



SOCI 3208 Gender and Society

Spring 2021, Time: 2:30-4:15pm Thursday
Location: Zoom

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Tutorial Enrolment: TBC

AIMS OF THE COURSE

This course takes up gender as the primary object of study and category of analysis. It aims to:

1. understand the conceptualization of sex and gender by various scholars and the implications of their theorization;
2. understand the process of becoming a woman/man via the social construction of masculinity, femininity, sexuality and the body;
3. the implications of being a woman/man on our lived experience, and the mechanisms that reproduce, maintain, challenge and change the observed gaps between the two sexes in daily lives or various institutions, e.g. family, education, and labour markets etc.

REQUIREMENTS: Students are assessed on the basis of a mid-term individual essay, their participation in tutorials and classes, and an end of term group paper:

- 1) An individual essay (up to 3000 words in English, up to 5000 words in Chinese) to be submitted on 13th March, 2021 (35%)
- 2) Group project (minimum 3, maximum 4 people in a group, with topics related to the following fields: gender and social movement, gender and family, gender and body, gender and sexuality, gender and education, gender and work, gender and politics, masculinities, sexual violence, sexual harassment, gender and migration). To be submitted on 30th April, 2021 (35%)

- 3) Tutorial participation (20%) (Topics are marked with a *)
 - a. Attendance (5%)
 - b. Participation in discussion (5%)
 - c. Presentation (10%)

- 4) Class participation (10%)
 - a. Attendance (with video camera on)
 - b. Participation in class discussions by asking questions/answering questions either verbally or via chat

<u>Grade</u>	<u>Descriptors</u>
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirement.

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>. For each assignment, students will be required to submit a [statement](#) that they are aware of these policies, regulations, guidelines and procedures.

1. Introduction: Gender Inequalities (14/1)
 - Lorber, Judith. 2010. *Gender Inequality: Feminist Theories and Politics* (4th Edition). New York: Oxford University Press. (Chapter titled Feminists and their Contribution to Gender Equality, pp.1-20)
 - Choi, S.Y.P. & F.M.C. Cheung (eds.). 2012. *Women and Girls in Hong Kong: Current Situations and Future Challenges*. Hong Kong: Institute of Asia Pacific Studies, The Chinese University. (Introduction)
 - Beauvoir Simone de. 1953. *The Second Sex*. New York: Vintage Books. (Introduction)

Theorizing gender

2. Sex and gender (21/1)

- Beauvoir Simone de. 1953. *The Second Sex*. New York: Vintage Books. (Part I, Chapter 1, The Data of Biology. Pp.38-41 “It is only in a human perspective...what humanity has made of the human female”).
 - Butler, Judith. 1999. *Gender Trouble: Feminism and the Subversion of Identity*. London: Routledge. Pp. 171-180 (From “Interiority to Gender Performatives”)
3. Gender Role Socialization (28/1)
- Parsons, T. & Bales, R.F. 1956. *Family, Socialization and Interaction Process*. London: Routledge. (Chapter 2)
 - Weinreich, Helen. 1978. Sex-Role Socialization. In Jane Chetwynd and Oonagh Hartnett (eds.) *The Sex Role System: Psychological and Sociological Perspectives*. London: Routledge & Kegan Paul. Pp. 18-27.
4. From Sex Roles to Gendered Institutions (4/2)
- Acker, Joan. 1992. From Sex Roles to Gendered Institutions. *Contemporary Sociology*. 21(5): 565-569.
 - Ridgeway, Cecilia L. 2001. Gender, Status, and Leadership. *Journal of Social Issues*, Vol. 57, No. 4, pp. 637–655.
 - Ridgeway, Cecilia L. & Correll, Shelley J. 2004. Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations. *Gender and Society*, 18 (4): 510-531.
5. Doing and Undoing Gender (18/2) *
- West, Candace & Zimmerman, Don H. 1987. “Doing Gender”. *Gender and Society*, 1(2):125-151.
 - Deutsch, Francine M. 2007. Undoing Gender. *Gender and Society*, 21(1):106-127.
6. Patriarchy and Capitalism (25/2) *
- Walby, S. 1989. Theorising Patriarchy. *Sociology*, 23(2):213-234.
7. Hegemonic Masculinity (4/3) *
- Connell R. W. & Messerschmidt, J.W. 2005. Hegemonic Masculinity: Rethinking the Concept. *Gender and Society*, 19(6):829-859.
 - Choi, SYP. & Peng, Y. 2016. *Masculine Compromise: Migration, Family and Gender in China*. Oakland: University of California Press (Chapter 4 and Conclusion)
8. Intersectionality (11/3) *
- Crenshaw, K. 1991. Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford law review*, 43(6): 1241-1299
 - Collins, Patricia. 1998. It’s All in the Family: Intersections of Gender, Race, and Nation. *Hypatia*. 13 (3): 62-82.

9. Doing & Writing Research on Gender (18/3)

- Choi, S.Y.P. & Peng Y. 2016. *Masculine Compromise: Migration, Family and Gender in China*. California: University of California Press. Chapters 1 and 4.

10. Gender and the State (25/3)

- Nira Yuval-Davis. 1993. Gender and nation. *Ethnic and Racial Studies*, 16 (4): 621-632
- Orloff, Ann. 1996. Gender in the Welfare State. *Annu. Rev. Sociol.* 22:51–78

11. Gender, Migration, and Social Class (8/4)

- Choi, S.Y.P. 2018. Masculinity and Precarity: Male Migrant Taxi Drivers in South China. *Work, Employment and Society*. 32(3) 493–508.
- Choi, S.Y.P and S.Li. 2020. Migration, Service Work, and Masculinity in the Global South: Private Security Guards in post-socialist China. *Gender, Work, and Organization*. <https://doi.org/10.1111/gwao.12605>

12. Gender and Technology (15/4)

- Judy Wajcman. 2007. From Women and Technology to Gendered Technoscience. *Information, Community and Society*. 10:3, 287-298.
- Henry, Nicola & Powell, Anastasia. 2016. Sexual Violence in the Digital Age: The Scope and Limits of Criminal Law. *Social & Legal Studies*. 25(4) 397–418.

13. Gender and Social Movements /4)

- Phillips, S D. 2014. The Women’ Squad in Ukraine’s Protests: Feminism, Nationalism, and Militarism on the Maidan. *American Ethnologist* 41(3), 414-426.
- Blais, Melissa & Dupuis-Déri, Francis. 2012. Masculinism and the Antifeminist Countermovement. *Social Movement Studies*, 11:1, 21-39.
- Choi, SYP., Lai, RYS. & Pang, J. 2019. Gender Irrelevance: How Women and Men Rationalize their Support for the Right. *Signs: Journal of Women in Culture and Society*. 45(2):473-496.

Guidelines for Tutorial Presentations and Discussions

Students of this course should attend five tutorial sessions. Students of each tutorial class would be divided into four groups, with each group presenting and leading discussions of contents of the lectures marked with a * (lectures 5-8).

Guidelines for Individual Essay Writing

You are asked to write an essay to discuss the strengths (or limitations) of the theoretical perspectives taught in lectures 2-4, or address the gender issues addressed by empirical research conducted and discussed in lectures 10-13.

Guidelines for Group Projects

You are asked to complete a group project applying the theoretical perspectives taught in this course to one of the following topics: gender and the state, gender and social movement, gender and technology, gender and the family, gender and paid work, gender and unpaid work, gender and the body, gender and sexuality, gender and space, gender identity, masculinity or femininity, and gender and violence.