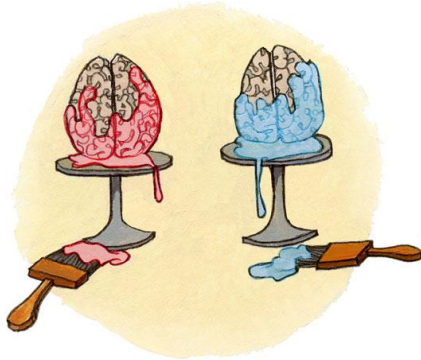


SOC 277
Spring 2015
Room: Stein 217
Class time: T, Th: 2-3:15

Instructor: Selina Gallo-Cruz, PhD
Office: Beaven 223
Office Hours: M: 2-3, T, Th: 10:30-11:30 and by appt.
sgallo@holycross.edu



Gender and Society

How does your sex, gender, or sexual identity shape the way you learn, love, work, thrive, and suffer? And furthermore, what is sex? And what is gender? What is deeply social about an individual's sexuality? How do our social relationships govern our gender identity and sexual practices? In this course we will discuss the sociological experience of sex, sexuality and gender. We will look at how these categories are both constituted by and constitute beliefs and social institutions. We will survey sociological studies of gendered interactions and explore the value of sociological methods for understanding and transforming gendered norms.

By the end of this course you will be able to:

- Identify how gender is constructed as a “social fact”
- Explain the value of sociological methods for analyzing gendered interactions and,
- Apply a “sociological imagination” to your day-to-day observations on sex and gender in society.

The course will develop through five sections that tie sociological methods and theories to empirical studies and discussions of sex and gender: 1) Socialization 2) Sexuality and Gender 3) Theories and Frameworks for Studying Gender 4) Gendered Livelihoods, and 5) Movements and Change. Over the course of the semester you will sharpen your critical analysis skills and develop a research paper that integrates salient themes covered in our readings and your individual interests and research.

Course Requirements

This course combines lectures, in class discussions, personal observations and commentary, two reading exams, and several small critical papers to explore how sex and gender shape our social experience. You are expected to contribute to your own learning of these topics in the following ways:

Participation (10%)

In-class participation will account for 10% of your final grade. Participation can be the active contribution to class discussions, the care given to class assignments, or an insightful question outside of class. While I lecture on background and supplementary materials I like to hear

everyone's responses to the readings and will facilitate an engaged discussion. I will provide reading questions in advance of each class. They will not be graded but will help you prepare for class discussion.

Reading Exams (40%)

We will have two reading exams, a mid-term and a final, worth 20% each. The exam questions will be developed from the reading questions posted prior to each class discussion as well as lecture and in-class discussion of the readings. Staying on top of the readings will be crucial for exam success!

In-class learning (15%)

There will be a few in-class learning exercises, a film response, a group analysis, and I reserve the right to throw in a quiz if we slack on the readings.

Assignments (35% combined)

You will have one short and one longer paper to write, which will be developed in smaller drafts. The first one will be a reading application to a film and will have a very structured format, outlined in instructions distributed in class. This paper will be worth 15%. The second paper will be a longer and more in-depth analysis of a social problem of your choice that is approved by me and which directly draws on course material. This paper will be worth 20% of your grade.

Students are expected to adhere to the [Holy Cross Academic Honesty Policy](#) when completing both assignments and examinations.

Classroom Engagement Guidelines

I ask that you be respectful of the variety of experiences and views presented in the readings and shared in the classroom. We will consider a range of approaches to sometimes controversial topic discussions. I do not expect you to agree with the views of all of the authors or your classmates, but I do expect you to consider them analytically.

I also do not allow laptops, iPads, or other personal screened devices in my classroom. Cognitive evaluations of classroom learning show that the retention of knowledge is significantly greater when students write classroom notes by hand. These devices also tend to interrupt the learning of your peers and the overall communication and engagement dynamics of the classroom.

Special Accommodations

Should you be in need of any special accommodations please let me know in the first two weeks of class. Please see the Office of Disability Services to provide you with the proper documentation. <http://offices.holycross.edu/disability-services>.

Course Resources

The following texts are required and are available either as a purchase through the Holy Cross bookstore or on reserve in the library. You can also purchase affordable used copies online through Amazon, Alibris, or any used book vendor. Additionally, I will hold two copies on course reserves at Dinand’s front desk. There, you may check the books out for 2 hours at a time. Scheduling your reading times in advance of class will be key if you rely on reserves, because reserves books are shared among other students.

The “**Primary Text**”, as noted below, will serve as a foundational introduction to the key concepts and salient frameworks for each substantive topic we explore.

- *Gender: Ideas, Interactions, Institutions* (2015) Lisa Wade and Myra Marx Fereee.

Two additional texts we will read are:

- *Global Woman: Nannies, Maids and Sex Workers in the New Economy* (2004) Barbara Ehrenreich and Arlie Hochschild
- *Dude, You’re a Fag!* (2011) C.J. Pascoe. (**available in library as an eBook!**)

The rest of the course readings will be provided on the course Moodle site. This includes articles and book excerpts.



Course Schedule

Your Moodle site is arranged by topic, where you will find assigned articles and supplementary readings or other resources in each topic folder. I will also post that day’s lecture PowerPoints following (not prior to) the lecture is given.

In advance of each class I may send out a quick announcement via the Moodle site of how best to engage with the reading and prepare for the next class.

Once you have read this syllabus in its entirety, send me an email which notes your agreement to the guidelines and expectations outlined in the syllabus, poses any remaining questions you may have, and will act as your first participation grade points for the semester.

Section I. Socialization: *How Do We Learn Gender?*

Day/Date	Topic	Readings/Assignments Due
1/20 Tuesday	Introduction/Overview	Welcome back!
1/22 Thursday	Studying Gender as a “Social Fact”	Primary Text: Introduction Excerpt: Lorber, Judith. Night to his Day

		Article: Barres, Ben (2006) “Does Gender Matter?”
1/27 Tuesday	How Does Socialization Occur?	Primary Text: Chapter 2, “Ideas” Article: Gould, Lois. 1972. “X: A Fabulous Child’s Story.” Article: “Doing Gender”
1/29 Thursday	Schooling and Gender Practice	Article: Martin, Karin. 1998. “Becoming a Gendered Body: Practices of Preschools.” <i>American Sociological Review</i> 63: 494-511.
2/3 Tuesday	Sports and Gender Identity	Article: Messner, Michael. “Boyhood, Organized Sports and the Construction of Masculinities”
2/5 Thursday	School and Gendered Orientations	Book: <i>Dude, You’re a Fag!</i> “Making Masculinity”, “Becoming Mr. Cougar”, “Dude, You’re a Fag!”
2/10 Tuesday	School and Gendered Orientations	Book: <i>Dude, You’re a Fag!</i> “Compulsive Heterosexuality”, “Look at my Masculinity!”, “Conclusion”

Section II. Sexuality and Gender: *What is the difference between sex and gender? How do these categories shape who we are?*

2/12 Thursday	Gender and Sexuality	Articles: Zucker, Kenneth J. “Intersexuality and Gender Identity Differentiation” Fausto-Sterling “The Five Sexes”
2/17 Tuesday	Gender and Sexuality Paper #1 Due!	Primary Text: Chapter 10, “Sexualities”
2/19 Thursday	Gender, Sex, and Love	Excerpt: <i>The Gender of Desire</i> (in library as an EBOOK) read Chapters 1 and 2 Or Excerpt: <i>Odd Girls and Twilight Lovers</i> , posted chapters
2/24 Tuesday	Gender, Sex, and Love	Excerpts: Dworkin, Andrea. <i>Intercourse</i> , Chapters 1 & 7

		Text: <i>Global Woman</i> , chapters “Because She Looks Like a Child” and “Selling Sex for Visas”
2/26 Thursday	Gender and Reproduction	Articles: Martin, Emily and Barbara Laslett. “The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles” Steinem, Gloria, “If men could menstruate”
3/3 Tuesday	SPRING BREAK	Enjoy!
3/5 Thursday	SPRING BREAK	Enjoy!

Section III. Theorizing Gender: *How do we explain gender in society?*

3/10 Tuesday		Midterm
3/12 Thursday	Theory Overview	Primary Text: Chapters 3, 4, and 8 (“Bodies”, “Performances”, and “Institutions”)
3/17 Tuesday	Biological Explanations	Article: “Strategies of Mate Selection and Reproduction”
3/19 Thursday	Socialist Feminism	Article: “Marxism, Method, and the State”
3/24 Tuesday	Social Constructionism Paper Topic Due	Excerpt: <i>Why Love Hurts</i> , “The Great Transformation of Love” and “Commitment Phobia”
3/26 Thursday	Standpoint Theory	Primary Text: Chapter 5, “Intersections” Article: “Feminist Standpoint Theory”

Section IV. Gendered Livelihoods: *How are our personal and political livelihoods gendered?*

3/31 Tuesday	Mental Health and Emotions Theory Assignment Due	Article: Smith-Rosenberg, Carroll. “The Hysterical Woman: Sex Roles and Conflict in Nineteenth Century America” Article: “Managing Emotional
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		Manhood”
4/2 Thursday		Easter Break!
4/7 Tuesday	Transgender and Healthcare	Article: Lorber, “Men as Women and Women as Men: Disrupting Gender” (text) Article: “Iran’s ‘Diagnosed Transsexuals’
4/9 Thursday	Gender and Labor	Excerpts: <i>Gender and the Welfare State</i> Text: <i>Global Woman, “Love and Gold”</i> Or “Clashing Dreams”
4/14 Tuesday	Gender and Politics Paper Outline and History Due	Excerpts: <i>Gender and Justice</i> , “Gender as a Social Process”, “Mobilizing Emotions”, and “Backlash against Women Judges”

Section V. Transforming Gender: *How do Movements Shape Change?*

4/16 Thursday	Violence against Women	Excerpt: <i>The Gender of Desire</i> , Chapter 4, “Sexual Violence” (Library Ebook) Text: <i>Global Woman</i> , “America’s Dirty Work”
4/21 Tuesday	How to Address Gendered Social Problems	Primary Text: Chapter 9, “Change” Videos: “Rape Myths on Trial”, “Flirting with Danger” (you will find them both on holycross.kanopystreaming.com) Article: Choose one article listed on “Sexual Assault on Campus”: http://www.npr.org/series/339884470/a-closer-look-at-sexual-assaults-on-campus
4/23 Thursday	Violence against Women and International Activism	Excerpts: <i>Human Rights and Gender Violence: Translating International Law into Local Justice</i> .
4/28 Tuesday	Gender Equality and International Activism	Article: “Globalization and the International Gay/Lesbian Movement”
4/30	Gender Equality and	NGO Presentations

Thursday	International Activism	
5/5 Tuesday	Study Session	
	Exam Date Final Paper Due Sat. May 9, 5pm on Moodle	TBA