SYLLABUS
SOCIOLOGY M162: Sociology of Gender
Winter 2019
Tuesday and Thursday, 3:30-4:45PM
Haines Hall 39
https://moodle2.sscnet.ucla.edu/course/view/19W-SOCIOLM162-1

Professor Abigail Saguy
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Mary Robbins
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The TAs will be holding joint office hours on Thursdays from 10AM-11:50AM in YRL Collaboration Pod R04.

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**Course Statement**

When a baby is born, one of the first questions asked is, “What is it?” Of course, what this really means is: “Is it a girl or a boy?” Since the invention of ultrasound and amniocentesis, this query is often raised even before birth. Some prospective parents feel they need to know the sex of their future baby in order to be able to imagine it as a person. This reveals just how essential gender is for our conception of personhood. After birth, our sex largely determines the clothes we wear, the games we play, and how people interact with us. As we grow from babies into children, then teenagers and adults, our gender continues to shape our choice of friends, leisure activities, and employment. Gender also informs the experience of aging. Though having male or female genitalia is a biological fact (for most), the social meaning attributed to it—what we call *gender*—is *socially constructed*.

In this class, we will explore the ways in which gender is socially constructed and the implications this process has for people. By looking across time, place, class, race, ethnicity, and age, we will learn that gender can have distinct meanings in disparate social settings. We will pay special attention to how *gender difference* typically translates into *gender inequality*.

This is a demanding 5-unit class, meaning that you should expect to spend 15 hours including 11 hours of homework (i.e., reading and taking notes, reviewing those notes, and working on the empirical essay) each week. There are approximately 900 pages of scholarly (some of it quite challenging) reading over the quarter, and you are responsible for completing the readings assigned before the lecture or discussion section (whatever comes first) on which they are due. You will need at least six hours during the third week to do the empirical component of the essay and at least six hours during weeks 4–6 to write up the essay, preferably writing several drafts. While demanding, with careful planning, this class is doable.

**Screen-free Lecture and TA Section Policy**

I will post handouts of the PowerPoint presentations 24 hours in advance of lecture each day. Please bring a *hard copy* of these notes to lecture and write additional notes, *by hand*, on your handout. You are not permitted to use laptops, tablets, phones, or “phablets” during lecture or TA section. This rule is designed to help you succeed. Studies show that students retain more and perform better on exams when they take notes by hand, compared to on a computer. When students take notes on computers, they tend to write everything verbatim, rather than processing the information, which makes it stick. Moreover, when one student is surfing on their laptop during class, this is distracting for other students. The handouts will provide all of the information on the slides so that you can focus on listening to what I, or the guest lecturer says, and adding any additional information that you think is important. All of the class lectures will also be recorded and available via BruinCast. I hope the this policy will allow you to be able to give your full attention to class, without being pinged or poked or otherwise distracted. I’m told my lectures are engaging, even “entertaining,” but I realize that there are even more enticing distractions that come with technologies that can be difficult to resist. For more discussion of the reasoning behind this rule, see: [http://to.pbs.org/1s3vDJI](http://to.pbs.org/1s3vDJI) and [http://wapo.st/1wAVhrf](http://wapo.st/1wAVhrf).

**Reading Logs**

To help prepare you master the course material, we recommend that you keep a reading log. The practice of maintaining a reading log will prove invaluable not only in this course, but in many others you take at UCLA as well. Although it may seem time-consuming at first, once you get the hang of it, reading logs will save time and enhance reading comprehension. A guide
to preparing a reading log has been posted to the course website. (Please note: while strongly recommended, you are not required to keep a reading log. If you choose to do so, you may submit it to be eligible for extra credit via Turnitin on Friday of Week 10 at 3PM.).

**Evaluation**

- 1 take home empirical essay using readings: 30% (instructions available on class website)
- Rough draft and peer edit of empirical essay: 5%
- The two highest scores of three in-class quizzes: 20%
- In-class final exam: 34%
- Discussion section: 10%
- Completion of course evaluation: 1%
- Extra credit for poll everywhere participation during lecture: 1%
- Extra credit for reading logs: 1%
- If you miss a film, you will need to make your own arrangements to see it outside of class time, e.g. at the library media lab. There will be questions about the films on the quizzes and exam.

**Required texts (Available at the ASUCLA Student Store)**

- Additional articles and chapters can be downloaded via the course website.

**Recommended texts (Available at the ASUCLA Student Store)**


**SSC Lab Free Printing**

Each quarter, students enrolled in a Social Sciences class will be given $10 in print credits to be used at any of our workstations in the main Social Sciences Computing Labs (2nd floor of Public Policy Bldg). For additional printing beyond this, the usual rate of 10 cents for black and white prints and 50 cents for color prints will apply. Social Sciences Computing only accepts BruinCard for print deposits.

SSC provides 10-minute workstations for students who need quick access to computers or printing. For any questions or concerns, please contact labs@ssc.ucla.edu.

**UCLA Undergraduate Writing Center**

The Undergraduate Writing Center offers UCLA undergraduate student with one-on-one sessions on their writing. The Center is staffed by peer-learning facilitators (PLFs),
undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum.

Appointments can be scheduled online at http://uwc.wp.ucla.edu.

Contact: 310-206-1320; wcenter@ucla.edu

Services

Scheduled appointments
- 50-minute appointments A61 Kaplan Hall (Formerly called the Humanities Bldg.)
- 30-minute appointments in Reiber 115 (for dorm residents only)
- 50- and 30-minute appointments in Powell 238
- Work in person with a Peer Learning Facilitator (PLF)

Walk-in appointments (first come, first served)
- A61 Kaplan (formerly Humanities)—Mon.-Thurs.10am-6pm & Fri., 10am-3pm
- Social Science Satellite (Powell 238—Mon-Thurs, 1-4pm & Fri, 1-3pm
- The History Writing Center (A61 Kaplan — formerly Humanities)—walk-in appts. available only if appointments are not booked.
- Rieber Hall 115 (for dorm residents only) —Sun-Thurs., 7pm-9pm
- Powell 238—Sun-Thurs., 6pm-9pm

What you should bring to the Writing Center:
- A draft if you have one
- Preliminary notes or writing if you don’t have a draft
- A copy of the assignment
- Instructor or peer comments on your paper
- Copies of readings or research related to the assignment.

Course Overview

1. Introduction
   a. Introduction
   b. Doing Gender, Doing Difference
   c. What About Biology? (Guest Lecture by Professor Arthur Arnold)

2. Gender starts in the womb and continues in babyhood…
   a. Enacting Gender Stereotypes
   b. Constructing Sex (Guest Lecture by Jessica Huerta)
   c. Policing Gender Deviance

3. …through childhood and adolescence…
   a. Gender and School
   b. Gender, School, Masculinity, and Race
   c. Debates over Single-Sex Public Education (Guest Lecture by Professor Juliet Williams)

4. …into young and middle adulthood…
   a. The Hookup Culture on U.S. College Campuses
   b. Gender, Race, and Social Movements (Guest Lecture by Professor Marcus Hunter)
   c. Workplace Gender Discrimination through an Intersectional Lens
   d. Sexual Harassment
Gender, Race, and Comedy (Guest Lecture by Amberia Sargeant)
Studying Workplace Gender Discrimination by Studying Transgender People’s Workplace Experiences
Chore Wars and Gender Inequality
Gender, Race and Body Size
5. … and into old age
   a. Gender and Ageing
6. Moving Beyond Gender?

Detailed Schedule

1. Introduction
Lecture 1 (Tuesday, January 8)
Introduction
Required Reading:
• Sojourner, Truth. 1851, “Ain’t I A Woman?” Delivered at the Women's Rights Convention. Old Stone Church, Akron, Ohio
  [Note: This important piece is now dated in its treatment of the issue of transgender. I am assigning it for its careful treatment of how we create gender difference and how this is connected to gender inequality.]
Recommended:
• Meadow, Tey. 2010. “‘A Rose is a Rose’: On Producing Legal Gender Classifications.” Gender & Society. 24(6):814-837.

Lecture 2 (Thursday, January 10)
Doing Gender, Doing Difference
Required Reading:
  • Recommended:

Lecture 3 (January 15)
What About Biology?
Guest Lecture by Emeritus Professor of Physiology Arthur Arnold
Required Reading:
• Fausto-Sterling, Anne. 2000. Sexing the Body: Gender Politics and the Construction of Sexuality. Chapter 1 “Dueling Dualisms” (pp. 1-29)

2. Gender starts in the womb and continues in babyhood…
Lecture 4 (January 17)
Enacting Gender Stereotypes
Required Reading:
• **Film:** “Brandon and Rachel” (34 minutes, shown in lecture)

  **Recommended:**

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**Lecture 5 (January 22)**  
**Constructing Sex**  
**Guest Lecturer: Jessica Huerta**

**Required Reading:**

- **Film:** “Ma Vie en Rose” (first 15 minutes)

  **Recommended:**

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**Lecture 6 (January 24)**  
**Policing Gender Deviance**

- **Film:** “Ma Vie en Rose” (remainder of film)
  - Read ahead!

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**4…. through childhood and adolescence**

**Lecture 7 (January 29)**

**Gender and Boundaries among Kids**

- **Quiz 1** (covering readings and film for lectures 1-6)

**Required Reading:**


  **Recommended**

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**Lecture 8 (January 31)**

**Gender, School, Masculinity, and Race**

- Do your observation for the empirical essay, if you haven’t already. Take detailed field notes. Bring your questions/concerns to TA section.

**Required Reading:**
• Recommended

Lecture 9 (February 5)
Debates over Single-Sex Public Education, Guest Lecturer Prof. Juliet Williams
Required Reading:

5. … into young and middle adulthood
Lecture 10 (February 7)
The Hookup Culture on U.S. College Campuses
Required Reading:
• Recommended:

Lecture 11 (February 12)
Guest Lecture: Professor Marcus Hunter
Gender and Race
Required Reading:
• Recommended:

Lecture 12 (February 14)
Happy Valentine’s Day!
Workplace Gender Discrimination through an Intersectional Lens
• Recommended:

Lecture 13 (February 19)
- Quiz 2 (covering readings for lectures 7-12)

**Workplace Gender Discrimination through an Intersectional Lens (cont.)**

**Required Reading:**
- **Recommended:**

Lecture 14 (February 21)

**Sexual Harassment**

**Required Reading:**
- **Recommended:**

Monday February 25th
- Rough draft of empirical essay due today via turnitin.com by 9PM. You will do the peer edit in section this week, so be sure to bring a hard copy to your TA section this week.

Lecture 15 (February 26)

**Gender, Race, and Comedy: Guest Lecture by Amberia Sargeant**

**Required Reading:**
Lecture 16 (February 28)
Studying Workplace Gender Discrimination by Studying Transgender People’s Workplace Experiences

Required Reading:
- Recommended:

Lecture 17 (March 5)
Chore Wars and Gender Inequality

Required Reading:
- Recommended:

Lecture 18 (March 7)
Gender, Race, and Body Size

- Empirical Essay Due via turnitin.com at least one hour before lecture (1/3 letter grade will be deducted if it is 5 minutes late. An additional 1/3 grade will be deducted if it is turned in the next day. An additional 1/3 grade will be deducted for each additional day it is late.) Put your name and UID on the cover page only. If your TA has requested a hard copy, turn it in directly to your TA before lecture.
- Film: “Killing Us Softly IV.” 2010, 45 minutes, shown in lecture.

Required Reading:
- Recommended:
5. and into old age
Lecture 19 (March 12)
Gender and Ageing
• Quiz 3 (covering lectures 13-18)

Required Reading:
• Calasanti, Toni M. and Kathleen F. Slevin, 2001. *Gender, Social Inequalities, and Aging*, Introduction (pp. 1-12); Chapter 1, “A Gender Lens on Old Age” (pp. 13-28), Chapter 3, “Bodies in Old Age” (pp. 51-72).
• Recommended:

Moving Beyond Gender?
Lecture 20 (March 14)
Moving Beyond Gender?

Required Reading:
• Recommended:

Final Exam: Thursday, March 21, 2019, 8:00 AM - 10:00 AM (the room is reserved for three hours, but you will have two hours for the exam)