**Sociology of Gender** *Course Number SOC 38210 and WS 31602*

*City College of New York Professor: Isabel Gil-Everaert e-mail: igileveraert@gradcenter.cuny.edu Time: Monday and Wednesday 12:30 pm – 1:45 pm, NAC 5/150 Office hours: Wednesdays 11:00 to 12:00, by appointment only*

**Course Description**

This course aims to be an introduction to the sociology of gender. Students will read some of the most influential works on sociology and gender in order to explore how gender can be incorporated into our understandings of the world.

Through a combination of theoretical works, case studies, and other materials the class will center on questions such as what is gender? When, why and how does gender become important, relevant, problematic or determinant? How is gender experienced, felt, seen? Furthermore, we will learn of ways in which to incorporate gender into our analysis and the relevance of including it in our research projects and sociological inquiries.

**Course Requirements**

- Attendance and participation – 25%

You are expected to attend class and actively engage in class by participating, asking questions, and listening. Your participation should show that you read the assigned texts and prepared to come to class. Every session, I will randomly select a few students and ask them to briefly describe the readings’ arguments and their thoughts and questions around what was assigned for the session. I will begin class on time, if you do not arrive within ten minutes of the beginning of the class, you will not get an attendance for that session. Throughout the semester, I allow two “unjustified” absences, I understand that things come up. Approach me if you will be missing more than two sessions due to a medical, personal, or professional circumstance or if you are having trouble arriving on time for some reason. - Participation in a Group Presentation – 30%

There will be six group presentations during the semester. Each group will present a general topic of the course by connecting the main ideas from assigned readings and what was discussed in class. Presentations are expected to go beyond assigned class materials and resources in order to enrich the conversation in class. More detailed presentation requirements will be distributed in class. - Mid-term Exam – 25%

The mid-term exam will evaluate general comprehension of main concepts discussed in assigned readings and during class. We will have a whole session to review concepts, ideas, and questions before the mid-term. I suggest you take notes, do the readings, and come to class with questions to make sure you are understanding the concepts and course topics as we move along. - Reading Responses 20%

Each student will complete two reading responses during the semester, each worth 10% of the final grade. All readings will be either from the required book or uploaded to the course’s Blackboard site. You are responsible for choosing the topic and readings which

Be sure to include the course's **basic information**: - Name and course number - Campus where you are teaching -Term - Meeting hours and classroom - Your information: name, contact information and office hours

Offer a short general **course description.** This should be similar to the one that is displayed in the course catalog that students check when enrolling. - What is the course about? - What should students expect in very general terms? - What will be your approach to that particular sociological subject.

Be as clear and detailed as possible with the **course requirements**. Include: - policies of attendance - expectations in terms of participation - policy for lateness, - details for assignment submission, - grade scales - general behavior rules - plagiarism and academic integrity You can offer more detailed requirements for specific assignments later on, but general expectations should be clearly outlined in the syllabus.

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you consider more interesting in order to do their memos. Memos should be turned in on the day when readings summarized will be discussed and before the class starts, late submissions will be graded over 5 (instead of 10). Reading memos should be two-pages maximum and should include: (1) a summary of the reading’s main arguments, (2) methodology, (3) thoughts on its relevance and criticisms. Try to avoid direct quotes as much as possible and instead explain the arguments, ideas, concepts, and questions with your own words. You can choose to submit your reading responses in class or via email, but make sure you do it on time!

You can either: **Final Grade Scale** I follow CCNY’s grading system, available at: http://ccny.smartcatalogiq.com/en/2018-

- Assign a required book for the course. In that case you may also have to follow book assigning 2019/Undergraduate-Bulletin/Academic-Requirements-and-Policies/Grading-System-

procedures such as *akademos* and-Glossary

(depending on what campus you are teaching). **Required Book** Amy S. Wharton, "Chapter 3: "Gender in Interaction and Institutions" *in The Sociology of Gender: An Introduction to Theory and Research*, 2 edition, (Chichester, West Sussex;

- You can also choose not to ask for a specific book, and designate yours as a "Zero Textbook Course", in that case you'll have to provide all the Malden, MA: Wiley-Blackwell, 2011).

materials For those of you who prefer not to purchase the book, there are some copies available in CUNY libraries, and otyher around the city. If you have a hard time finding or buying the book, please approach me so we can figure something out.

- Use a combination between a required book and other materials. In any case, make sure material available to students on time.

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**Learning Goals** Some of this course’s learning goals are the following: - - To think about gender as a complex phenomenon, connected to many issues, and profoundly relevant for today’s reality and to identify some of the economic, political, and social consequences and causes of gender as a category, a system, and a social structure Critically approach concepts, ideas, and debates around gender, sexualities, feminism,

Include a general description of **learning goals**. These can include goals specific to the topic you are teaching but also more general goals such as the development or strenghtening of writing skills, oral masculinities and gender inequality.

presentation, analysis, critical - Understanding texts, critically analyzing them, and developing writing skills

thinking, or even the learning of a new software. **Plagiarism**

Plagiarism is the unacknowledged use of another person’s words or ideas. Words copied verbatim from another source must be quoted and the source must be cited. When you paraphrase words/ideas from another source, you must acknowledge the original author unless the ideas are common knowledge. If you collaborate with another author to produce ideas or words presented in a written product, you must acknowledge that person’s contribution. The CUNY Policy on Academic Integrity appears on pages 313 and 314 of the City College Undergraduate Bulletin: 2009-2011. This policy will be discussed in class.

Violations of the CUNY Policy on Academic Integrity—including plagiarizing—can result in academic sanction such as a grade of F for a writing assignment or a deduction of the final course grade.

Some of your students may require special accommodations or services

**Access-Ability Services**

for attending class, tests, assignments or other situations.

If you require special accommodations or any other Access-Ability service, please contact CCNY’s *Accessability Center/Student Disability Services* (AAC/SDS) so they can guide you

Contact the **Accesability Center** at your campus to familiarize yourself with the services they provide and the ways they offer support to students.

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on the forms you have to fill out and the relevant processes you should follow. More information on the AAC/SDS at https://www.ccny.cuny.edu/accessability or at NAC, Room 1/218.

**Basic Classroom Rules**

This class is intended to be a space of sociological inquiry, personal reflections, critical and creative thinking. You are all welcome to share your experiences and opinions in a way that fosters understanding, reflection, and the creation of a space where all feel safe to learn, ask questions, and express themselves. For this purpose, there will be no tolerance to any form of disrespect or aggression towards others.

**Class Schedule (tentative)**

**I. Introduction**

1. Wednesday August 28th – Introduction to the course

Offer a t**entative schedule of the semester's sessions**. You can

2. Monday September 2nd - College closed, no classes scheduled

choose to do it in whatever way works for your specific course but I suggest including: **II. What is gender?**

- Date - Topic/Course Unit 3. Wednesday September 4th – Introduction to the Sociology of Gender a. Amy S. Wharton, "Chapter 1: Introduction to the Sociology of Gender" *in The Sociology of*

*Gender: An Introduction to Theory and Research*, 2 edition (Chichester, West Sussex; Malden, MA: Wiley-Blackwell, 2011), pages 1-22. b. PODCAST: HIDDEN BRAIN, Nature, Nurture, And Our Evolving Debates About

- Assignments due on that date - Required readings or materials to prepare for the session This schedule will be very helpful both for you and your students to plan ahead and have a clear Gender, available in: https://www.npr.org/2018/11/19/669192536/nature-nurture-and-

expectation of what the semester will our-evolving-debates-about-gender

look like. Of course things can change, and 4. Thursday September 5th – Classes follow a Monday Schedule – a. Joan W. Scott, “Gender: A Useful Category of Historical Analysis,” *The American*

*Historical Review* 91, no. 5 (1986): 1053–75.

some conversations and topics will require more or less time than you originally thought, but I suggest to try and stick to the planned schedule as much as possible to avoid 5. Monday September 9th – The Gendered Person

misunderstandings. a. Amy S. Wharton, "Chapter 2: "The Gendered Person" *in The Sociology of Gender: An*

*Introduction to Theory and Research*, 2 edition (Chichester, West Sussex; Malden, MA: Wiley-Blackwell, 2011).

6. Wednesday September 11th – Gender as Social Structure a. Barbara J. Risman, “Gender as a Social Structure: Theory Wrestling with Activism,”

*Gender and Society* 18, no. 4 (2004): 429–50.

7. Monday September 16th – Gender in Interaction a. Amy S. Wharton, "Chapter 3: "Gender in Interaction and Institutions" *in The Sociology of*

*Gender: An Introduction to Theory and Research*, 2 edition (Chichester, West Sussex; Malden, MA: Wiley-Blackwell, 2011).

8. Wednesday September 18th – Gendered Institutions a. Joan Acker, “From Sex Roles to Gendered Institutions,” *Contemporary Sociology* 21, no. 5

(1992): 565–69.

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b. Patricia Yancey Martin, “Gender as Social Institution,” *Social Forces* 82, no. 4 (2004):

1249–73.

9. Monday September 23rd – Unpacking the Gender System a. Cecilia L. Ridgeway and Shelley J. Correll, “Unpacking the Gender System: A

Theoretical Perspective on Gender Beliefs and Social Relations,” *Gender and Society* 18, no. 4 (2004): 510–31.

10. Wednesday September 25th - Group 1 Presentation: What is gender?

11. Monday September 30th – No classes scheduled a. PODCAST: HIDDEN BRAIN: Can a child be raised free of gender stereotypes?

https://www.npr.org/2017/10/02/555180786/can-a-child-be-raised-free-of-gender- stereotypes-this-family-tried

**III. Doing Gender**

12. Wednesday October 2nd – Doing Gender I a. Candace West and Don H. Zimmerman, “Doing Gender,” *Gender and Society* 1, no. 2

(1987): 125–137.

13. Monday October 7th – Doing Gender II a. Candace West and Don H. Zimmerman, “Doing Gender,” *Gender and Society* 1, no. 2

(1987): 137–151.

14. Wednesday October 9th- No classes scheduled

15. Monday October 14th - College closed, no classes scheduled a. PODCAST: Hidden Brain, “Playing the Gender Card” , available in:

https://www.npr.org/2019/03/01/699310854/radio-replay-playing-the-gender-card

16. Wednesday October 16th – Group 2 Presentation: Doing Gender

**IV. Intersectionality**

17. Monday October 21st – Intersectionality I a. Kimberle Crenshaw, “Demarginalizing the intersection of race and sex: A black feminist

critique of antidiscrimination doctrine, feminist theory and antiracist politics,” University of Chicago Legal Forum (1989): 139-68.

18. Wednesday October 23rd – Intersectionality II a. Vivian Gornick, “Good Feminist,” Boston Review, December 8, 2014. Available in:

http://bostonreview.net/books-ideas/vivian-gornick-good-feminist-solnit-rhode-cobble- gordon-henry b. Peggy McIntosh, “White Privilege: Unpacking the Invisible Backpack,” 1989. (5 pages).

19. Monday October 28th - Group 3 Presentation: Intersectionality

20. Wednesday October 30th: Mid-Term Review

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21. Monday November 4th: Mid-term Exam

**V. Gender Inequality**

22. Wednesday November 6th – Gender Difference and Inequality a. Amy S. Wharton, "Chapter 7: "Deconstructing Gender Differences and Inequalities" *in*

*The Sociology of Gender: An Introduction to Theory and Research*, 2nd edition, (Chichester, West Sussex; Malden, MA: Wiley-Blackwell, 2011). b. NPR: The Gender Gap Series (4 short episodes):

i. Where the gender gap is widest: https://www.npr.org/2019/08/12/750583111/the-gender-gap-

series-where-the-gender-pay-gap-is-widest ii. Working women: https://www.npr.org/2019/08/13/750851538/the-gender-gap-series-working-

women-why-the-u-s-is-behind iii. Saving women: https://www.npr.org/2019/08/14/751251429/the-gender-gap-series-saving-women iv. The problem with the Pink Tax: https://www.npr.org/2019/08/15/751440592/the-gender-gap-series-

the-problem-with-the-pink-tax

23. Monday November 11th – Inequality Regimes a. GUEST LECTURER b. Joan Acker, “Inequality Regimes Gender, Class, and Race in Organizations,” Gender

and Society 20, no. 4 (2006): 441–64.

24. Wednesday November 13th – Gendered Bodies a. Karin A. Martin, “Becoming a Gendered Body: Practices of Preschools,” *American*

*Sociological Review* 63, no. 4 (August 1998): 494–511.

25. Monday November 18th - Group 4 Presentation: Gender Inequality

**VI. Feminism**

26. Wednesday November 20th: Feminism I a. Karen Esther Rosenberg and Judith A. Howard, “Finding Feminist Sociology: A Review

Essay,” *Signs* 33, no. 3 (2008): 675–96.

27. Monday November 25th: Feminism II a. Audre Lorde. The Master's Tools Will Never Dismantle the Master's House b. bell hooks. Theory as Liberatory Practice (1991)

28. Wednesday November 27th - Group 5 Presentation: Feminism

**VII. Masculinities**

29. Monday December 2nd: Masculinities I a. C. J. Pascoe, “Chapter I: Making Masculinity: Adolescence, Identity, and High School”

in *Dude, You’re a Fag: Masculinity and Sexuality in High School* (Berkeley: University of California Press, 2007).

30. Wednesday December 4th: a. Michael S. Kimmel, “Consuming Manhood: The Feminization of American Culture and

the Recreation of the Male Body, 1832-1920,” in Laurence Goldstein, *The Male Body:*

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*Features, Destinies, Exposures*, Lincoln Center Institute Collection (Ann Arbor: University of Michigan Press, 1994)., pp. 12 – 41.

31. Monday December 9th: Group 6 Presentation: Masculinities

32. Wednesday December 11th – Final Remarks

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