

# SOCIOLOGY OF GENDER

SOCIOLOGY 3500-01

SPRING 2019

ROOM: AGRICULTURE BLDG 2018

TIME: 9:35-10:50AM T/R

PROFESSOR: JENNIFER TABLER

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OFFICE: A&S 306

HOURS: T (2:45-4:15 PM) & R (11-12:30 PM)

**Pre-requisites:** Sociology 1000 or equivalent

## **Required Textbook:**

- 1) Wade, Lisa and Myra Marx Ferree. 2015. *Gender: Ideas, Interactions, Institutions*. New York: Norton.
- 2) Additional readings will be posted online

## **COURSE DESCRIPTION:**

Welcome to Sociology of Gender! In this course, students will be introduced to a wide variety of issues in the field of the sociology of gender related to sexuality, gender and identity. This course will span the spectrum of topics related to all genders. This includes women, men, intersex, transgender and others. Students will be exposed to how "binary" (man/woman) conceptualizations are historically contingent, and how notions of gender identity have changed over time. Students will be exposed to how individuals and institutions (including education, the family, politics, and employment) reinforce gender norms. Throughout the course, you will attain the following markers of sociological knowledge:

## **Learning Objectives:**

- Explore contemporary debates surrounding issues related to sex and gender from a global perspective.
- Examine the variety of theories used to explain gender inequality, sexual identity, gendered interactions and more.
- Develop a gender lens and consciousness and apply it to your everyday lives.
- Challenge preconceived notions about the social world and so-called common sense explanations for social phenomena.
- Cultivate and improve scholarly skills such as critical thinking and writing abilities.
- Recognize and analyze the structural advantages/disadvantages of varying social positions (i.e. race/ethnicity, class, gender, ability, sexuality and age).

## **Grades will be assigned as follows:**

A:90%+

B:80-89%

C:70-79%

D:60-69%

F:59% or below

## **EVALUATION:**

- **Six in-class activities or mini-quizzes:** randomly assigned in-class (lowest score dropped)—*20 pts total (4 pts each)*
- **Active learning reflections:**—*30 pts total (5 pts each)*
- **Written assignment**—*20 pts*
- **Final project:**—*40 pts*
- **Three exams:**—*90 pts total (30 pts each)*

**In-Class Activities-20 points:** Students will participate in 6 in-class activities (lowest dropped). These activities may be discussion-based, mini-quizzes, etc. These activities are a way of evaluating your attendance, as well as your engagement with the reading. Students **will not** be given advance notice of In-Class Activities.

**Active Learning Evidence & Reflections – 30 points:** Students will participate in 6 weekly active learning activities for each module, for which they will provide evidence and write a short reflection of the experience. Directions for these active learning activities are described in the corresponding modules.

- Follow the instructions for completing each activity.
- If noted in the directions, provide evidence of the activity's complete.
- Write a one-paragraph reflection of what you learned from the activity.

**Writing Assignment – 20 points:** Students will complete one small writing assignment in the course to develop academic writing skills and apply concepts learned in class to everyday life. In-depth guidelines are posted on Blackboard. Late assignments and emailed assignments will not be accepted.

**Gendered Scavenger Hunt** (Copelton 2013)

- Students will locate items from a list as they relate to gender in our world. For each item, you will answer the corresponding question and discuss it in terms of what you have learned in class. More information to come.

**Final Project – 30 points**

**Visualizing Gender Assignment** (Sargent and Corse 2013)

- Gender is a basic category of social life. You will create a digital photo essay of gender in everyday life from a performative and interactionist perspective – “doing gender” (West and Zimmerman 1987). The photo essay should focus on yourself or other people “doing gender,” or potentially challenging or “undoing” gender (Deutsch 2007). It involves (1) taking photographs that illustrate “doing” or “undoing gender” and (2) writing an essay response for each photograph.

**Exams – 90 points:** Three exams (30 points each) will be administered in this course to assess student learning. Each exam will consist of true/false, multiple choice and essay questions. Each exam will include material covered since the previous exam. The final exam is NOT cumulative.

- You will have 75 minutes to complete each exam once you start.
- The exam dates are listed in the course schedule.

**Writing Guidelines**

- Use proper grammar and proofread.
- Upload all assignments on WyoWeb.
- Use 12 pt., Times New Roman font.
- Use 1” margins on all sides.
- Double-space papers.
- Use proper citation techniques for all cited material (ASA or APA).
  - Plagiarism is not allowed and will result in a failing grade.
  - Choose a style and be consistent.
- Failure to follow these guidelines will result in a loss of points.
- **Late and emailed work will not be accepted.**

**Classroom community:** This classroom will be inclusive of a diversity of perspectives and identities. Students should be respectful to everyone in our classroom community. Inflammatory or derogatory language will not be tolerated. Students are also expected to be present during class, with mobile phones turned off. In addition, no video or audio recording during class is allowed to protect the privacy of your fellow student.

## **WYOCOURSES:**

As a resource for this class, a WyoCourse site is available to you. This site provides the opportunity to have all of the course materials in one place that is accessible to everyone. Assignment submissions and announcements will be posted to this site. As part of the requirements for this class, you are expected to check and use this site regularly. **Make sure to check your UW email as this is the address that will be utilized for any posted announcements.**

## **UNIVERSITY-WIDE POLICIES:**

**University excused absences:** In order to be excused from class or an examination, a valid University excuse or doctor's excuse must be obtained. University excuses can be obtained from the Office of Student Life. The Office of Student Life (OSL) will provide the excuse, provided the students' absence meets the criteria for an authorized absence. For further information on obtaining an excused absence, contact the OSL or visit their website at:

<http://uwacadweb.uwyo.edu/OSL/absences.htm>.

**Students with disabilities:** It is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, sensory, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with University Disability Support Services (UDSS) in the Student Educational Opportunity offices, Room 330 Knight Hall, and provide UDSS with documentation of your disability.

**Scholastic integrity:** As members of a community dedicated to Honesty, Integrity, and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, academic dishonesty will be dealt with according to the University guidelines (see UW regulation 2-114). In addition, grade appeals will be handled according to these same guidelines. These guidelines can be found in the University Regulations.

**Sexual harassment, discrimination, and violence:** The faculty and staff of the University of Wyoming actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination. In accordance with University policy, your instructor is a "Responsible Employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he/they becomes aware during this course through writing, discussion, or personal disclosure (see UW regulation 4-3). More information, including access to confidential resources, can be found at

<http://www.uwyo.edu/reportit/policies/index.html>.

## **COURSE SCHEDULE:**

This class consists of lectures, active learning activities, collaborative class discussions and writing assignments. It is the student's responsibility to complete each module's requirements by the due date and stay current with readings. The success of discussions depends upon each student's active engagement and participation. Students are expected to contribute to discussions through thoughtful input and attentive responses. **The schedule and procedures in this course syllabus are subject to change at the discretion of the instructor, with advance notice to the student.** In order to stay current with announcements regarding syllabus changes and/or the schedule, you will need to attend and be on time for class, and check WyoCourse regularly.

## UNIT ONE

<b>Week 1: Introduction to Sociology of Gender</b>	Readings:
Jan 29 <sup>th</sup>	<ul style="list-style-type: none"><li>• G: Chapter 1</li></ul>
Jan 31 <sup>st</sup>	<ul style="list-style-type: none"><li>• <b>Activity 1 due: "Gender attitudes and belief inventory"</b></li></ul>

<b>Week 2: Ideas</b>	Readings:
Feb 5 <sup>th</sup>	<ul style="list-style-type: none"><li>• G: Chapter 2</li></ul>
Feb 7 <sup>th</sup>	<ul style="list-style-type: none"><li>• Online: "Boys v. Girls"</li></ul>

<b>Week 3: Bodies</b>	Readings:
Feb 12 <sup>th</sup>	<ul style="list-style-type: none"><li>• G: Chapter 3</li></ul>
Feb 14 <sup>th</sup>	<ul style="list-style-type: none"><li>• Online: "Beauty Beyond a Size"</li></ul>

<b>Week 4: Performances</b>	Readings:
Feb 19 <sup>th</sup>	<ul style="list-style-type: none"><li>• G: Chapter 4</li></ul>
Feb 21 <sup>st</sup>	<ul style="list-style-type: none"><li>• Online: "Doing Gender"</li><li>• Online: "Transitioning Out Loud and Online"</li><li>• <b>Activity 2 due: "Walk like a man, talk like a woman"</b></li></ul>

<b>Week 5: Intersections</b>	Readings:
Feb 26 <sup>th</sup>	<ul style="list-style-type: none"><li>• G: Chapter 5</li><li>• Online: "The Feminization of American immigration "</li></ul>
Feb 28 <sup>th</sup>	<ul style="list-style-type: none"><li>• <b>EXAM I (Chapters 1-5)</b></li></ul>

## UNIT TWO

<b>Week 6: Inequalities</b>	Readings:
March 5 <sup>th</sup>	<ul style="list-style-type: none"><li>• G: Chapter 6</li></ul>
March 7 <sup>th</sup>	<ul style="list-style-type: none"><li>• Online: "Who is a real man? The Gender of Trumpism"</li><li>• <b>Activity 3 due: "Writing a Nonsexist/racist/classist TV Ad"</b></li></ul>

<b>Week 7: Inequalities</b>	Readings:
March 12 <sup>th</sup>	<ul style="list-style-type: none"><li>• G: Chapter 7</li></ul>
March 14 <sup>th</sup>	<ul style="list-style-type: none"><li>• Online: "Walking Like a Man"</li><li>• <b>WRITING ASSIGNMENT DUE: GENDER SCAVENGER HUNT</b></li></ul>

### **MARCH 18<sup>TH</sup>- 22<sup>ND</sup> SPRING BREAK**

<b>Week 8: Institutions</b>	Readings:
March 26 <sup>th</sup>	<ul style="list-style-type: none"><li>• G: Chapter 8</li></ul>
March 28 <sup>th</sup>	<ul style="list-style-type: none"><li>• Online: "Playing but Losing: Women's Sports of Title IX"</li></ul>

<b>Week 9: Change</b>	Readings:
April 2 <sup>nd</sup>	<ul style="list-style-type: none"><li>• G: Chapter 9</li></ul>
April 4 <sup>th</sup>	<ul style="list-style-type: none"><li>• Online: "Stay at Home Fatherhoods"</li><li>• <b>Activity 4 due: "Evolution of Gender Norms"</b></li></ul>

<b>Week 10: Sexualities</b>	Readings:
April 9 <sup>th</sup>	<ul style="list-style-type: none"><li>• G: Chapter 10</li><li>• Online: "US Attitudes toward Lesbian and Gay People are Better than Ever"</li></ul>
April 11 <sup>th</sup>	<ul style="list-style-type: none"><li>• <b>EXAM II</b></li></ul>

### UNIT THREE

<b>Week 11: Families</b>	Readings:
April 16 <sup>th</sup>	<ul style="list-style-type: none"><li>• G: Chapter 11</li></ul>
April 18 <sup>th</sup>	<ul style="list-style-type: none"><li>• Online: "We are Family"</li></ul>

<b>Week 12: Work</b>	Readings:
April 23 <sup>rd</sup>	<ul style="list-style-type: none"><li>• G: Chapter 12</li></ul>
April 25 <sup>th</sup>	<ul style="list-style-type: none"><li>• Online: "What Gender is Science?"</li><li>• <b>Activity 5 due: "Gender Wage Gap Analysis"</b></li></ul>

<b>Week 13: Politics</b>	Readings:
April 30 <sup>th</sup>	<ul style="list-style-type: none"><li>• G: Chapter 13</li></ul>
May 2 <sup>nd</sup>	<ul style="list-style-type: none"><li>• Online: "Bathroom Battlegrounds and Penis Politics"</li><li>• <b>Activity 6 due: "Documenting Sexism in Politics"</b></li></ul>

<b>Week 14: Conclusions</b>	Readings:
May 7 <sup>th</sup>	<ul style="list-style-type: none"><li>• Visualizing Gender: Discussion</li></ul>
May 9 <sup>th</sup>	<ul style="list-style-type: none"><li>• <b>VISUALIZING GENDER: DIGITAL PHOTO ESSAY DUE</b></li></ul>

<b>Week 15: FINALS</b>	Readings:
Tuesday May 14 <sup>th</sup>	<ul style="list-style-type: none"><li>• <b>Exam III (10:15-12:15pm)</b></li></ul>