

SOCL 4521: Sociology of Gender

Spring 2019

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SOCL 4521 SOCIOLOGY OF GENDER (3 credits)

Prereq.: SOCL 2001 or equivalent

COURSE DESCRIPTION AND OBJECTIVES

This course is intended to provide a critical perspective on the gendered structure of society and is designed to inform students of the existing academic literature on *the sociology of gender*. The relationship of gender with other axes of inequality and privilege (such as race, social class, and sexuality) will be emphasized throughout the course. We will explore how gender shapes individual lives in various parts of the world and we will question the effects of the increasingly globalized economy on our gendered realities. The exploration of the institutional dimensions of families, education, the workplace, and the state will offer an understanding of the social, economic and cultural factors that shape our lives as men and women. We will ask how these structural forces and institutions shape the experiences of groups of women and men who are differently placed within them.

As an instructor, I aim to create a learning atmosphere that fosters critical and sociological thinking, writing, and discussion. I want you as students to go beyond merely digesting other people's ideas to engage actively with the material and to assess critically both commonly held assumptions and sociological theories about gender and sexuality. We live in a society where gender is created, defined, redefined, and contested all around us on a daily basis. This course is designed to be a catalyst for moving beyond the roles of participant and passive observer toward active sociological analysis of gender processes.

REQUIRED TEXTS

Required Textbook:

Gender: Ideas, Interactions, Institutions. By Lisa Wade and Myra Marx Ferree.
Norton Publishing, 2014. ISBN: 978-0-393-93107-5

SUPPLEMENTAL MATERIALS

1. Scholarly Articles:

- We will also be reading scholarly articles and viewing supplemental materials (reading/analyzing/watching). These articles will be available in the appropriate module. You can print these out or read them on the computer screen. Please see below for appropriate software you will need to open and read these articles/materials.

2. Software:

- You will need software that can create documents in order to draft and submit any writing assignments for this course. Any program that can create a ".doc" or ".docx" will work. Microsoft Word is a common program used to create these files. **Your documents will need to be in the .doc or .docx format so that I can view and grade them.**
- You will also need the most up to date Adobe Flash software to watch the PBS documentaries and TED talks. The links to these documentaries are in the modules.
 - If you do need to download the updated version, PBS/TED should prompt you or link you to a download. If not, you can download it here: <http://get2.adobe.com/flashplayer/>.
 - As a note, it works better in some browsers than others. I have had good luck with Internet Explorer.
- We will watch one documentary using Kanopy, a database of videos/films that UAlbany subscribes to. To access Kanopy, you first go to the library's homepage. Then, you click on databases and search for Kanopy. If you are off campus, you will have to enter your netID and password. If you are on campus, it should go automatically. When you get to the Kanopy interface, search for the documentary title. If you have questions please let either me or ITS know.
- You will also need the Free Adobe PDF reader to read required PDF articles for the course: <http://get.adobe.com/reader/>.
- Last, you will need software to view the required Powerpoint slides. You can download Powerpoint Viewer here: <http://www.microsoft.com/en-us/download/details.aspx?id=13>

MOODLE

This course runs fully on Moodle, which is accessed through your *my*LSU account. I will use Moodle to post announcements, course modules (including readings and multimedia) and assessments. Announcements will be my main form of communication to you and will include important information like: due date reminders, any schedule changes, any changes in my availability, important clarification and feedback. Announcements will be accessible in Moodle and emailed to your LSU email address.

GENERAL POINTERS

I expect students to regularly check into Moodle and/or their email in order to stay up to date on any announcements I send out. If you have a question or issue that is not resolved by information in the syllabus, in the course shell itself or in an announcement, please email me or stop by office hours! I am here to help you through this course and if anything is unclear I am always available to help. I will be available during office hours and by appointment, as well as by email and Skype.

My best advice for doing well in an online class is to manage your time appropriately. I suggest printing out a copy of the course schedule and checking things off as you complete them. I will send reminders about what is due when, but being well aware of the upcoming assignments will help you to do your best in this course. Make sure you give yourself ample time to complete assignments. Last, since this course is online and thus open book/open note, use that to your advantage! For example, look at quiz questions before you do the readings and prepare as you go.

COURSE LEARNING ACTIVITIES

Course Modules: Course Modules are designed to guide you through the material in order to prepare you for the course learning activities. Each module is two weeks long and will open on Sunday. Quizzes are due the following Sunday and the second week of each module will be reserved for discussions. Course activities should be completed in the order that they are listed and by the due dates listed.

- Each module is two weeks. Modules open on Monday and close two Sundays later.
- Week one is devoted to doing course readings and working on the quiz. You will have from Monday-Sunday to complete the quiz.
- Week two is devoted to discussions about prompts, videos, etc. based on course material from the previous week and/or modules. You will have from Monday-Thursday to complete your original posts and reply posts are due on the last Sunday of the module.
- **Scheduling note:** As you read the course schedule, you will notice that our last module has three weeks in it to accommodate for Spring Break. No work is due during Spring Break. Second, the last day of our course is a Saturday, so you will have one less day to complete your last reply posts. I will remind you of this when the time comes.

Quizzes:

By the first Sunday of each module, you will be required to complete an assessment in order to show how well you understood the required readings. Quizzes will be based on slides and required readings. Quiz questions will be multiple choice, true/false and short answer questions. An occasional fill-in-the-blank or true-false question may show up, too. Quizzes will be made available to students when each new module opens.

Your answers **MUST** be in your own words and should illustrate a full understanding of the material that the question is asking about.

Discussion Board Postings:

During the second week of each module, we will have discussions. Discussion boards will correspond to documentaries, TED talks, articles, or prompts. On each discussion board, you will be responsible for writing ONE original post and TWO reply posts. Thus, if there are two discussion boards in a module, you will be responsible for two original posts (one on each board) and four reply posts (two on each board). Original posts will be due on the second **Friday** of each module and reply posts are due on the last day of the module (second Sunday).

Dear Gender Letter:

You will be required to write a 1-2-page double-spaced letter to your gender as if it were a person. If you identify as male-bodied, write a letter to your masculinity. If you identify as female-bodied, write a letter to your femininity. If you could talk to your femininity or your masculinity, what would you tell it? If your masculinity or femininity were a person, what would you ask it? Make sure to highlight things we spoke about in class or read in your textbook as well as examples from your own experience. This project should be both introspective and fun!

Absence and Make-Up Policy: In order to make up missed work you will be required to provide written documentation of a valid reason for your absence within one week's time (see **LSU Policy Statement 22**, posted on the course website, for a list of valid reasons for student absences). No assignments (quizzes, etc.) can be made-up without such documentation.

HOW YOU WILL BE EVALUATED

1. Quizzes (60 percent of the final grade)

- There will be seven quizzes, each worth 10 points (one per module).
- Quizzes are NOT timed and will be available for a full week (Monday at midnight-Sunday at 11:59pm CST). Quizzes are due at 11:59pm on the first Sunday of the module. You will have a week to complete the quiz with full access to readings, slides and films.
- I highly encourage you to READ THE QUIZ QUESTIONS BEFORE YOU BEGIN READING to help focus your reading.
- Quizzes will be comprised of short answer questions and multiple choice questions. An occasional fill-in-the-blank or true-false question may show up, too.
- Your answers MUST be in your own words (nothing word-for-word from slides, readings, Wikipedia or other students, etc. will be tolerated). You may NOT work with or communicate with other students while you are they are taking the quiz.
 - You should use in-text citations using ASA format where appropriate (i.e. if you quote material or paraphrase). See the Moodle homepage for information about ASA formatting.
- I also strongly encourage writing your quiz short answers in a word document and then copying and pasting them into Moodle at the end so you don't lose work if your connection goes out. Save often!

2. Discussion Board Postings (25 percent of your final grade)

- You will receive a score out of 5 points for discussion board. In order to receive 5 points for the discussion board component of a module, you will need to do the following:
 - Post an original post for EACH board in the module that summarizes and reflects upon questions posed in the board using materials from the current module and/or previous modules. You should also end your original post with a question to inspire further discussion. This is worth 3 points.
 - Post TWO reply posts for each board in the module. Reply posts should be thoughtful, use course materials to respond to another student's post. Each reply post is worth 1 point.
- All of your postings for the module should be QUALITY posts that are thoughtful and use information from readings, films, etc to synthesize and form your post.
- For specific grading information, please see the grading rubric.
- Your grades on all discussion boards will be equally weighted and averaged to comprise 25% of your final grade.

3. Dear Gender Letter (10 percent of your final grade)

- You will be required to write a 1-2-page double-spaced letter to your gender as if it were a person. If you identify as male-bodied, write a letter to your masculinity. If you identify as female-bodied, write a letter to your femininity. If you could talk to your femininity or your masculinity, what would you tell it? If your masculinity or femininity were a person, what would you ask it? Use examples from your life and texture these examples with things we spoke about in class or read in your textbook. This project should be both introspective and fun!
- This assignment will be due on the last day of class.

4. Quiz in Icebreaker Module (5 percent of your final grade)

- There will be a short quiz in the icebreaker module about course information. This will be worth 2.5 percent of your final grade.

GRADING

Your final grade will be determined as follows:

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|---------------------------|-------|
| Quizzes | 60 % |
| Discussion Board Posts | 25 % |
| Dear Gender Letter | 10 % |
| Quiz in Icebreaker Module | 5 % |
| Total: | 100 % |

Based on the cumulative score earned on these four components, letter grades will be assigned as follows:

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| 97-100 | A+ |
| 93-96 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |
| 70-72 | C- |
| 67-69 | D+ |
| 63-66 | D |
| 60-62 | D- |
| 59 & below | F |

Note: Any extra credit assignments will be available to the entire class and will be based on the grade distribution of the course. No special extra credit assignments will be given to individual students.

ACADEMIC INTEGRITY

All Louisiana State University students are responsible for observing the highest standards of academic and personal integrity. The penalties for academic misconduct are severe and ignorance is not an acceptable excuse. All cases of suspected academic misconduct will be referred to the Office of the Dean of Students.

When in doubt, CITE! You should use ASA citation formatting for this course and should always cite when drawing information from a source (this includes quotes and paraphrasing). If you have questions please let me know!

OUTSIDE MATERIALS

NO OUTSIDE MATERIALS SHOULD BE USED FOR QUIZZES. I have designed the course in such a way that you should not need to consult any materials other than what has been assigned. If concepts or questions are unclear, please ask me! If you use outside materials in your quiz answer, you will receive a 0 for that question.

SPECIAL NEEDS

Louisiana State University is committed to promoting an atmosphere to end discrimination against individuals with special needs, to bring persons with special needs into the social and economic mainstream, and to provide enforceable standards to address discrimination against individuals with special needs. In order to ensure reasonable accommodations, students with special needs should register with the Office of Disability Services. If you anticipate needing special accommodations in this course, please contact me early in the semester so that we can reach a mutual understanding on how to best set you up for success.

IMPORTANT NOTES

1) If you are concerned about your course performance, contact me as soon as possible. Together we can identify why you are having problems and how you can better position yourself for success. If you wait until the end of the semester to contact me about your status in this course it will be too late! Please also note that new academic policies have been put in place that put serious restrictions on the ability of students to drop and retake classes. These changes make it more important than ever that you take personal responsibility for your course performance.

2) Be respectful of others. This course will require you to participate in class discussions. Your participation helps you and your classmates to learn, practice, and actively engage the class materials. We will sometimes be discussing controversial and sensitive topics. BE RESPECTFUL to your fellow students when posting original posts

or reply posts. It is my job to make the classroom a learning environment where all viewpoints are respected and, thus, I will not tolerate racist, sexist, homophobic, or other insulting comments. Offensive posts will be taken down and the student will be contacted with a warning and will need to rewrite the post. Students who have been warned and make a SECOND offensive post will not receive credit for any of the discussion boards for the current module. In the event of a THIRD offensive posting, the student will receive a failing grade for the course.

3) Writing/Email Communication: Since this course is fully online, the only thing I have to go by is your written word. Do your absolute best to make sure you are being clear, concise and precise in your language. I always recommend finishing assignments a day early, taking a break, and then coming back to them and reading them out loud. You may feel funny proofreading this way, but it will help you to more easily catch grammatical errors and/or assess whether important information is missing.

Any work as well as email communications, whether to me or to other students, should use appropriate grammar. Use spell check and always proofread. Make sure you are being professional in your wording.

Final Note: A Syllabus is a form of a contract designed to protect both the student and the professor so all parties are informed of the rules. The schedule and syllabus, however, are subject to change with due notice from the instructor. Updates will be announced in announcements on Moodle.

Course Schedule- Spring 2019

| <u>Module</u> | <u>Start</u> | <u>End</u> | <u>Assignments Due</u> |
|---|--------------|-------------|--|
| Icebreaker Module | January 9 | January 13 | Icebreaker Tasks Syllabus Quiz Due |
| Module 1 Introduction to the Sociology of Gender & Ideas | January 14 | January 27 | Read: <ul style="list-style-type: none"> • Chapters 1 & 2 • Martin, Emily. "The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles." <i>Signs</i> 16, no. 3: (1991): 485-501. <p>Quiz Due Jan. 20 at 11:59pm</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Cultural Ideas about Gender <ul style="list-style-type: none"> ○ Baby X ○ Gender Reveal Parties • Do People Generally Conform to Stereotypes? • Exploring Gender Diverse Cultures <p>Original Posts Due Jan. 25 by 11:59pm Reply Posts Due Jan. 27 by 11:59pm</p> |
| Module 2 Bodies & Performances | January 28 | February 10 | Read: <ul style="list-style-type: none"> • Chapters 3 & 4 • West and Zimmerman. 1987. "Doing Gender." <i>Gender and Society</i> 1(2): 125-151. <p>Quiz Due February 3 at 11:59pm</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Girl Toys vs. Boy Toys: The Experiment • What is it like to be policed? • Botox <p>Original Posts Due February 8 by 11:59pm Reply Posts Due February 10 by 11:59pm</p> |
| Module 3 Intersections | February 11 | February 24 | Read: <ul style="list-style-type: none"> • Chapter 5 • West, Candace and Sarah Fenstermaker. 1995. "Doing Difference." <i>Gender & Society</i> 9 (1):8-37 <p>Quiz Due February 17 at 11:59pm</p> <p>Discussions:</p> |

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| | | | <ul style="list-style-type: none"> • The Urgency of Intersectionality • Doing Culture with Girls Like Me <p>Original Posts Due February 22 by 11:59pm</p> <p>Reply Posts Due February 24 by 11:59pm</p> |
| Module 4 Men & Masculinities, Women & Femininities | February 25 | March 10 | <p>Read:</p> <ul style="list-style-type: none"> • Chapters 6 & 7 • Kimmel, Michael and Bethany Coston. 2013. "White Men as the New Victims: Reverse Discrimination Cases and the Men's Rights Movement." <i>Nevada Law Journal</i> 13: 368-385. <p>Quiz Due March 3 at 11:59pm</p> <p>Discussions:</p> <ul style="list-style-type: none"> • Tough Guise 2 • The Dangerous Ways Ads See Women • A sociological analysis of the #metoo movement <p>Original Posts Due March 8 by 11:59pm</p> <p>Reply Posts Due March 10 by 11:59pm</p> |
| Module 5 Institutions & Change | March 11 | March 24 | <p>Read:</p> <ul style="list-style-type: none"> • Chapters 8 & 9 <p>Quiz Due March 17 at 11:59pm</p> <p>Discussions:</p> <ul style="list-style-type: none"> • Anthony, Kathryn and Megan Dufresne. 2007. "Potty Parity: Gender and Family Issues in Designing Public Restrooms." <i>Journal of Planning Literature</i> 21(3): 267-94. • The Decline of Marriage and Rise of New Families <p>Original Posts Due March 22 by 11:59pm</p> <p>Reply Posts Due March 24 by 11:59pm</p> |
| Module 6 Sexualities & Families | March 25 | April 7 | <p>Read:</p> <ul style="list-style-type: none"> • Chapters 10 & 11 • Cherlin, Andrew J. 2004. "The Deinstitutionalization of American Marriage." <i>Journal of Marriage and the Family</i> 66(4): 848-861. <p>Quiz Due March 31 at 11:59pm</p> |

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| | | | <p>Discussions:</p> <ul style="list-style-type: none"> • Understanding Hookup Culture with Paula England • The Division of Labor in Students' Homes • Growing up Trans <p>Original Posts Due April 5 by 11:59pm Reply Posts Due April 7 by 11:59pm</p> |
| <p>Module 7</p> <p>Work, Politics & Onward!</p> | April 8 | April 27 | <p>Read:</p> <ul style="list-style-type: none"> • Chapters 12, 13 & 14 • Lorber, Judith. 2005. "A World Without Gender: Making the Revolution." Pp 151-169 in Breaking the Bowls: Degendering and Feminist Change. New York: W.W. Norton. <p>Quiz Due April 14 at 11:59pm</p> <p>Discussions:</p> <ul style="list-style-type: none"> • I'm Not a Feminist, But... • Why Gender Equality is Good for Everyone <p>Original Posts Due April 26 by 11:59pm Reply Posts Due April 27 by 11:59pm</p> |
| Dear Gender Letter | January 9 | April 27 | <p>Refer to instructions for short writing assignment and begin thinking about your policy EARLY. *Assignment Due on the last day of class</p> |