Sociology of Gender
Dr. Lisa Wade, PhD
Spring 2016
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TR 2:00-3:15, Bobet Hall 214B
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CLASS DESCRIPTION

This course focuses on the constraints that the social construction of gender imposes on both men and women in our gender-stratified society. The emphasis of this course is on developing a critical, empirically-based understanding of the structural and historical foundations affecting men and women in society.

REQUIRED READING


Readings: On Blackboard

GRADE BREAKDOWN

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>25</td>
</tr>
<tr>
<td>Midterm 1:</td>
<td>25</td>
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<tr>
<td>Midterm 2:</td>
<td>25</td>
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<tr>
<td>Final Exam</td>
<td>25</td>
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<tr>
<td>Total</td>
<td>100</td>
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COURSE SCHEDULE

January 19 – Welcome
No readings.

January 21 – Ideas
Read: Wade & Ferree “Introduction”
: Wade & Ferree “Ideas”
Grief, “The hipster in the mirror”

NOTE: ✦ SHOW AND TELL: BRING YOUR DEODORANT

January 26 – Bodies
Read: Wade & Ferree “Bodies”
Urquhardt, “Why I’m still a butch lesbian”
January 28 – Performances
Read: Wade & Ferree “Performances”
      Bridges, “Doing gender with wallets and purses”
      Rutter, “Men and women use uptalk differently: A study of Jeopardy!”

NOTE: ♦ SHOW AND TELL: BRING YOURSELF

February 2 – Intersections
Read: Wade & Ferree “Intersections”
Pick three: Burnham, “Lean In and 1% feminism”
           Bridges & Pascoe, “Masculinity, gender nonconformity, and queer visibility”
           Cottom, “When your (brown) body is a (white) wonderland”
           Eng, “Yellow fever pages”
           Fang, “What Asian Americans can learn from #UCSB shooting”
           Fannon, “Not seeing is still believing”
           Gebreamlak, “Macklemore’s white straight privilege”
           Ghaziani, “Lesbian geographies”
           Gomez, “On disability and cartographies of difference”
           Heldman, “Hurricane Katrina and the demographics of death”
           King-Miller, “My life as an invisible queer”
           Korsten, “Grappling with my sexuality now that I’m in a wheelchair”
           Lieberman, “Gay and transgender migrants face staggering violence in Mexico”
           Muir, “Gay grief in cowboy country”
           Parrenas, “What I learned by being a migrant sex worker”
           Peterson, “Intersectionality extends to fat acceptance, too”
           Staples, “Just walk on by”
           Wingfield, “Gendering #blacklivesmatter”

February 4 – Murderball
No readings.

February 9 – No class

February 11 – No class

February 16 – Review
No readings.

February 18 – MIDTERM
No readings.

February 23 – Men and masculinity
Read: Wade & Ferree “Inequality: Men and Masculinities”
      Cornell, “Tits”

February 25 – Tough Guise 2
March 1 – Women and femininities  
Read: Wade & Ferree “Inequality: Women and Femininities”  
Cole, “Why breastfeeding in public is taboo”

March 3 – No class

March 8 – The Queen of Versailles  
No readings.

March 10 – Institutions  
Read: Wade & Ferree “Institutions”  
Frank, “Stalling civil rights”

March 15 – No class

March 17 – How we got here  
Read: Wade & Ferree “Change”

March 22 – No class

March 24 – No class

March 29 – Review

March 31 – MIDTERM

April 5 – Sexualities  
Read: Wade & Ferree “Sexualities” pp. 220-237  
Keenan, “Is kink a sexual orientation?”

NOTE: ♦ SHOW AND TELL: BRING A SEXY AD

April 7 – The Invisible War

April 12 – Hookup culture  
Read: Wade & Ferree “Sexualities” pp. 237-244  
Wade, “Sex without care”

NOTE: ♦ SHOW AND TELL: BRING A YAK

April 14 – No class

April 19 – Families  
Read: Wade & Ferree “Families”  
Hochschild & Machung, Chapter One: “A speed up in the family”

NOTE: ♦ SHOW AND TELL: BRING A CHORE CHART
April 21 – “The Second Shift”
Read: Hochschild & Machung, Chapter Two: “Marriage in the stalled revolution”
Hochschild & Machung, Chapter Four: “Joey’s problem”
Hochschild & Machung, Chapter Five: “The family myth of the traditional”

April 26 – “The Second Shift”
Read: Hochschild & Machung, Chapter Six: “A notion of manhood and giving thanks”
Hochschild & Machung, Chapter Eight: “A scarcity of gratitude”
Hochschild & Machung, Chapter Ten: “The ‘His’ and ‘Hers’ of sharing”
Hochschild & Machung, Chapter Twelve: “Sharing showdown and natural drift”

April 28 – Work
Read: Wade & Ferree “Work”
Vendantam, Salary, gender, and the social cost of haggling

May 3 – Miss Representation
No readings.

May 5 – Politics
Read: Wade & Ferree “Politics”
Abu-Lughod, “Do Muslim women really need saving?”

May 10 – Conclusion
Read: Wade & Ferree “Onward”

NOTE: ♦ SHOW AND TELL: BRING A HOPE FOR THE FUTURE

TBA – FINAL EXAM

As of this time the final exam schedule has not been released. Do not buy plane tickets or arrange some other inflexible activity during the final exam period until you know, for certain, that it will not conflict for your final exam for this class. Having done so will not be accepted as a reason for rescheduling a final exam.

ASSIGNMENTS

Attendance and Participation (25 points)
This is a discussion based class, so participation is mandatory. This includes attendance, reading, active participation in class, and show and tell exercises.

Midterms and Final Exam (25 points each)
The midterm and final exam will consist of essay, short essay, fill in, and multiple choice questions. The final exam is cumulative.
COURSE POLICIES

- **Office Hours**: While my office hours are only two hours a week, I encourage you to make an appointment outside of office hours or come by my office to see if I’m available. I am happy to discuss class, college more generally, musings about majors, future planning, or graduate school.

- **Feedback**: I love getting feedback on my teaching and how the class is going. I value your input and I am often willing to make changes to the class according to your preferences. Please share with me any comments, suggestions, and ideas you may have. If you would like to do so anonymously, you can type and print out a note and drop it in my mailbox.

- **Class Demeanor**: As a student at Loyola and as a member of this class you must hold yourself and your peers to the highest standards of civil engagement and discourse. Chatting with your neighbor is frowned upon when I am lecturing, and it is absolutely impermissible when other students are trying to participate. While we may find ourselves disagreeing, we must do so with respect, a commitment to hearing what others have to say, and a willingness to think and rethink our own positions. Personal insults have no place in the college classroom.

- **Special Accommodations/Learning Differences**: If you have a disability and wish to receive accommodations, please contact Disability Services at 504-865-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.

- **Accessibility**: I want my course to be as accessible to as many different people as possible. If there is any reason why the standard approach to college coursework is difficult for you to accomplish, please come talk to me about it. This includes those of you with a learning or physical disability (as discussed above), those of you who have other emotional or psychological challenges, those of you who have had past experiences that are anxiety-producing, those of you whose parents did not go to college (and can’t help you understand the system as well as other parents might), those of you who are too shy to actively participate, those of you who have more responsibility than the typical college student (such as dependent parents, children, or an especially heavy workload outside of school), and other situations I can’t anticipate. The earlier you come to see me, the more I can do to try to work with you to alleviate any unique disadvantages. I prefer that you come in the first two weeks but, if you do not and you decide you would like to, please do not hesitate to come to me at any time.

- **Grading Inquires**: All inquiries/disagreements regarding grades will be handled during my office hours or at another mutually agreeable time. Under no circumstance will grades be discussed immediately before, during, or after class.

- **Make-up Exams**: Make-up exams will generally not be given without appropriate official documentation excusing the absence. Please do not make me ask for it, simply bring the documentation with you to my office.
• **Late Policy:** A hard copy of all papers/assignments must be handed in at the scheduled time. Late assignments are docked ½ grade per day. Computer and printing problems are not a good excuse for missing a deadline. Make sure to print your papers early enough to be able to address any problems before class. Keep a paper and electronic copy of everything you hand in until you receive your course grade.

• **Academic Integrity:** I follow Loyola’s academic honor code and expect you to do the same (http://2013bulletin.loyno.edu/academic-honor-code). Academic integrity violations, including plagiarism, will be taken very seriously. I have and I will report all suspicions of plagiarism and cheating, even “mild” cases, to the judicial examiner.

• **Flexibility:** This syllabus only provides an approximate schedule for the course. I will discuss changes to the syllabus in class. It is your responsibility to keep up-to-date on class events and requirements.

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**EMERGENCY STATEMENTS**

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:

3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension.
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
5. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available....

6. Log on to university Web site within 48 hours of an evacuation/suspension.
7. Monitor the main university site (www.loyno.edu) for general information.
8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: http://academicaffairs.loyno.edu/students-emergency-responsibilities.