What is gender and what would a sociology of gender look like? That is the organizing question of this course. Gender is not an innocent classification, but rather a highly contested category. We will look at when gender became a category of inquiry and, more importantly, why. What do we 'know' about gender and how does knowledge of gender equal power—not just power of gender, but of sex, class, sexuality, and nationality?

Each class will be a discussion of the readings as well as a discussion of how the readings relate to our everyday lives. That means that in addition to the readings, I will ask you to apply them to everything from music, cinema, television—'Girls', 'It's Always Sunny In Philadelphia'—to yourselves and your lives here on campus.

Reminder: This is a sociology class, not a science class. This means that when you come to class I expect to indulge/pretend/delight in the possibility that we are not programmed but constructed programmatically. You might not believe it. That's ok. But here's the exciting news: if we're constructed, anything is possible.

4 papers, 20% each
reading comments, 20%

Papers: There will be four papers in this class. For any one of the first three papers (only one), you may submit a creative project. Papers should be 3-5 pages, spacing 1.5, times/helvetica font. All sources must be cited properly. Your paper must incorporate readings from the class, and it must have an argument. We'll be discussing creative projects and paper topics during 'gender labs' (this is also a time for us to discuss more contemporary issues and for you to bring in news items/pop culture to share with the class). Papers are due March 3, March 22, April 18, May 20. You may submit hardcopies, or email them to me (jessicae@middlebury.edu) by 11.59 pm on the day the paper is due.

Reading Comments: This is not a lecture course. I will not be lecturing. Consequently it is essential that you not only complete the readings for every class, but that read carefully and thoughtfully. Please come to each class with a comment (between 150-300 words) on the readings. These comments need to be submitted to me by email before class. You can also give me a hard copy at the beginning of class. They will be returned to you on Mondays. Comments from students who are absent will not be accepted. So come to class. I encourage you to think about how the readings relate to your life. Occasionally I will ask you answer a specific question about the readings. This question will be posted on the class website, and you will be notified well ahead of time that there is a prompt for the reading.

Honor Code: All students are expected to follow the Middlebury College Honor Code. It is your responsibility to abide by the code.

Cell Phones/Computers: no.
The Discovery of Gender

Feb. 11: What's your gender? How do you know? Why is gender important?

Feb 13: Problematizing Gender
- Blundell, 'Women's Bodies', Women in Ancient Greece, 98-112.

Feb. 18: Creating Sex and Gender
- Siobhan Somerville, 'Introduction' and 'Scientific Racism' from Queering the Color Line, 1-38.

Feb. 20: Creating Sex and Gender
- Anne McClintock, 'Imperial Leather: Race, Cross-Dressing, and the Cult of Domesticity' from Imperial Leather, 132-180.

Gender and the Body

Feb. 25: The One Sex Model/Why Man?
- Thomas Laqueur, 'Destiny is Anatomy' (chapter 2), Making Sex, 25-62.
- Anne Carson, 'Putting Her in Her Place: Woman, Dirt, and Desire', Before Sexuality: The Construction of the Erotic Experience in the Ancient Greek World, 135-64.

Feb. 27: Gender Lab

****Paper 1 due March 3

March 4: Sexual Difference and Scientific Learning

March 6: From 1 to 2 (the politics of sex)
- Thomas Laqueur, 'Discovery of the Sexes' (chapter 5), Making Sex, 149-92.

March 11: Intersex
- Ann Fausto-Sterling, 'Of Gender and Genitals', Sexing the Body, 45-77.
- Judith Lorber, 'Men as Women and Women as Men: Disrupting Gender, 51-61.

March 13: Sex Hormones

March 18: Sexuality Constructed?
- Rebecca Jordan-Young, 'Sexual Orienteering', Brainstorm, 144-97.
**March 20: Gender Lab**

**Paper 2 due March 22**

**Growing Up Gendered: Becoming a Man**

<table>
<thead>
<tr>
<th>April 1: Sport and War</th>
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<tbody>
<tr>
<td>Sue Curry Jansen, 'The Sport Metaphor: Hegemonic Masculinity, the Persian Gulf War, and the New World Order'.</td>
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<tr>
<td>Henry Jenkins III, 'Never Trust a Snake': WWF Wrestling as Masculine Melodrama', <em>Steel Chair to the Head</em>, ed. by Nicholas Sammond.</td>
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**April 3: Going to School**


**April 8: Monsters, and Myth**


**Growing Up Gendered: Becoming a Woman**

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<th>April 10: On Being a Woman</th>
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**April 15: Gender Lab**

**April 17: Going to School**


**Paper 3 due April 18.**

**April 22: Myth and Monsters**

| Simone Weil Davis, 'Loose Lips Sink Ships', *Sex, Gender, and Sexuality*, ed. by Abby Ferber et al., 301-16. |
| Patricia Hill Collins, 'Prisons for our Bodies, Closets for our Minds', *Sex, Gender, and Sexuality*, ed. by Abby Ferber et al., 115-30. |

**April 24: No class**
### April 29: Women's Bodies
- Susan Bordo, 'Whose Body Is This? Feminism, Medicine, and the Conceptualization of Eating Disorders', *Unbearable Weight*, 45-69.
- Susan Bordo, 'Anorexia Nervosa: Psychopathology as the Crystallization of Culture', *Unbearable Weight*, 139-64.

### May 1: Myth and Monsters
- Hanne Blank, *Virgin*, 146-257.

### Gender Representations and the Future

#### May 6: Rap and Video Games
- 'How Rap Can Help End Rape Culture', *The Atlantic*, link to be provided.

#### May 8: Third Wave Feminism and 'Girls' (I'm also open to suggestions)
- Maria San Filippo, 'Owning Her Abjection: Lena Dunham's Queer Feminist Sexual Politics', link to be provided.
- Judith Lorber, 'A World Without Gender', *Sex, Gender, and Sexuality*, ed. by Abby Ferber et al., 537-43.