

Welcome to Sociology of Gender

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

- Book 1:** Lisa Wade and Myra Marx Ferree. 2014. *Gender: Ideas, Interactions, Institutions*. New York: WW Norton & Co.
- Book 2:** Arlie Hochschild & Ann Machung. 2003. *The Second Shift*. New York: Penguin.
- Readings:** On Moodle
-

GRADE BREAKDOWN

Assignment	% of Grade
Midterm 1:	25
Midterm 2:	25
Final exam:	25
Final Paper:	25
Total	100

STATEMENT ON CONTENT

The content of this course may include topics that are difficult for some students to confront or discuss. I cannot always anticipate what those topics are, or who will be affected, but I can do my best to be sensitive and work with students who let me know of their needs. If there is a topic that you are unable to discuss or need to be warned about, please notify me so that we can make arrangements for your work. However – for reasons related to both intellectual growth and the unpredictable nature of classroom discussion – I cannot, nor do I always want to, prevent all students from being exposed to topics or ideas that they find objectionable or offensive.

COURSE SCHEDULE

August 30 – Welcome

No readings.

September 4 – No class

September 6 – Ideas

Read: Wade & Ferree “Introduction”
Wade & Ferree “Ideas”

NOTE: ♦ SHOW AND TELL: BRING YOUR DEODORANT

September 11 – Bodies

Read: Wade & Ferree “Bodies”
Wade & Ferree “Performances”
Crawley et al, Creating a world of dichotomy

September 13 – Performances

Read: Wilkins, *Wannabes, Goths, and Christians*

September 18 – Intersections

Pick three: Desmond and Emirbayer, What is racial domination?
Wendell, The social construction of disability
Acker, Is capitalism gendered and racialized?
Howard and Alamilla, Gender and identity
Bederman, Remaking manhood through race and “civilization”
Kazyak, Midwest or lesbian?

September 20 – 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
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

September 25 – Murderball

No readings.

September 27 – MIDTERM

No readings.

October 2 – Men and masculinity

Read: Wade & Ferree “Inequality: Men and Masculinities”
Messner, On patriarchs and losers: Rethinking men’s interests
Wilkins, Masculinity dilemmas
Coles, Negotiating the field of masculinity

October 4 – Tough Guise 2

October 9 – Fall Break

October 11 – Women and femininities

Read: Wade & Ferree “Inequality: Women and Femininities”
Bettie, Women without class
Pfeffer, “I don’t like passing as a straight woman”
Halberstam, Masculinity without men

October 16 – The Queen of Versailles

No readings.

October 18 – Institutions

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

October 23 – How we got here

Read: Wade & Ferree “Change”
Katz, The invention of heterosexuality

October 25 – MIDTERM

October 30 – Sexualities

Read: Wade & Ferree “Sexualities” pp. 220-237
Ward, Dude sex
Quinn, Sexual harassment and masculinity

November 1 – Hookup culture

Read: Wade & Ferree “Sexualities” pp. 237-244
Allison & Risman, Race, Class, and Residence in College Student Negotiations of Hooking Up
Rupp et al., Queer Women in the Hookup Scene

November 6 – Families

Read: Wade & Ferree “Families”
Hochschild & Machung, Chapter One: “A speed up in the family”
Hochschild & Machung, Chapter Two: “Marriage in the stalled revolution”

November 8 – “The Second Shift”

Read: Hochschild & Machung, Chapter Four: “Joey’s problem”
Hochschild & Machung, Chapter Five: “The family myth of the traditional”

November 13 – “The Second Shift”

Read: Hochschild & Machung, Chapter Six: “A notion of manhood and giving thanks”
Hochschild & Machung, Chapter Eight: “A scarcity of gratitude”

November 15 – “The Second Shift”

Read: Hochschild & Machung, Chapter Ten: “The ‘His’ and ‘Hers’ of sharing”
Hochschild & Machung, Chapter Twelve: “Sharing showdown and natural drift”

November 20 – Work

Read: Wade & Ferree “Work”
Vendantam, Salary, gender, and the social cost of haggling
Sherwood, The view from the Country Club

November 22 – Thanksgiving break**November 27 – Politics**

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

November 29 – Change

Read: Duggan, The new homonormativity
Melamed, The spirit of neoliberalism
Lorber, Dismantling Noah’s Ark

Dec 4 – Conclusion

Read: Wade & Ferree “Onward”

FINAL PAPER AND EXAM

Your final exam and paper are due at the assigned exam period.

COURSE POLICIES

- *Office Hours:* I encourage you to make an appointment outside of office hours or come by my office anytime. I am happy to discuss class concepts, 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 willing to make changes to the class according to your preferences. Please share with me any comments, suggestions, and ideas you may have, and help me make this a great class. If you would like to do so anonymously, you can type and print out a note and drop it in my mailbox in Swan.
- *Class Demeanor:* As a student at Occidental 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.
- *The Writing Center:* Located on the Ground Floor of the Academic Commons, the Writing Center offers students from all disciplines two types of support to work on their writing: peer-to-peer, drop-in consultations with knowledgeable Writing Advisers, Sunday through Thursday from 7:00-11:00 p.m., and appointments with Faculty Writing Specialists from the Writing and Rhetoric department. Information about the Writing Center and a link to the appointment system is on the WC website: <https://www.oxy.edu/writing-center>.
- *Special Accommodations/Learning Differences:* If you require assistance for classes or exams, please let me know as soon as possible. I will do whatever I can to help. If you have questions or concerns about what constitutes a learning disability, I encourage you to contact the friendly folks over at the Center for Academic Excellence.
- *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 classrooms or coursework is difficult for you to accomplish, please come talk to me. 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 make college attendance or class content 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 the unique disadvantages you might face. 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 inquires/disagreements regarding grades will be handled during my office hours or at another mutually agreeable time.
- *Make-up Exams:* Make-up exams will generally not be given without appropriate official documentation excusing the absence. Bring documentation with you to my office when you inquire about a make-up.
- *Assignments:* Papers/assignments must be handed in at the scheduled time and by the assigned mode. 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

to avoid any such problems. Keep a paper and electronic copy of everything you hand in until you receive your course grade.

- *Academic Integrity*: Academic integrity violations, including plagiarism, will be taken very seriously. If you are not sure about what constitutes a violation of academic integrity, please see me as soon as possible. A description of Occidental's academic ethics policies is available in the Student Handbook and on the following webpage: www.oxy.edu/student-handbook/academic-ethics
- *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. In addition, I reserve the right to give in-class quizzes on the readings if necessary (and re-calculate the distribution of graded material in accordance with this change).

LETTER GRADES

Letter grades in this class have the following meaning:

- A *Outstanding performance*. You have demonstrated very thorough knowledge and understanding of all the material, truly superior critical thinking, and expressed insightful and original thoughts clearly. You have completed all required assignments and they have been among the best in the class.
- B *Good performance*. You have demonstrated solid knowledge and understanding of the material and good critical thinking. You have also shown the ability to express your ideas clearly. You have completed all required assignments and they have been of good quality.
- C *Satisfactory performance*. You have demonstrated basic knowledge and understanding of the major concepts taught in the class and some critical thinking. You have completed all or most of the required assignments and they have routinely been free of significant problems.
- D *Deficient performance*. You have only acquired a limited understanding of the class material. You have failed to complete all the required assignments and they have routinely had serious problems.
- F *Failure*. You have failed to learn a sufficient proportion of the basic concepts and ideas taught in the class. You have failed to complete many required assignments and they have routinely had serious problems.