

SOCIOL 280L  
**Advanced Study in Substantive  
Sociological Fields: Gender**

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Fall 2020, Fridays 10AM-11:59AM Pacific Time\*

## **Course Description**

This course is intended to provide a foundation in theoretical, empirical, and methodological approaches to sex and gender in sociology. The first four weeks will situate sex and gender in societies and sociological projects, explore the impact of feminist movements on sociology in the late 20th Century, and assess the state of sex and gender in the field today. Next, the course will turn towards analyzing sex and gender sociologically in the context of various topics including sexuality, sexual behavior, family, relationships, racialization, ethnicity, laws, politics, science, technology, health, medicine, labor, economics, religion and culture. Lastly, the course will cover questions about sociological methodology raised by feminist critiques, and then it will engage with contemporary challenges to the study of sex and gender in sociology.

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\*Each week, the first hour of the course will consist of an asynchronous lecture made available a week in advance of each class meeting. You are free to listen to it at any time during the week. For the second hour of this course (10AM-11:59AM), everyone is strongly encouraged to attend a synchronous Zoom meeting to discuss the week's readings.

## Course Materials

### Required Materials

Each week you will find the assigned reading and research materials posted in *bCourses*. You are not required to purchase any books for this course.

### Technical Requirements

Course materials can be accessed via *bCourses*. For more information on browser and device requirements, visit the following URL:

<https://guides.instructure.com/m/67952/l/720329-what-are-the-browser-and-computer-requirements-for-canvas>

For our Zoom discussions, you are welcome to participate over the phone or through an internet-connected device. If you are having technical difficulties, you can click on the “Help” button on the bottom left of the global navigation menu on *bCourses*. For further assistance, you can visit <https://technology.berkeley.edu>

### Hour 1: Asynchronous Lecture Details

In order to allow more flexibility and reduce “Zoom fatigue” during remote learning, the first hour of this course will consist of an asynchronous lecture, in an audio file format similar to a podcast. I will upload each week’s asynchronous lecture to *bCourses* at least one week before the posted calendar date on the syllabus.

### Hour 2: Zoom Discussion Details

Each Friday, we will meet on Zoom from 11AM-11:59AM. You are strongly encouraged to attend this Zoom session each week, since it will help us maintain community, check in, and learn from each other. However, if you cannot make it to our Zoom meetings for whatever reason, you will not be penalized for not attending.

- URL:<https://berkeley.zoom.us/j/93737163773>
- Meeting ID: 937 3716 3773
- Password: 190949

## Office Hours

My Fall 2020 office hours will be conducted over Zoom or telephone in 15 minute slots at the following times:

- Wednesdays 11AM-12PM
- Fridays 12PM-1PM

You can book office hours at the following URL: <https://calendly.com/dlagos>

## Questions and Answers Discussion

In *bCourses*, in the “Discussion” session for this course, there will be a discussion board called “Questions and Answers Discussion.” Please use this discussion to post questions relevant to the entire class. This can include questions about the course materials and topics or mechanics around assignments. The instructor will monitor this discussion, but you should also feel free to answer questions posted by other students. This helps to create a general FAQ so that all students in the course may benefit from the exchange.

## Course Surveys and Evaluations

I will be sending you two online surveys during the course. The first survey will be sent to you during Week 1, and will ask a few short questions about your remote learning environment and needs over the coming semester. The second survey will be sent during Week 7 in order to evaluate how the course is going for you.

Before your course ends, please take a few minutes to participate in the course evaluation to share your opinions about the course. Information about the course evaluation will be made available in *bCourses*.

## Course Requirements

In this course, students will learn and develop skills through the following activities:

- Reading the weekly reading assignments
- Listening to or reading the weekly asynchronous lecture (Hour 1)

- Attending the Zoom discussion (Hour 2)
- Complete 6 course assignments

## Reading Assignments

Each week includes assigned readings relevant to the topics covered. You can access all of the assigned readings via *bCourses* and they are listed by week in the course schedule below.

## Asynchronous Lectures

Each week's lectures provide important information and insights on the week's topics. These are not designed to summarize the readings - they are meant to complement them and provoke further questions in response to the readings. I recommend listening to them after you have completed the reading.

## Course Assignments

Through this course, I hope to be able to provide feedback on a project that you are working on or help you start a new one. This should be project that you plan to turn into an article, dissertation proposal, dissertation chapter, or grant proposal. Grades on these components of the course will be based on completion.

To help you prepare for Qualifying Exams, I am also assigning three writing exercises throughout the semester. These are aimed to help you practice synthesizing, comparing, and expanding on the literature we cover. For each writing exercise, please write 800-1,000 words responding to one of the questions listed for each exercise. Grades on these components of the course will be based on a rubric distributed with each writing exercise.

The assignment descriptions and due dates are as follows:

- Assignment 1: Project Description - Due September 4 (20% of Final Grade)

For this assignment, please write 500-750 words describing the project that you would like to receive feedback on for this course, including the type of project it is, what stages you're currently working on, and how

I can best help you with the project. If you have a draft of what you're working on that you feel comfortable sharing, this can help me provide better feedback.

- Assignment 2: Writing Exercise – Due September 25 (20% of Final Grade)

Please complete a writing exercise responding to one of the questions. Questions for this writing exercise will be assigned on September 11.

- Assignment 3: Project Progress Discussion - Due October 16 (10% of Final Grade)

Before the above due date, please schedule a time to discuss your project over Zoom or over the phone with me. If you're unable to meet synchronously, a written memo between 250-500 words responding to the previous feedback email I've sent you can also suffice.

- Assignment 4: Writing Exercise - Due October 30 (20% of Final Grade)

Please complete a writing exercise responding to one of the questions. Questions for this writing exercise will be assigned on October 16.

- Assignment 5: Writing Exercise: Due November 20 (20% of Final Grade)

Please complete a writing exercise responding to one of the questions. Questions for this writing exercise will be assigned on November 6.

- Assignment 6: Project Progress Discussion - Due December 18 (10% of Final Grade)

Before the above due date, please schedule a time to discuss your project over Zoom or over the phone with me. If you're unable to meet synchronously, a written memo between 250-500 words responding to the previous feedback email I've sent you can also suffice.

## **Grading and Course Policies**

### **Final Grade**

Each the percentage listed next to it towards your final grade.

## **Late Work Policy**

Because each part of the course builds on the other, it is important to submit all work on time. You will have one week after the posted due date of each assignment to complete and submit each assignment without penalty. After that, each week that the assignment is late will result in a reduction of 20% in the total points you can earn for the individual assignment.

## **Honor Code**

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others. "The expectation is that you will adhere to this code. Read the entire [Berkeley Honor Code](#) for more information.

## **Collaboration and Independence**

Reviewing lecture and reading materials can be enjoyable and enriching things to do with fellow students. This is recommended. However, all assignments are to be completed independently and should be the result of one's own independent work.

## **Incomplete Grades**

Students who have substantially completed the course but for serious extenuating circumstances, are unable to complete the preliminary research paper, may request an Incomplete grade. This request must be submitted in writing to the instructor. According to the policy of the university, Incomplete grades must be made up within the first three weeks of the next semester.

## **University Resources and Policies**

### **Accessibility**

If you require course accommodations due to a physical, emotional, or learning disability, contact UC Berkeley's [Disabled Students' Program \(DSP\)](#). Please notify me via email of the accommodations you would like to use.

## Sexual Violence and Harassment

If you have experienced sexual harassment or sexual violence, you can receive confidential support from an advocate through the [Center for Advocacy Resources and Education \(CARE\)](#). You can also report sexual harassment, sexual violence, or gender discrimination directly to the University's Title IX Office, the Office for Prevention of Harassment & Discrimination at [ask\\_ophd@berkeley.edu](mailto:ask_ophd@berkeley.edu). Faculty can assist you in making a report or accessing resources as needed.

*Please note:* All professors, lecturers, and teaching assistants are considered Responsible Employees under the UC Sexual Violence and Sexual Harassment policy. This means they must notify the Title IX office following a disclosure of sexual violence or sexual harassment. For more information about mandated reporting, visit <https://svsh.berkeley.edu/responsible-employee>

## Economic, Food, and Housing Support

If you are in need of economic, food, or housing support, you can find help at [The Basic Needs Center](#). You may be eligible for money to buy groceries via [CalFresh](#) or the University's [Food Assistance Program](#). If you are in need of food immediately, please contact the [UC Berkeley Food Pantry](#). The Basic Needs Center maintains a [COVID-19 Living Guide](#) with real-time updates that aims to provide clear and direct information about how students can access Basic Needs Center services in the case of various scenarios.

The UC Berkeley Financial Aid Office also offers [Short-Term Emergency Loans](#), and provides a way to request a [Cost of Attendance Adjustment](#). There is also an [Emergency Rental Assistance Program](#), which aims to help stabilize housing for undergraduate and graduate students in emergency financial situations by providing them with a month's rent.

## Childcare

Student parents are eligible for up to 64 subsidized hours of subsidized [Back-Up Childcare](#) per fiscal year.

## **Mental Health Resources**

**Counseling and Psychological Services (CAPS):** Individual, group, and career counseling for students, crisis drop-in, and after hours assistance.

**Social Services (SOS):** Counseling and case management for students presenting with alcohol/drug, sexual assault/rape, relationship or other violence concerns; chronic or newly diagnosed medical conditions, pregnancy, medical withdrawals. Support and resources for family housing residents at University Village.



## Weekly Course Schedule

### Part I. Situating Sex and Gender in Sociology

#### 1 Situating Sex and Gender in Societies (August 28)

##### Readings

- de Beauvoir, Simone. [1949] (2011). "Introduction," to *The Second Sex*. New York: Vintage Books, pp. 23-39
- Davis, Angela Y. (1972). "Reflections on the Black Woman's Role in the Community of Slaves." *The Massachusetts Review* 13(1/2), 81-100
- Rubin, Gayle. (1975). "The Traffic in Women: Notes on the 'Political Economy' of Sex. In *Toward an Anthropology of Women*. Ed. Rayna Reiter. New York: Monthly View Press. pp. 157-210

#### 2 Sex, Gender, and Sociological Projects (September 4)

##### Readings

- Willcox, Walter F. (1896). "The Distribution of the Sexes in the United States in 1890." *American Journal of Sociology* 1(6), 725-737
- Komarovsky, Mirra. (1946). "Cultural Contradictions and Sex Roles." *American Journal of Sociology* 52(3), 184-189
- Hacker, Helen Mayer. (1951). "Women as a Minority Group." *Social Forces* 30(1), 60-69
- King, Deborah K. (1988). "Multiple Jeopardy, Multiple Consciousness: The Context of a Black Feminist Ideology." *Signs* 14(1), 42-72

## Assignments Due

- Assignment 1 - Project Description

## 3 Sociology and Feminist Movements (September 11)

### Readings

- Smith, Dorothy E. (1974). "Women's Perspective as a Radical Critique of Sociology." *Sociological Inquiry* 44(1), 7-13
- Stacey, Judith and Barrie Thorne. (1985). "The Missing Feminist Revolution in Sociology." *Social Problems* 32(4), 301-316
- Collins, Patricia Hill. (1986). "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought." *Social Problems* 33(6), S14-S3
- West, Candace and Don H. Zimmerman. (1987). "Doing Gender." *Gender & Society* 1(2), 125-151

## 4 Sex, Gender, and Sociology Today (September 18)

### Readings

- Connell, Raewyn. (2012). "Transsexual Women and Feminist Thought: Toward New Understanding and New Politics." *Signs* 37(4), 857-881
- Bridges, Tristan and C.J. Pascoe (2014). "Hybrid Masculinities: New Directions in the Sociology of Men and Masculinities." *Sociology Compass* 8(3), 246-258
- Herd, Pamela, Jeremy Freese, Kamil Sicinski, Benjamin Domingue, Kathleen Mullan Harris, Caiping Wei, and Robert M. Hauser. (2019). "Genes, Gender Inequality, and Educational Attainment." *American Sociological Review* 84(6), 1069-1098

- Romero, Mary. (2020). "Sociology Engaged in Social Justice." *American Sociological Review* 85(1), 1-30

## Part II. Topics in the Sociology of Sex and Gender

### 5 Sexuality and Sexual Behavior (September 25)

#### Readings

- Stein, Arlene and Ken Plummer. (1994). "I Can't Even Think Straight': 'Queer' Theory and the Missing Sexual Revolution in Sociology.: *Sociological Theory* 12(12), 178-187
- Schilt, Kristen and Laurel Westbrook (2009). Doing Gender, Doing Heteronormativity: "Gender Normals," Transgender People, and the Social Maintenance of Heterosexuality. *Gender & Society* 23(4), 440-464
- Martin, Karin A. and Katherine Luke. (2010). "Gender Differences in the ABC's of the Birds and the Bees: What Mothers Teach Young Children About Sexuality and Reproduction." *Sex Roles* 62(3-4), 278-291
- Carrillo, Héctor and Jorge Fontdevila. (2014). "Border Crossings and Shifting Sexualities Among Mexican Gay Immigrant Men: Beyond Monolithic Conceptions." *Sexualities* 17(8), 919-938

#### Assignments Due

- Assignment 2: Writing Exercise

## 6 Family and Relationships (October 2)

### Readings

- Chodorow, Nancy. (1976). “Oedipal Asymmetries and Heterosexual Knots.” *Social Problems* 23(4), 454-468
- Moore, Mignon R. (2008). “Gendered Power Relations Among Women: A Study of Household Decision Making in Black, Lesbian Stepfamilies.” *American Sociological Review* 73(2), 335-356
- Meadow, Tey. (2011). “‘Deep Down Where the Music Plays’: How Parents Account for Childhood Gender Variance.” *Sexualities* 14(6), 725-747
- Pfeffer, Carla. (2014). “‘I Don’t like Passing as a Straight Woman’: Queer Negotiations of Identity and Social Group Membership.” *American Journal of Sociology* 120(1), 1-44

## 7 Labor and Economics (October 9)

### Readings

- Hochschild, Arlie Russell. [1983] (2003). “Exploring the Managed Heart.” Ch.1 in *The Managed Heart: Commercialization of Human Feeling*. 2nd Edition. Oakland, CA: University of California Press, pp. 3-23
- Acker, Joan. (1990). “Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations.” *Gender & Society* 4(2), 139-158
- Williams, Christine. (1992). “The Glass Escalator: Hidden Advantages for Men in the “Female” Professions.” *Social Problems* 39(3): 253-267
- Rivera, Lauren and András Tilcsik. (2019). “Scaling Down Inequality: Rating Scales, Gender Bias, and the Architecture of Evaluation.” *American Sociological Review* 84(2), 248-274

## 8 Racialization and Ethnicity (October 16)

### Readings

- Blee, Kathleen M. (1996). “Becoming a Racist: Women in Contemporary Ku Klux Klan and Neo-Nazi Groups.” *Gender & Society* 10(6), 680-702
- Choo, Hae Yeon. (2006). “Gendered Modernity and Ethnicized Citizenship: North Korean Settlers in Contemporary South Korea.” *Gender & Society* 20(5), 576-604
- Wingfield, Adia Harvey. (2009). “Racializing the Glass Escalator: Reconsidering Men’s Experiences with Women’s Work.” *Gender & Society* 23(1), 5-26
- Hoang, Kimberly Kay. (2015). “New Hierarchies of Global Men.” Ch. 3 in *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. Oakland, CA: University of California Press, pp. 53-77

### Assignments Due

- Assignment 3: Project Progress Discussion

## 9 Laws and Politics (October 23)

### Readings

- Luker, Kristin. (1998). “Sex, Social Hygiene, and the State: The Double-Edged Sword.” *Theory and Society* 27(5), 601-634
- Kim-Puri, H.J. (2005). “Conceptualizing Gender-Sexuality-State-Nation: An Introduction.” *Gender & Society* 19(2), 137-159
- Nisar, Muhammad Afzar. (2018). “(Un)Becoming a Man: Legal Consciousness of the Third Gender Category in Pakistan.” *Gender & Society* 32(1), 59-81

- Robinson, Brandon Andrew. (2020). “The Lavender Scare in Homonormative Times: Policing, Hyper-incarceration, and LGBTQ Youth Homelessness.” *Gender & Society*. 34(2), 210-232

## 10 Science and Technology (October 30)

### Readings

- Hacker, Sally L. (1979). “Sex Stratification, Technology and Organizational Change: A Longitudinal Case Study of AT&T.” *Social Problems* 26(5), 539-557
- Mamo, Laura and Jennifer R. Fishman. (2001). “Potency in All the Right Places: Viagra as a Technology of the Gendered Body.” *Body & Society* 7(4), 13-35
- Weasel, Lisa H. (2004). “Feminist Intersections in Science: Race, Gender, and Sexuality Through the Microscope.” *Hypatia* 19(1), 183-193
- Gray, Kishonna L., Bertan Buyukozturk, and Zachary G. Hill. (2016). “Blurring the Boundaries: Using Gamergate to Examine ‘Real’ and Symbolic Violence Against Women in Contemporary Gaming Culture.” *Sociology Compass* 11, e12458

### Assignments Due

- Assignment 4 - Writing Exercise

## 11 Health and Medicine (November 6)

### Readings

- Reed, Jen’Nan Ghazal and Bridget K. Gorman. (2010). “Gender and Health Inequality.” *Annual Review of Sociology* 36, 371-386
- Pryma, Jane. (2017). “‘Even My Sister Says I’m Acting Like A Crazy to Get a Check’: Race, Gender, and Moral Boundary-work in Women’s Claims of Disabling Chronic Pain.” *Social Science & Medicine* 181, 66-73

- Bell, Ann V. (2019). “I’m Not Really 100% a Woman if I Can’t Have a Kid.’ Infertility and the Intersection of Gender, Identity, and the Body.” *Gender & Society* 33(4), 629-651
- Sledge, Piper. (2019). “From Decision to Incision: Ideologies of Gender in Surgical Cancer Care.” *Social Science & Medicine* 239, 112550

## 12 Religion and Culture (November 13)

### Readings

- Cairns, Kate, Josée Johnston, and Shyon Baumann. (2010). “Caring About Food: Doing Gender in the Foodie Kitchen.” *Gender & Society* 24(5), 591-615
- Frye, Margaret. (2017). “Cultural Meanings and the Aggregation of Actions: The Case of Sex and Schooling in Malawi.” *American Sociological Review* 82(5), 945-976
- Ha, Guangtian. (2017). “The Silent Hat: Islam, Female Labor, and the Political Economy of the Headscarf Debate.” *Signs* 42(3), 743-769
- Diefendorf, Sarah. (2019). “Contemporary Evangelical Responses to Feminism and the Imagined Secular.” *Signs* 44(4), 1003-1026

## Part III. Methods, Analysis, and Praxis

### 13 Methodological Reflections (November 20)

#### Readings

- Reisner, Sari L., Kerith J. Conron, Scout, Kellan Baker, Jody L. Herman, Emilia Lombardi, Emily A. Greytak, Alison M. Gill, and Alicia K. Mathews. (The GenIUSS Group). (2015). “‘Counting’ Transgender and Gender-Nonconforming Adults in Health Research.” *TSQ: Transgender Studies Quarterly* 2(1), 34-57

- Meadow, Tey. (2018). “Methodology.” Appendix B in *Trans Kids: Being Gendered in the Twenty-First Century*. Oakland, CA: University of California Press, pp. 229-240
- Moore, Mignon R. (2018). “Challenges, Triumphs, and Praxis: Collecting Qualitative Data on Less Visible and Marginalized Populations.” Ch. 10 in *Other, Please Specify: Queer Methods in Sociology*. Eds. D’Lane Compton, Tey Meadow, and Kristen Schilt. Oakland, CA: University of California Press, pp. 169-184
- Pfeffer, Carla A. (2018). “Queer Accounting: Methodological Investments and Disinvestments.” Ch. 19 in *Other, Please Specify: Queer Methods in Sociology*. Eds. D’Lane Compton, Tey Meadow, and Kristen Schilt. Oakland, CA: University of California Press, pp. 304-325

## Assignment Due

- Assignment 5: Writing Exercise

## No Class on November 27 - Holiday

## 14 Analytic Challenges (December 4)

### Readings

- Watkins, Susan Cotts. (1993). “If All We Knew About Women Was What We Read in Demography, What Would We Know?” *Demography* 30(4), 551-577
- Salzinger, Leslie. (2004). “Revealing the Unmarked: Finding Masculinity in a Global Factory.” *Ethnography* 5(1), 5-27
- Connell, Raewyn. (2012). “Gender, Health, and Theory: Conceptualizing the Issue, in Local and World Perspective.” *Social Science & Medicine* 74(11), 1675-1683
- Lagos, Danya. (2019). “Hearing Gender: Voice-Based Gender Classification Processes and Transgender Health Inequality.” *American Sociological Review* 84(5), 801-827



## **15 Conclusion (December 11)**

### **Final Assignment Due December 16**

- Assignment 6: Project Progress Discussion