

Sociology of Gender

Sociology 325//Fall 2015
Monday & Wednesday 12:30pm-1:45pm
California State University; Long Beach

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Monday 11:00am-12:00pm

Introduction

This course examines the social construction of gender. We will explore gender ideologies, socialization, femininity, masculinity, and gendered inequalities. Furthermore, we will evaluate how gender interacts with societal institutions including work, family and media.

We will analyze and critique the social forces that impact gender in a collaborative learning environment. We will be actively creating our course learning opportunities together in each class meeting. I *love* this course, and I am hoping that by the end of the semester you will develop a deep appreciation for the subject too.

Intended Learning Outcomes

I look forward to exploring various gender-focused sociological perspectives with you. The intended learning outcomes for this course are to:

- * Introduce fundamental theoretical discussions and debates in the field.
- * Analyze gender related issues with a sociological lens.
- * Evaluate and think critically about your personal experiences with gender.
- * To conceptualize and debate gender ideologies within the context of ongoing societal changes.

Required Texts

Gender: Ideas, Interactions, Institutions
Lisa Wade & Myra Marx Ferree
ISBN: 9780393931075

The Handmaid's Tale
Margaret Atwood
ISBN: 9780385490818

Supplemental articles will be provided on BeachBoard

Course Work

Reading Analysis

You must complete all assigned readings, they are an integral aspect of the learning opportunity within this course. With this preparation you should be ready to contribute your thoughts to class activities and discussions.

Each week you will be required to create a brief piece of writing that demonstrates your engagement with EACH reading. To clarify, when there is a chapter and two supplemental articles to read, there are three reading analysis papers due. Work is due each Monday by 12:30pm in a weekly BeachBoard dropbox.

This assignment is intended to encourage your engagement with the topics, it is not simply a summary. Your answers should be concise, but must exhibit a strong dedication to the analysis of class readings. It is important to identify the theme of the reading and explore main concepts with a breadth and depth of analysis.

Please feel free to critique the readings; if there is something you do not agree with I want to hear your thoughts.

Symposium Notes and Questions

Symposiums are student-created curriculum. You will be required to bring **five typed discussion questions** from readings and classroom learning to possibly be used in group symposiums. The five symposium questions need to be based on each of the previous week's course content. For instance, in the first symposium you will write a question for weeks one, two, three, four and five. Your questions need to be clear, open-ended, and ready to compel your classmates to analyze the concepts. *Ask the questions you would be interested in answering.* More information about Symposiums can be found in the content section of BeachBoard under the Course Resources module.

Journals

The journal assignment is an opportunity to analyze your own experiences within the context of our course readings. There will be three journals due throughout the semester.

The journal prompts are:

- * Journal One: Do you think you are a stereotypical man or women? Why or why not?
- * Journal Two: Share three examples of when you either conformed to gender rules or broke them. Was it a positive experience? Negative? Explain why.
- * Journal Three: What gender ideologies do you think your parents believed in? Did they agree with each other? Did their ideologies change over time? Why or why not?

Each journal entry should:

- * Be two to three pages in length
- * Be double-spaced, 12 point font, with 1 inch margins.
- * Be stapled. If it is not, you will lose five points.
- * Be well organized with a strong and coherent presentation of ideas.
- * Have excellent use of grammar, punctuation and spelling
- * **Utilize at least two course readings.** Simple, in-text citations with the author's last name and page number will suffice. The format should be as follows (Author Last Name; Page Number)
- * Not quote excessively. If you must quote, keep it as brief as possible.

Participation

This class will be an active learning environment, creating numerous opportunities to earn participation points. I am eager to hear what you have to say and to learn from your unique perspectives. **Please keep in mind that all commentary must be respectful of our learning community and especially of your fellow classmates.** Your participation grade comprises an important portion of your overall point total for this course and participation may not be made up, so it is recommended that you are mindful of your absences.

Although this work is a key aspect of the learning process in this class, it is intended to be creative and enjoyable. Some of the opportunities to earn participation points will be...

- * Written work completed during class time
- * Contributions to class discussions
- * Work completed as a group
- * Handing in notes taken during a video
- * Activities prepared at home and shared in class
- * Introduction card (if it is not turned in you will lose 10 points off your overall participation score)
- * Book Club: We will be reading a fictional work "The Handmaid's Tale" by Margaret Atwood as an examination of the possibility for gendered power and societal change. You will be creating a discussion question and we will gather as a class to critique the book within the larger context of course topics.

Participation will be graded via a tracking sheet you will hand in three times this semester, along with any individual participation work completed within the timeframe. You will fill in the date and activity name and you must have it initialed that day in class with no exceptions. I will make my way around the room to mark for participation, you must have your sheet ready to be initialed, otherwise no credit will be given for that activity. You can print out your form from the content section on BeachBoard.

Each sheet will be worth 40 points, which will be tabulated by tallying the number of activities within the timespan and dividing it into 40. You will receive credit for every initialed activity, minus any points for noncompliance of course policies.

Tests

There will be four assessments total, two tests, a midterm and a final. Each assessment will have 40 objective questions (multiple-choice) and require an 882 Scantron form. In addition to multiple-choice, the midterm will have one essay question and the final will have two essay questions worth twenty points each.

"Getting to Know You" Meetings

I am a big believer that anonymity does not serve students well. Students who make a point to reach out to their professors receive far more support and are ultimately more successful. I would love to meet with each one of you for a few minutes during my office hours to get to know you better and to answer any questions you may have about the course. If you come by for a get-to-know-you meeting you will earn three extra credit points towards your final grade.

Course Policies

Attendance

Attendance is required in order to be successful in this class. Remember, class participation activities are a large portion of how you will earn points and you will not be able to make them up after any absence. At any time during the semester, if punctuality becomes an issue, there may be a sign-in sheet that you must sign before class. If you do not sign it before 12:31pm, you will be marked late. Being late may result in the loss of up to five points on each participation tracking sheet.

Late Work

- * If need be, you may turn in one journal at the class meeting immediately following the due date. It can receive a maximum of 70% credit.
- * Your lowest reading analysis score will be dropped. Therefore you may miss one without a penalty. Beyond that, no late reading analysis will be accepted.
- * Symposiums and participation are collaborative classwork, therefore they may not be made up for any reason.
- * There will be no make-ups on exams except for **documented** emergencies and medical reasons. Make-ups will only be allowed at my discretion, with the submission of an acceptable form of written documentation; such as a doctor's note, jury duty notice, funeral announcement, accident report and so forth. Make-up exams will consist of three essay questions.

Withdrawal Policy

It is your responsibility to withdraw from class. If you wish to withdraw, please obtain the necessary paperwork and signatures. The University's semester class schedule can be consulted for all pertinent add/drop deadlines.

Cell Phones and Laptops

I adhere to a strict **no cell phone** policy. They must be put away in your bag, **not** on your desk. Please turn them off/completely silent (no vibration mode) before class begins.

Cell phones are allowed to be out for only two reasons...

1. You have spoken to me before class to alert me that there is a personal matter that you need to be available for.
2. You are researching specifically for the current class activity.

Laptops/Tablets must only be utilized for note-taking purposes. **If I observe unapproved laptop or cell phone usage during class time, the entire class will be docked one participation point per occurrence.** Be respectful of your classmates and please ensure that you do not negatively impact their grade.

Grading

Please keep in mind you are responsible for your grade throughout the semester. Realizing at the end of the semester that you did not put in the work to earn the grade you wanted is a lousy feeling. The points you earn on assignments and tests will be posted on BeachBoard in a timely manner, so please take time to check on your grade. At the conclusion of the semester I will not negotiate a higher grade than you earned for any reason. I will not be available for emails about your final grade or any missed assignments, be mindful to plan accordingly. The points will be ready and waiting to be earned, including extra credit opportunities, and I am extremely eager to see all of you excel this semester.

Course Work	Points	Approximate Percentage of Grade
Journals	30 points each = 90	14%
Reading Analysis	10 points each = 110	20%
Symposium	20 points each = 60	10%
Tests	40 points each = 80	13%
Midterm	60	10%
Final	80	13%
Participation Tracking	40 points each = 120	20%
Point Total	600	100%

Scale

A 100%-90% B 89%-80% C 79%-70% D 69%-60% F 59% and below

Students with Disabilities

If you have a documented disability that may impact your ability to carry out the course work or assessments please contact the CSULB Disabled Student Services (DSS), Brotman Hall room 270, (562) 985-5401. I ask that you inform me of any learning issues during the first week of class. I am committed to working with the DSS to create the accommodations needed in order for you to be successful in this course.

Academic Integrity

Academic dishonesty will not be tolerated. All academic misconduct (e.g. cheating on assessments, plagiarism, etc.) will be dealt with according to the University's Academic Integrity Committee. See the Undergraduate Catalog for the full policy. Please note that during tests you may not have anything on your desk, including water bottles. If a phone is out during a test it will result in an automatic failure of the exam.

Disclaimer

I reserve the right to make changes to the syllabus during the semester. Any changes made will be announced in class and/or posted on BeachBoard.

Course Schedule

Readings: Gender = Gender; Ideas Interactions & Institutions Wade & Ferree BB = Article on BeachBoard

Week One

August 24 & 26

Topic... Syllabus & Course Introduction

Due: *Introduction Card* 8/26

Week Two

August 31 & September 2

Topic... The Gender Binary & Gendered Ideologies

Readings

Gender- Introduction & Ideas p. 2-33

BB- "Doing Gender" Candace West & Don H. Zimmerman

"Theoretical Perspectives and Feminist Frameworks" Linda Lindsey

Due: Reading Analysis 8/31

Week Three

September 9

Topic... The Genetic & Biological Differences between the Sexes

Readings

Gender- Bodies p. 34-57

BB- "The Five Sexes; Why Male & Female Are Not Enough" Anne Fausto-Sterling

Due: Reading Analysis 9/9 & *Journal One* 9/9

Week Four

September 14 & 16

Topic... Gender Performance & Rules

Readings

Gender- Performances p. 58-81

BB- "'This Isn't An Act!' The Sociology of Gender Performances" Nathan Palmer

Due: Reading Analysis 9/14 & *Test One* 9/16

Week Five

September 21 & 23

Topic... Intersectionality: Gender, Race, Ability and Socioeconomics

Readings

Gender- Intersections p. 82-111

BB- "On Privilege and Taking the Stairs" Sarah Moon

"This is What Happened When I Drove My Mercedes to Pick Up Food Stamps" Darlena Cunha

Due: Reading Analysis 9/21 & *Symposium One* 9/23

Week Six

September 28 & 30

Topic... Men and Masculinities

Readings

Gender- Inequality: Men & Masculinities p. 112-137

BB- "Masculinities" R.W. Connell

Due: Reading Analysis 9/28 & *Tracking Sheet One* 9/30

Week Seven

October 5 & 7

Topic... Women & Femininities

Readings

Gender- Inequalities: Women & Femininities p. 138-161

BB- "Feminism and its Branches" Linda Lindsey

"Where Do Negative Stereotypes About Feminists Come From?" Lisa Wade

Due: Reading Analysis 10/5 & *Journal Two* 10/7

Week Eight

October 12 & 14

Topic... How Gender Interacts with Societal Institutions

Readings

Gender- Institutions p. 162-187

BB- "Gender Neutral Toilet Signs" Sam Killermann

Due: Reading Analysis 10/12 & *Test Two *Midterm** 10/14

Week Nine

October 19 & 21

Topic... Gender & Cultural Historical Changes

Readings

Gender- Change p.188-219

Due: Reading Analysis 10/19

Week Ten

October 26 & 28

Topic... Gender and Sexualities

Readings

Gender- Sexualities p. 220-245

BB- "Ten Examples of Straight Privilege" Erin Tatum

Due: Reading Analysis 10/26 & *Symposium Two* 10/28

Week Eleven

November 2 & 4

Topic... Gendered Housework & Parenting

Readings

Gender- Families p. 246-279

BB- "Second Shift" Chapters 1 & 2 Arlie Hochschild

Due: Reading Analysis 11/2 & *Journal Three & Tracking Sheet Two* 11/4

Week Twelve

November 9

Topic... Families & Gender

Due: *Test Three* 11/9

Week Thirteen

November 16 & 18

Topic... Examining the possibility for gendered power and societal change

Readings

"The Handmaid's Tale" Margaret Atwood

Due: Book Club Discussion Question 11/18

Week Fourteen

No School...Thanksgiving

Week Fifteen

November 30 & December 2

Topic... Careers: Income Inequalities & Care Work

Readings

Gender- Work p. 280-313

BB- "Here's What That '78 Cents to a Man's Dollar' Wage Gap Statistic Really Means" Carmen Rios

"The 24/7 Work Culture's Toll on Families and Gender Equality" Claire Cain Miller

Due: Reading Analysis 11/30 & *Symposium Three* 12/2

Week Sixteen

December 7 & 9

Topic... Gender & Governance

Readings

Gender- Politics & Onward p. 314-352

Due: Reading Analysis 12/7 & *Tracking Sheet Three* 12/9

*** FINAL***

Wednesday 12/16/15 12:30pm

Symposium Question Rubric

Symposium: noun \sɪm-'pɒ-zē-əm also -zh(ē-)əm\

: a formal meeting at which experts discuss a particular topic

: a collection of articles on a particular subject

: a social gathering at which there is free interchange of ideas

Symposium One 9/23: One question from each week, one through five

Symposium Two 10/28: One question from each week, six through ten

Symposium Three 12/2: One question from each week, eleven, twelve, thirteen & fifteen with one more question from whichever week/topic you would like

All five questions must:

- Exhibit a complete understanding of the reading/class concept
- Have a clear and logical presentation
- Include a synthesis of sociological concepts
- Use language that skillfully communicates meaning with *simplicity* and clarity
- Be meaningful and engaging for class discussion
- Include correct spelling, punctuation, and grammar

Grading

Each question will then be graded on a one to four scale:

4 Points: A remarkable question. All criteria were accomplished with exceptional effort.

3 Points: A very good question. Demonstrates strong effort, however slight issues with criteria.

2 Points: A mediocre question. There was a lack of effort and/or certain issues with criteria.

1 Point: A weak question. Significant issues with criteria.

IN CLASS:

Three times this semester, we will get into groups to share our discussion questions with each other.

After sharing questions your group will select five questions to spend time answering together on one sheet that will be turned in at the conclusion of class.

Your group will also select three questions to send on to another group to answer. Those questions will be written on a blank sheet of paper and passed to the other group. Each group will write their names on the sheet of questions they were given to answer.

At the conclusion of class your group will turn in your own five discussion questions that were answered and the sheet with three questions from another group.

Make sure to write this work down on your participation tracking sheet and have it initialed during class time.