B.A (H) Sociology
Core Course 07
Sociology of Gender

Course Objective:

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

Course Learning Outcomes:

1. An understanding of concepts such as sex and gender by problematising common-sensical notions of gender.

2. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender-based movements.

3. Understanding issues relating to gender both at a national and global level.

4. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

Course Content:

Unit 1. Gendering Sociology

Unit 2. Gender as a Social Construct

2.1. Gender, Sex, Sexuality
2.2. Production of Masculinity and Femininity

Unit 3. Gender: Differences and Inequalities

3.1. Class, Caste
3.2. Family, Work

Unit 4. Gender, Power and Resistance

4.1. Power and Subordination
4.2. Resistance and Movements
Unit 1. Gendering Sociology: [Week 1]


Liz Stanley. 2002. “Should Sex Really be Gender or Gender Really be Sex” in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader, London: Routledge (pp. 31-41)


Unit 2. Gender as a Social Construct

2.1 Gender, Sex, Sexuality [Weeks 2-3]


2.2 Production of Masculinity and Femininity [Weeks 4-6]


Uberoi, Patricia “Feminine Identity and National Ethos in Indian Calendar Art” In Economic and Political Weekly Vol. 25, No. 17 (Apr. 28, 1990), (pp. WS41-WS48).
Unit 3. Differences and Inequalities

3.1 Class, Caste [Weeks 7-8]


3.2 Family, Work [Weeks 9-10]


Unit 4. Gender, Power and Resistance

4.1. Power and Subordination [Weeks 11-12]


4.2. Resistance and Movements (Weeks 13-14)


References:

Compulsory Readings


Additional Resources:

a) Books


b. Audio Visual Material:
‘Bol’, Shoaib Mansoor

‘Fire’, Deepa Mehta

‘The Danish Girl’, Tom Hooper

‘Born into Brothels’, Zana Briski, Ross Kauffman

‘Period. End of Sentence’, Rayka Zehtabchi

**Teaching Learning Process:**

This paper would enable to students to understand how gender relations inform our experience and realities. This would enable them to identify problematic links which perpetuates gender inequality and justice.

Students are introduced to the concept of gender as a social structure thereby not limiting gender injustice to individual events and agents but part of a systematic process.

The students will be engaging with different types of texts and documents which represent various subjectivities within several contexts like caste, class and race, thus promoting a gender just perspective which is objective and open to multicultural realities and concepts

**Assessment Methods:**

Assessment for this paper would be in the form of tests, written assignments, projects reports and presentations and field-work oriented tasks.

**Key Words:**

Sex and gender, sexuality, inequalities, power, subordination, social construction of masculinity and femininity, resistance, movements, family, caste, class, work.