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**Sociology of Gender**

**Fall 2018**

**Tuesday 6-8.40pm in Conklin Hall 342**

**Zahra Ali**

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**Office hours:** Monday 4-5.30pm in 614 Hill Hall and by appointment

**Course description**

What is gender and why do we need it? How is it shaped and constructed? Does gender rely solely on the dichotomy masculinities/femininities? How does gender help us understand issues of race, class, sexuality etc.? This course introduces a sociological perspective on the topic of gender and explores critically theories of gender and feminisms. It will look at how gender norms, roles, relations and practices are shaped through social structures, institutions and power relations and further analyse the imbrication of gender and sexualities with race, class, religion, ethnicity etc. We will also explore critically feminist theories as well as core feminist concepts such as patriarchy, sexism and intersectionality. The course encourages students to investigate central themes in sociology such as violence, family, education, health, work, state, nation, religion etc. in relation to theories of gender, feminisms, and sexualities.

The course will consist of lectures, seminars and workshops using texts, images and videos. We will be using Blackboard (BB) to access course documents, and the power-point of the course will be accessible after the session. We will also use BB to exchange relevant information, resources and links. **The weekly lecture and seminar readings will be posted on Blackboard. You must check it regularly since readings on the syllabus are subject to change.**

**Course goals**

The general aim of this course is to contextualize, historicize, and approach through a complex and multi-layered lens gender norms, relations and practices. At the end of the term, students should be able to:

- demonstrate how gender relations, norms and practices are thought, built and shaped through social, political, economic realities and their imbricated dynamics.
- understand essential conceptual ideas and theories related to gender, feminisms and sexualities.
- be equipped with a sociological lens that can be used to broaden an understanding of the world from everyday interactions to transnational realities.
- be able to identify and explain several main theoretical perspectives about gender, feminisms and sexualities and their interactions with concepts of race, class, ethnicity, religion etc.
- discuss different ways to think about gender and formulate theoretical questions.
- begin exploring research horizons and relating research questions to broader sociological concerns.

## Course Requirements

Learning is a collaborative experience of mutual sharing and learning. It is important to read all texts before class in order to be able to benefit from the lecture and seminar fully. Again, **no need to buy the books, all the course material will be made available on Blackboard.** **You must check it regularly since readings on the syllabus are subject to change.** This course will test students on material presented in lectures, class discussions, texts, images and films. Again, you are expected to read the weekly assignments carefully and to come to class prepared to discuss the readings.

## Academic integrity

Plagiarism and cheating will not be tolerated. The Rutgers Academic Integrity Policy will apply to all course work. If you have any doubt about what constitutes plagiarism or cheating, ask me and/or consult the Rutgers Academic Integrity Policy: <http://academicintegrity.rutgers.edu/integrity.shtml>. Take precautions by always referencing the materials you have read by adding a footnote, endnote, or citing your source text in parenthesis. Referencing shows you have done serious research, and that you have acknowledged the work of other scholars and engage critically with their work and ideas. It is important not to rely on one or two sources exclusively, and diversify your sources that can include books, academic articles, newspaper articles, online or printed magazines, internet websites, films etc.

## Grading

**20 % class participation:** your active presence and your participation to the class dynamic and discussion.

**20 % oral presentation:** in a group of 2 students you will give a 15 mn max presentation on one session topic (based on a lecture, seminar, text, class discussion or film).

**20% reaction paper:** you will write a short paper of around 400 words reflecting on a text, discussion, a research question, or a video of the lecture and seminar of the week. The deadline will be Friday midnight of the same week.

**40% essay:** you will write an essay of around 800 words answering one question in the list of questions available on BB. **Deadline : Friday December 7, Midnight.**

## Grading scale

A : 100-90

B+ : 89.9 – 84.5

B : 84.49-79.5

C+ : 79.49-74.5

C : 74.49-69.5

D : 69.49-59.5

F : 59.49-0

## Policy on late submission of course work

Papers submitted late will be marked down 3% percent for each day past the deadline, and will not be accepted after ten days past the deadline. Please contact me in advance if you have difficulty meeting a deadline for health or personal reasons.

### **Important semester dates**

Please check these important dates (last day to drop a class, last day to add class etc.) to avoid any penalty: <https://registrar.newark.rutgers.edu/office-registrar-academic-calendar>

### **Learning resources available**

Rutgers Learning Center (tutoring services)

Room 140, Bradley Hall

973 353 5608

<http://ncas.rutgers.edu/rlc>

### **Writing Center** (tutoring and writing workshop)

Room 126, Conklin Hall

973 353 5847

[nwc@newark.rutgers.edu](mailto:nwc@newark.rutgers.edu)

<http://ncas.rutgers.edu/writingcenter>

### **Disability services**

We welcome students with disabilities, in order to receive consideration you can complete and submit the Registration Form, schedule and complete an intake meeting. If you request for reasonable accommodations is approved, you will receive a Letter of Accommodations (LOA), which you should present privately to me as early in the semester as possible. You can begin the process through the following links:

**Applying for Services:** <https://ods.rutgers.edu/students/applying-for-services>

**Documentation Guidelines:** <https://ods.rutgers.edu/students/documentation-guidelines>

**Letter of Accommodations (LOA) :** <https://webapps.rutgers.edu/student-ods/Forms/LOA>

**Office of Disability services (ODS):**

Suite 219, Paul Robeson Campus Center

973 353 5375

[odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu)

### **Schedule Fall 2018**

**Important note: Readings are subject to change, please rely mainly on Blackboard postings and not only on the hard copy of syllabus. No need to buy the books, the readings will all be made available on Blackboard.**

### **Reading list that you can use for your personal research and your essay:**

-Bilge, Sirma and Collins, Patricia Hill. 2016. *Intersectionality*. Wiley.

-Disch, Estelle. 2009. *Reconstructing Gender: A Multicultural Anthology*. McGraw-Hill.

-Holmes, Mary. 2007. *What is Gender? Sociological Approaches*. Sage Publications.

-hooks, bell. 2000. *Feminism is for everybody: passionate politics*. South End Press.

-Kimmel, Michael, Kaler, Amy and Aronson, Amy (eds). 2015. *The Gendered Society Reader*. Oxford University Press.

-Linda, Lindsay L. 2005. *Gender roles: a sociological perspective*. Pearson Education.

-Lorde, Audre. 1984. *Sister Outsider. Essays and Speeches*. Ten Speed Press.

-Moraga, Cherríe & Anzaldúa, Gloria (eds). (1981) 2002. *This Bridge Called my Back. Writings by Radical Women of Color*. (Persephone Press) Third Women Press.

**WEEK 1: Tuesday September 4**

**General introduction to the course**

**What is Sociology? What is Gender? What is Sociology of Gender?**

No preparation or readings required

**WEEK 2: Tuesday September 11**

**Sociology of “Masculine Domination”**

-Bourdieu Pierre, *Masculine Domination*, Stanford University Press, 2002.

**WEEK 3: Tuesday September 18**

**Doing Gender**

-West, Candace and Zimmerman, Don H. Doing Gender. Chapter 5. *The Gendered Society Reader*.

-Martin, Emily. 1991. The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles. *Signs*, 16 (3), 485-501.

**WEEK 4: Tuesday September 25**

**No class. Take it as a reading week!**

**WEEK 5: Tuesday October 2**

**On Sex and Gender**

-Lindemann, Gesa. 1996. The Body of Gender Difference. *European Journal of Women's Studies* (3) pp.341-361.

-Delphy, Christine. 1993. Rethinking Sex and Gender. *Women's Studies International Forum*, 16 (1), pp. 1-9.

-Lorber, Judith. 1994. “Night to his Day”:The Social Construction of Gender. Excerpts from: *Paradoxes of Gender* (Chapter 1) by Judith Lorber. Yale University Press.

**WEEK 6: Tuesday October 9**

**Patriarchy(ies)**

-Walby, Sylvia. 1990. *Theorizing Patriarchy*, Basil Blackwell, 1990:“Introduction” pp. 1-24,

-Carole Pateman, Sharon Thompson, Lydia Hayes & Daniel Newman. 2018. The Sexual Contract 30 Years on: A Conversation with Carole Pateman. *Feminist Legal Studies*, 26 (1), pp. 93-104.

**WEEK 7: Tuesday October 16**

**Embodying Gender**

-Jordan Ellen and Cowan, Angela. 1995. Warrior Narratives in the Kindergarten Classroom: Renegotiating the Social Contract? *Gender and Society*, 9 (6) pp. 727-743.

-Martin, Karin A. 1998. Becoming a Gendered Body: Practices of Preschools. *American Sociological Review*, 63 (4), pp. 494-511.

**WEEK 8: Tuesday October 23**

**Masculinities and Femininities**

-Messner, Michael. Boyhood, Organized Sports, and the Construction of Masculinities. *Reconstructing Gender: A Multicultural Anthology*.

-Bordo, Susan. The Body and the Reproduction of Femininity. Chapter 13. *The Gendered Society Reader*.

### **WEEK 9: Tuesday October 30**

#### **Gendered Family**

-Collins, Patricia Hill. 2009. Bloodmothers, other mothers, and women-centered networks. *Reconstructing Gender: A Multicultural Anthology*. Pp. 318-324.

-Coltrane, Scott. 2015. Household Labour and the Routine Production of Gender. Chapter 23. *The Gendered Society Reader*.

### **WEEK 10: Tuesday November 6**

#### **Sexualities**

-Callis, April S., 2014. Bisexual, pansexual, queer: Non-binary identities and the sexual borderlands. *Sexualities*, 17(1-2) pp.63-80.

-Clay, Andreana. 2008. "Like an Old Soul Record": Black Feminism, Queer Sexuality, and the Hip-Hop Generation, *Meridians*, 8( 1) pp. 53-73.

### **WEEK 11: Tuesday November 13**

**Talk with Prof Nadje Al-Ali, Bergen Room, Paul Robeson Campus Center.**

#### **Rethinking Orientalism: Gender, Body Politics and Authoritarianism in the Middle East**

The talk will address the relevance of Edward Said's Orientalism for the contemporary study of women and gender in the Middle East. What are the main challenges of researching and talking about gender in the Middle East? What are the continuities in our engagement with Orientalism and where do we find ruptures and limitations?

Based on empirical research as well as activism in relation to Egypt, Iraq, Turkey and Lebanon, the talk will discuss the centrality of a gendered analysis in understanding recent developments in the region, paying particular attention to the centrality of body politics in challenging authoritarianism.

### **WEEK 12: Tuesday November 20**

**No class. Thanksgiving break.**

### **WEEK 13: Tuesday November 27**

#### **Black Feminisms and Intersectionality**

-Crenshaw, Kimberlé W. 1993. Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. *Stanford Law review*, 43.

-McIntosh, Peggy. White Privilege: Unpacking the Invisible Knapsack. *Reconstructing Gender: A Multicultural Anthology*. Pp. 71-76.

-hooks, bell. *Feminism is for everybody: passionate politics* (South End Press). Excerpts from the introduction p.vii to p36 and from p67 to p104.

## **WEEK 14: Tuesday December 4**

### **Native/Indigenous and Chicana Feminisms**

-Smith, Andra. Indigenous Feminism without Apology. *Unsettling America. Decolonization in Theory and Practice*. Sept. 8, 2011. <https://unsettlingamerica.wordpress.com/2011/09/08/indigenous-feminism-without-apology/>

-Anzaldúa, Gloria. 1987. *Borderlands/La Frontera. The New Mestiza* (aunt lute books) Excerpts pp.1-23.

## **WEEK 15: Tuesday December 11**

### **Wrap-up and review**

-Lorde, Audre. The Master's Tools Will Never Dismantle the Master's House. *Sister Outsider. Essays and Speeches*. Pp. 110–113.

-hooks, bell. 1994. Theory as a Liberatory Practice. *Teaching to Transgress. Education as the Practice of Freedom*. pp. 59-76.

-Choose an excerpt from Moraga, Cherríe & Anzaldúa, Gloria. Eds (1981) 2002. *This Bridge Called my Back. Writings by Radical Women of Color*, and explain why you picked it.