate Research Center; Women’s Resources and Research Center. See <http://studentaffairs.ucdavis.edu/students/scc/>

Note: LGBTQIARC and WRRC are confidential resources for sexual harassment and violence

***The UC Davis AB 540 and Undocumented Student Center***

The AB540 and Undocumented Student Center helps students navigate legal and financial obstacles to attain their educational goals. See <http://undocumented.ucdavis.edu>

and …

***UC Immigrant Legal Services Center***

This center offers free immigration legal services to any undocumented UC student, as well as the undocumented family members of any UC Student. See <http://law.ucdavis.edu/ucimm/>

**The Pantry**

The Pantry provides free items to UCD students on campus experiencing food insecurity. It is operational during the pandemic. See <http://thepantry.ucdavis.edu/index.html>

**Course Schedule:**

|  |
| --- |
| WEEK 0: Intro to the Class (Wednesday September 22)  Required Readings   * Syllabus (Canvas, 8 pages)   Assignments   * Intro Questionnaire (due Sunday September 26 at 11:59pm) |
| WEEK 1: What is Gender (Monday September 27 and Wednesday September 29)  Required Readings   * Wade, Lisa and Myra Marx Ferree. 2019. Ch. 1 “Introduction” and Ch. 2 “Ideas,” pp. 3-38 in *Gender: Ideas, Interactions, Institutions*. W. W. Norton & Company.   Assignments   * Week 1 Reading Portfolio (due Monday September 27 at 11:59pm) |
| WEEK 2: Policing the Binary (Monday October 4 and Wednesday October 6)  Required Readings   * Kessler, Suzanne. 1990. “The Medical Construction of Gender: Case Management of Intersex Infants.” *Signs: Journal of Women in Culture and Society* 16(11): 3-26. * Lucal, Betsy. 1999. “What it Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System.” *Gender & Society* 13: 781-797.   Assignments   * Week 2 Reading Portfolio (due Monday October 4 at 11:59pm) * Project Part 1: Planning (due Sunday October 10 at 11:59pm) |
| WEEK 3: Doing (Undoing) Gender (Monday October 11 and Wednesday October 13)  Required Readings   * Darwin, Helena. 2017. “Doing Gender Beyond the Binary: A Virtual Ethnography.” *Symbolic Interaction* 40(3): 317-334. * Dozier, Raine. 2005. “Beards, Breasts, and Bodies: Doing Sex in a Gendered World.” *Gender & Society* 19(3): 297-316. * Kane, Emily. 2006. “No Way My Boys are Going to Be Like That.” *Gender & Society* 20(4): 461-480.   Assignments   * Week 3 Reading Portfolio (due Monday October 11 at 11:59pm) |
| WEEK 4: Men and Masculinities (Monday October 18 and Wednesday October 20)  Required Readings   * Wade, Lisa and Myra Marx Ferree. 2019. Ch. 6 “Inequality: Men and Masculinity,” pp. 125-156 in *Gender: Ideas, Interactions, Institutions*. W. W. Norton. * Craig, Maxine. 2014. Ch. 5 “Sex or ‘Just Dancing,’” pp. 105-132 in *Sorry I Don’t Dance: Why Men Refuse to Move*. Oxford University Press. * Pascoe, C. J. 2007. Ch. 3 “Dude, You’re a Fag: Adolescent Male Homophobia,” pp. 52-83 in *Dude, You’re a Fag: Masculinity and Sexuality in High School*. University of California Press.   Assignments   * Week 4 Reading Portfolio (due Monday October 18 at 11:59pm) * Project Part 2: Transcript (due Sunday October 24 at 11:59pm) |
| WEEK 5: Women and Femininities (Monday October 25 and Wednesday October 27)  Required Readings   * Wade, Lisa and Myra Marx Ferree. 2019. Ch. 7 “Inequality: Women and Femininities,” pp. 159-188 in *Gender: Ideas, Interactions, Institutions*. W. W. Norton. * Armstrong et al. 2010. “Is Hooking Up Bad for Young Women?” *Contexts* 9(3): 22-27.   Assignments   * Week 5 Reading Portfolio (due Monday October 25 at 11:59pm) * Take-Home Midterm (due Sunday October 31 at 11:59pm) |
| WEEK 6: Gendered Intersections (Monday November 1 and Wednesday November 3)  Required Readings   * Pyke, Karen D. and Denise L. Johnson. 2003. “Asian American Women and Racialized Femininities: ‘Doing Gender’ across Cultural Worlds.” *Gender & Society* 17(1): 33-53. * Bettie, Julie. 2000. “Women Without Class: Chicas, Cholas, Trash, and the Presence/Absence of Class Identity.” *Signs* 26(1): 1-35.   Assignments   * Week 6 Reading Portfolio (due Monday November 1 at 11:59pm) |
| WEEK 7: The Family (Monday November 8 and Wednesday November 10)  Required Readings   * Wade, Lisa and Myra Marx Ferree. 2019. Ch. 11 “Families,” pp. 287-319 in *Gender: Ideas, Interactions, Institutions*. W. W. Norton. * Dow, Dawn Marie. 2019. “The Market-Family Matrix,” Ch 5. In *Mothering While Black*. University of California Press. * Hondagneu-Sotelo, Pierrette and Ernestine Avila. 1997. “‘I’m Here, But I’m There’ The Meanings of Latina Transnational Motherhood.” *Gender & Society* 1(5): 548-571.   Assignments   * Week 7 Reading Portfolio (due Monday November 8 at 11:59pm) * Project Part 3: First Draft (due Sunday November 14 at 11:59pm) |
| WEEK 8: Gender and Work (Monday November 15 and Wednesday November 17)  Required Readings   * Kang, Miliann. 2003. “The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons.” *Gender & Society* 17(6): 820-839. * Castañeda, Xochitl and Patricia Zavella. 2003. “Changing Constructions of Sexuality and Risk: Migrant Mexican Women Farmers in California.” *The Journal of Latin-American Anthropology* 8(2): 126-151.   Assignments   * Week 8 Reading Portfolio (due Monday November 15 at 11:59pm) |
| WEEK 9: Sex and Sexuality (Monday November 22 and Wednesday November 24)  Required Readings   * Wade, Lisa and Myra Marx Ferree. 2019. Ch. 10 “Sexualities” Section – Gendered Sexualities, pp. 251-285 in *Gender: Ideas, Interactions, Institutions, 2nd Ed*. W. W. Norton. * Ward, Jane. 2020. Ch. 3 “Pickup Artists: Inside the Seduction Industry,” pp. 75-112 in *The Tragedy of Heterosexuality*. New York University Press. * Hirsch, Jennifer S. and Shamus Khan. 2020. Ch. 3 “The Toxic Campus Brew,” pp. 70-80 in *Sexual Citizens: Sex, Power, and Assault on Campus.* W. W. Norton & Co. * Hirsch, Jennifer S. and Shamus Khan. 2020. Ch. 5 “Consent,” pp. 124-145 in *Sexual Citizens: Sex, Power, and Assault on Campus.* W. W. Norton & Co.   Assignments   * Week 9 Reading Portfolio (due Monday November 22 at 11:59pm) |
| WEEK 10: Gender and Social Change (Monday November 29 and Wednesday December 1)  Required Readings   * Jaffe, Sarah. 2018. “The Collective Power of #MeToo.” *Dissent* 65(2): 80-87. * Crenshaw, Kimberlé and Andrea Ritchie. 2015. “Say Her Name: Resisting Police Brutality Against Black Women.” African American Policy Forum and the Center for Intersectionality and Social Policy Studies at Columbia University.   + Read pp. 1-7; after that, familiarize yourself with the 11 “frames” discussed but don’t worry about names or specific details. [Check out the website for more info](https://www.aapf.org/sayhername).   Assignments   * Week 10 Reading Portfolio (due Monday November 29 at 11:59pm) |
| FINALS WEEK (December 6 – December 10)  Assignments   * Project Part 4: Final Draft with Revisions Questionnaire (due Friday December 10 at 1pm) |