

Tues, Thurs 2-3:320 PM. Peterson 103.

**Student Hours** (Office hours) w TA Zosia Cooper. [zcooper@ucsd.edu](mailto:zcooper@ucsd.edu), Tues & Thurs, 3:20pm-4:20pm. [Book here](#) .[Links to an external site.](#)

**Student Hours w Prof** (AKA office hours) drop in on **Zoom**: Mondays 1-2 PM and Fridays 3-4 PM, or by appt. (Link in Canvas Read First module)

Email me at [mblairloy@ucsd.edu](mailto:mblairloy@ucsd.edu) and **\*Put Soci 118 in subject line\***

**Use Canvas** for announcements, readings, lecture notes, and assignments. (For help on Canvas: [servicedesk@ucsd.edu](mailto:servicedesk@ucsd.edu), 858-246-4357)

This course studies the social construction of gender in the contemporary U.S. Gender helps constitute our personal identities and shapes the social and cultural structures that impact our opportunities. The construction of gender and gender inequality often operate under the radar. The course introduces social scientific research and encourages personal reflections on factors shaping gender in your life and the lives of those around you. This Syllabus is your guide.

### COURSE OBJECTIVES

1. Study sociological research to sharpen your analytical understanding of gender, with a focus on the contemporary United States.
  - a. Understand gender as a social structure, with causes and consequences at the macro level, interactional, and individual levels of analysis.
  - b. Understand how power inequalities help shape the different opportunities available to folks of different genders.
  - c. Begin to explore the complicated relationships between human bodies, gender, and inequalities.
  - d. Begin to explore how gender presentation/expression is often affected by power inequalities.
  - e. Begin to explore how gender intersects with other socio-demographic identities, including race/ethnicity, social class, and sexual orientation.
2. Based on this sociological understanding, develop empathy and emotional intelligence to see the often-hidden social causes and effects of gender for a variety of folks.
3. Practice analytical writing on these topics.
4. Build your skills in respectfully commenting and collaborating on course assignments with your assigned Group, consistent with UCSD Principles of Community. (<https://ucsd.edu/about/principles.html>)
5. Reflect on the socially structured opportunities and barriers facing you and others.
6. Uphold academic integrity and appropriate citation practices (more information below)

**COURSE REQUIREMENTS:** Follow this Syllabus as your guide to due dates and times. Do not rely on Canvas assignment deadlines, since I allow some late items, with penalty.

### You are responsible for Announcements & other info posted on Canvas

**Attendance** is encouraged always unless you are ill. Attendance is required for in-class assessments: (i) Group Discussions of your Discussion Board papers; (ii) in-person Quizzes; and (iii) final exam. No quiz make-ups. I drop the lowest in-person quizzes. Save this drop in case you need a sick day.

**Readings and Films:** Complete by Tuesday class each week unless otherwise assigned.

- **Purchase one book:** Lisa & Ferree, Myra Marx. 2019. *Gender: Ideas, Interactions, Institutions*, **2<sup>nd</sup>** EDITION only. Buy paperback copies from the UCSD Bookstore or from an online vendor.
- Other required readings are in the Canvas Readings Module or linked in syllabus.
- 1 Required short talk videorecording by sociologist Georgann Davis, "This Girl Has Balls"
- 2 Required Films (streamed on [kanopy.ucsd.edu](http://kanopy.ucsd.edu) at the library or at home using your library VPN): "The Mask You Live in" and "Miss Representation"

**Other course requirements:** Follow this Syllabus as your Guide

Topic	Due Date	Course %	Other info	Objectives
Course Readings and Media (noted above). Complete readings by Tuesdays		foundation	<i>Gender</i> , 2 <sup>nd</sup> ed. by Wade & Ferree (copies at UCSD bookstore or online). Plus readings on Canvas Readings Module or Linked in Syllabus. 2 films plus one video to stream at home (VPN) or library.	1
Course Meets Tuesdays and Thursdays		foundation	In class. Slides listed in Canvas Slides Module.	1
Practice Quiz. Important for practicing Respondus Lockdown Browser.	Tu Oct 10			
Four In-class Quizzes. Closed book/notes. LockDown Browser.	Oct 17, Nov 2, Nov 16, Nov 30	13 pts ea X 3 quizzes = 39	<b>Use your laptop &amp; Respondus Lockdown Browser for all Quizzes &amp; Final Exam</b> <b>No</b> make-up Quizzes. Lowest score dropped. Save this “drop” in case you need a sick day later.	1, 5, 6
Discussion Board Paper A	Oct 26 Noon (new date)	10	In a separate word processing program, compose a take-home paper that answers the Prompt. Copy and post it on Canvas Discussion Board. Each paper is 500-600 words. Open-book/notes, <b>course sources only</b> . Cite sources and follow Academic Integrity guidelines. Late papers lose 2 points for every 24-hour period or fraction thereof late.	All, esp. 3 & 6
Discussion Board Paper B	Nov 7, 10 AM	10		
Replies to Paper A	Oct 26, in class	3	Write a separate 140-150 word Reply to each Paper written by one of your assigned Group members due 24 hours later. Reply by name, e.g., “Hi Chris.” Debate and disagreement are fine if done respectfully. <b>No credit for late Replies</b> ; this is a time-sensitive assignment with follow up in-class Discussions. Follow principles of community: <a href="https://ucsd.edu/about/principles.html">https://ucsd.edu/about/principles.html</a>	All, esp. 3 & 4
Replies to Paper B	Nov 8, 10 AM	3		
In-class Discussion of Paper A	Oct 26	2	In-class Discussion with your Group on your Papers, Replies and response to additional Qs. Follow principles of community: <a href="https://ucsd.edu/about/principles.html">https://ucsd.edu/about/principles.html</a>	1, 2, 4, 5
In-class Discussion of Paper B	Nov 9	2		
[Optional extra credit opportunity in-class]	Thurs Dec 7	[up to 5 extra credit pts]	[Optional In-class Quiz, including short essay. Lockdown Browser.]	1, 2, 3, 6
Final Exam in-class. In-person. Requires Lockdown Browser	Th Dec 14. 3-6 PM	31	No make-up final exam (Info on requesting an Incomplete under appropriate circumstances: <a href="https://students.ucsd.edu/academics/exams-grades-transcripts/grades/request-remove-incomplete.html?_ga=2.65569262.1785000674.1601755778-1490811911.1601755778">https://students.ucsd.edu/academics/exams-grades-transcripts/grades/request-remove-incomplete.html?_ga=2.65569262.1785000674.1601755778-1490811911.1601755778</a> )	1, 2, 3, 6

## HOW TO CITE

In papers and in short-essay questions on quizzes and the final exam, **cite your sources**. Give credit to the sources whenever you use them for concepts, key terms, data, findings, conclusions. Avoid inadvertent plagiarism. Just use the in-text citation method, adding (Author, Date) into relevant sentences. *Example: The effects of sexual harassment include career disruption and financial stress for survivors (McLaughlin, Uggen and Blackstone, 2017).* If a quotation, add the page number after the date. Do not use sources outside the syllabus or prompt. (This is APA in-text format [https://sociology.ucsd.edu/files/undergraduate/resources/uc\\_apaguide.pdf](https://sociology.ucsd.edu/files/undergraduate/resources/uc_apaguide.pdf).) No works cited (bibliography) page is needed, since all your sources are from the syllabus.

## ACADEMIC INTEGRITY

Review UCSD's Academic Integrity policy. "Excelling with integrity means that we aim for the highest possible achievement using only honest, respectful, responsible, fair, and trustworthy methods" (<http://academicintegrity.ucsd.edu/excel-integrity/index.html>). The work you submit must be your own. Serious violations will lead to an F course grade and referred to the college for administrative action.

The take-home Discussion Board papers are open book/open notes, **course sources only**. As stated on the Academic Integrity tab on Canvas: "Open books/notes" does not mean that you can get other people - whether those people are friends, family or some "tutor" or "freelancer" on a website - or artificial intelligence" to help. For all course assignments, "stay away from sites and tools (e.g., Chegg, Coursehero, ChatGPT, CoPilot) that will do your work for you - such actions will undermine honesty and fairness, violate the trust of me and your peers, and result in an academic integrity violation and a report to the Academic Integrity Office. Remember - I care about what you know and can do, if you're learning; I don't care what someone else or something knows or can do." If you're not sure which tools are appropriate, just ask me (no judgement). Or, ask the Academic Integrity Office (Virtual Front Desk - <https://ucsd.zoom.us/j/476444527> - or by email: [aio@ucsd.edu](mailto:aio@ucsd.edu)). For more, see <https://academicintegrity.ucsd.edu/faq/index.html>

## LOCKDOWN BROWSER FOR QUIZZES AND FINAL EXAM. Do the Practice Quiz to practice this!

Watch this video to learn about LockDown Browser: <https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

### Download Instructions:

Download UCSD's LockDown Browser in advance directly via this link: <https://download.respondus.com/lockdown/download.php?id=953813920>

Then close all Programs on computer and launch LockDown Browser. (This may be a desktop shortcut or may be something you search for in your application list or search bar, etc.).

Once it is launched, it should prompt you to log in with your UCSD credentials. That will indicate that you have correct UCSD version. After they log in, you will see your Canvas dashboard. Navigate directly to my course and to the Quiz or exam we are taking and begin Quiz (when available).

Alternatively, if you have not already installed UCSD's LockDown Browser when you have attempted to start a Quiz that requires it using the instructions below.

- Select a quiz from the course
- If you have not already installed UCSD version of LockDown Browser, select the link on the Quiz to download the application and follow the installation instructions
- Return to the quiz page in a standard browser
- LockDown Browser will launch and the quiz will begin
- In theory, LockDown Browser only needs to be installed once per computer or device and is supposed to start automatically from that point forward when a test requires it. However, sometimes it has to be downloaded again, prior to taking the test.

When taking a test (e.g., quiz or exam) on Canvas, follow these guidelines:

- Turn off all electronic devices (except for the laptop on which you are taking the quiz), phones, etc. and put them away out of reach.
- Clear your area of all external materials - books, papers, other computers, or devices
- Remain at your desk for the duration of the test

- LockDown Browser will prevent you from accessing other websites or apps
- You will be unable to exit the test until all questions are completed and submitted

#### Getting Help

The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. Go to Knowledge Base at [support.respondus.com](https://support.respondus.com). Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles. If you still need help, go to [support.respondus.com](https://support.respondus.com) and select "Submit a Ticket". Provide detailed info about your problem and what steps you took to resolve it.

## Course Schedule Soci 118 Sociology of Gender

W K	DATE Fall 2023	TOPIC & Prof Blair-Loy's Lectures (Slides in Module)	READINGS (in Canvas Readings Module) & Other Media	ASSIGNMENTS & ASSESSMENTS
0	Th Sep28	Course Intro		
1 Tu Oct 3: No class				
1	Th Oct 5	Core Concepts: Culturally constructed Binaries, Distinctions & Inequalities	<p>Wade &amp; Ferree. 2019. Chap. 2: "Ideas" in <i>Gender: Ideas, Interactions, Institutions</i> (copies at UCSD Bookstore or online)</p> <p>Gold, M. "ABCs of L.G.B.T.Q.I.A.+ " 2018, updated 2019. <a href="https://www.nytimes.com/2018/06/21/style/lgbtq-gender-language.html?login=email&amp;auth=login-email">https://www.nytimes.com/2018/06/21/style/lgbtq-gender-language.html?login=email&amp;auth=login-email</a></p> <p>Jones. 2022. "LGBT Identification in U.S. Ticks up to 7.1%" news.gallup.com</p> <p>Hauser. "Baptist Pastor Is Fired After Coming Out as Transgender" July 23, 2020. <i>New York Times (NYT)</i>. <a href="https://www.nytimes.com/2020/07/23/world/canada/junia-joplin-transgender-lorne-park-baptist.html">https://www.nytimes.com/2020/07/23/world/canada/junia-joplin-transgender-lorne-park-baptist.html</a> . Pastor Joplin's video, minutes 10-20, embedded in Hauser <i>NYT</i> article or here: <a href="https://www.youtube.com/watch?v=S_VFXQXh2Xo">https://www.youtube.com/watch?v=S_VFXQXh2Xo</a></p> <p>Dave Zirin . "The NFL's in denial about depression: While the league parties on, some of its players are secretly hurting." <i>Los Angeles Times</i> Opinion page Sept. 21, 2008 <a href="https://www.latimes.com/la-oe-zirin21-2008sep21-story.html">https://www.latimes.com/la-oe-zirin21-2008sep21-story.html</a></p>	
2	Tu Oct 10 Th Oct 12	Bodies & Culture, Nature & Nurture	<p>Wade &amp; Ferree. Chap 3. Bodies.</p> <p>Moshe Hoffman et al. 2011. "Nurture Affects Gender Differences in Spatial Abilities." <i>PNAS</i> 2011 (108, 36).</p> <p>Required short talk by sociologist Georgiann Davis: "This Girl has Balls" <a href="https://www.youtube.com/watch?v=RtjVqsIME2A">https://www.youtube.com/watch?v=RtjVqsIME2A</a></p>	Tu Oct 10: Practice Quiz Important for using LockDown Browser.
3	Tu Oct 17  Th Oct 19 No class, watch film on your own	Masculinities	<p>Wade &amp; Ferree. Chap 6. Inequalities: Men and Masculinities.</p> <p>Connell &amp; Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." <i>Gender &amp; Society</i> 19. Required pp. 829, 832-835, 846-848.</p> <p>From home or the library, stream <b>required</b> Film: "The Mask You Live In" 2014, dir. by Jennifer Siebel Newsom with Representation Team. <a href="https://ucsd.kanopy.com/video/mask-you-live">https://ucsd.kanopy.com/video/mask-you-live</a></p>	<b>Oct 17: Quiz 1</b>  Find your assigned Group on Canvas (see "Read First" module or People tab.)

4	Tu Oct 24 Th Oct 26	Masculinities, cont.		<p><b>Oct 26: Paper A due Noon</b></p> <p><b>Oct 26: Paper A Replies written during the In-class Group Discussion</b></p>
5	Tu Oct 31 Th Nov 2	Femininities	<p>Wade &amp; Ferree. Chap 7. Inequality, Women &amp; Femininities</p> <p>Longman. 2017. "Number of Women Coaching in College has Plummeted in Title IX era" <i>New York Times</i>.</p> <p>Cottom, Tressie McMillan. 2019. "In the Name of Beauty" chapter from <i>Thick and Other Essays</i>. The New Press.</p> <p>From home or library, stream <b>required</b> Film: "Miss Representation" Film. 2011. Dir. by Jennifer Siebel Newsom. <a href="https://ucsd.kanopy.com/video/miss-representation-0">https://ucsd.kanopy.com/video/miss-representation-0</a></p> <p><u>Recommended, not required</u>: Schippers, M. 2007. "Recovering the feminine other: masculinity, femininity, and gender hegemony." <i>Theory and Society</i> 36, pp. 94-98.</p>	<p><b>Nov 2: Quiz 2</b></p>
6	Tu Nov 7 Th Nov 9	Intersections	<p>Wade &amp; Ferree. Chap 5: Intersections.</p> <p>Moore, Mignon. 2008. "Gendered Power Relations among Women: A Study of Household Decision Making in Black, Lesbian Stepfamilies." <i>Amer. Socio. Review</i>.</p> <p>Carroll, Megan. 2018. "Gay Fathers on the Margins: Race, Class, Marital Status, and Pathway to Parenthood."</p>	<p><b>Nov 7: Paper B due 10 AM</b></p> <p><b>Nov 8: Paper B Replies due 10 AM</b></p> <p><b>Nov 9: In-class Group Discussion &amp; Report on Paper B</b></p>
7	Tu Nov 14 Th Nov 16	Interactions & Performances	<p>Wade &amp; Ferree. 2022. Chap. 4: Performances.</p> <p>Pascoe, C.J. 2005. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." <i>Sexualities</i> 8:329-46.</p> <p>Thebaud and Taylor. 2021. "The Specter of Motherhood: Culture and the Production of Gendered Career Aspirations in Science and Engineering." <i>Gender &amp; Society</i>.</p> <p>Martin, Karin. A. 2009. "Normalizing Heterosexuality: Mothers' Assumptions, Talk, and Strategies with Young children." <i>Amer. Socio. Review</i>.</p> <p><u>Recommended, not required</u>: West &amp; Zimmerman. 1987. "Doing Gender." <i>Gender &amp; Society</i>. 1: 125-127, 135-147 only. Christopher, K. 2012. "Extensive Mothering: Employed Mothers' Constructions of the Good Mother."</p> <p>Musto, M. 2019. "Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence." <i>Amer. Socio.Review</i> 84: 369-393.</p>	<p><b>Nov 16: Quiz 3</b></p>

8	No class Nov 21 or 23 Thanksgiving holiday		Catch up on readings. Read ahead for Week 9.	
9	Tu Nov 28 Th Nov 30	Sexualities	Wade & Ferree Ch 10: Sexualities  Elizabeth A. Armstrong, Paula England, and Alison C.K. Fogarty: <i>Orgasm in College Hookups and Relationships</i> . Pp.. 362 – 377.  Connor. 2019. “The Gay Gayze: Expressions of Inequality on Grindr.” <i>Sociological Quarterly</i> .	<b>Nov 30: Quiz 4</b>
10	Tu Dec. 5 Catchup & Review  Th Dec: 7 <b>No class unless</b> you take the extra credit Quiz. (Lockdown Browser)		Dunn. 2023. “The Life-Changing Magic of a Urologist: Here are three issues you may want to address with a professional.”	
F	Th Dec 14 3-6PM Final exam in-class in-person in Peterson Hall 103. Requires Lockdown Browser.			