

SOC 3411: SOCIOLOGY OF GENDER
Fall 2017
Monday/Wednesday 8:40AM-10:30AM
Meiklejohn Hall, MI 4019

Instructor: Natalie Ingraham, PhD, MPH

Office: MI 4025

Office Hours: Wednesday 3p-4p, Monday by appointment

Email: natalie.ingraham@csueastbay.edu (this is the best way to reach me)

Course Description:

This course is designed as an introductory overview to the sociological study of gender. We will cover a variety of topics including gender socialization, gender in education, politics, family structures, communication, intimate relationships, employment, crime, spirituality, and health. This course will teach you how to critically explore and discuss gender from a sociological perspective. In addition to developing critical thinking skills, this course should enable you to better understand how your own interests, values, and social locations shape your attitudes and behaviors. Sex and gender shape our lives from birth; though having typically male or female genitalia is a biological fact (for most), the social meaning attributed to it – what we call *gender* – is *socially constructed*. In this class, we will explore the ways in which gender is socially constructed and the implications this process has for men and women. By looking across time, place, class, race, ethnicity, and age, we will learn that gender can have distinct meanings in disparate social settings. We will pay special attention to how *gender difference* translates into *gender inequality*.

Student Learning Outcomes:

1. Understand the causes of social inequities in gendered experiences. You will learn how systems of privilege organized around race, class, and sexual orientation intersect with gender.
2. Think critically about how gender shapes social life at both individual and structural levels.
3. Effectively communicate what you have learned about the sociology of gender in both written and oral form.
4. Read and evaluate scholarly research on gender.
5. Use your sociological education outside of the classroom and into your everyday life.

Links to Program Learning Outcomes and Institutional Learning Outcomes:

- SLO – Knowledge Integration and Synthesis – 1, 2, 3, 4, 5
- SLO – Professional Demeanor and Ethical Behavior – 4, 5
- ILO – Thinking and Reasoning – 2, 4
- ILO – Diversity – 1, 2, 3, 4
- ILO – Sustainability – 4, 5

COURSE REQUIREMENTS:

Required Text:

1. Wade, Lisa & Ferree, Myra Marx. 2015. *Gender: Ideas, Interactions, Institutions*. New York: W.W. Norton & Company.

Attendance and Participation: Students are responsible for all material covered in lecture, including announcements. You will be expected to integrate materials from lecture and readings on assignments. Please do not enroll in this class if you will not be able to attend the lectures regularly. Sharing what you know is of course welcome, but what is as important to share is what you think and feel and sense about the readings and lectures. Therefore, among the most valuable kinds of contributions are questions about the material and what seem to be its key ideas, questions posed to other students about their comments, requests for clarification, speaking up when something doesn't feel or sound quite right. You will note that these kinds of contributions are all aimed at stimulating and engaging in conversation with each other. We will discuss several sensitive social issues in the course, so, collegiality and respect are expected of each student.

Students with Disabilities: I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit Accessibility Services. All accommodations MUST be approved through Disability Services 510-885-3868 (Hayward Campus) or email us at as@csueastbay.edu. You can also request more information here: https://csueastbay-accommodate.symplicity.com/public_accommodation/

Email Etiquette: The best way to contact me is through email: natalie.ingraham@csueastbay.edu. ***Make sure to write "Sociology 3411" in the subject line.*** Please do not email me to let me know that you will be absent, unless, of course there is some sort of emergency or illness. Email questions should be short and to the point. If you miss class, please contact a classmate for notes rather than e-mailing me directly.

Academic Dishonesty includes, but is not limited to:

- cheating, which includes possessing unauthorized sources of information during examinations, copying the work of others, permitting others to copy your work, submitting work done by others, completing assignments for others, altering work after grading and subsequently submitting it for re-grading, submitting the same work for two or more classes without the permission of all instructors involved, or retaining materials that you have been instructed to return to your instructor;
- plagiarism, which includes taking the words, ideas, or substance of another and either copying or paraphrasing the work without giving credit to the source through appropriate use of footnotes, quotation marks, or reference citations;

Any plagiarized assignments or cheating will result in zero points (an “F”). You can read the full university policy [here](#).

Laptops: Laptops will be provisionally allowed; I prefer that you take written notes.

Phones: Please put away all phones and refrain from checking them during class. Participation points will be lost for continued cell phone use during class.

Readings: You are expected to read all assigned readings *before* class. This is critical as class is predominately based on discussion *around the readings*. Not reading beforehand will lead to a failure to participate and an inability to understand the material on the exams. I also recommend preparing questions about the readings for class as a method to review the reading.

Policy on Late Assignments and Incompletes:

Late papers will be penalized one point per calendar day they are late. Note that I do not accept papers turned in by e-mail attachment. Papers submitted after the due date will be considered “turned in” on the day that I actually receive them. If you experience an **emergency** that interferes with a deadline, speak to me directly before the assignment is due, and provide sufficient documentation of the reason for your absence. (Note that printer or computer problems do not constitute an emergency!)

Class Norms

Because the assignments in this class will require us all to confront issues that can affect us in very personal ways, it is important create and maintain a safe environment where our discussions can remain open. Therefore, I propose the following class norms:

1. Use “I” language. We all are a part of several collectives, but when you speak, please speak from your experience.
2. Respect everyone’s experiences.
3. Be mindful of the space you take up. Know when to speak up and know when to take a step (or more) back. Your voice needs to be heard, but no more than anyone else’s voice.
4. Be gracious. All people make mistakes, so be sure to be as gracious to the person making the mistake as you would have that person be to you.
5. Take responsibility for all of your learning and unlearning. We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
6. Ask questions, but be open to the responses. You may be uncomfortable, but you should feel safe enough to ask. Our society makes room for ignorance, but we must be able to hear a/the truth.
7. Maintain confidentiality at others’ requests.

If you have any questions, concerns, or suggestions regarding these class norms, please address them in class or with me privately as soon as possible.

Assignments (200 points):

Assignment due dates are also listed in the course outline below. **No email assignment submissions will be accepted unless otherwise specified.**

1. Gender Zine Assignments (100 points)

You will create a zine with gender as the central theme. A zine is “Short for magazine or fanzine, zines are self-publications, motivated by a desire for self-expression, not for profit” (<https://zines.barnard.edu/definition>). This assignment is designed to bring in your creativity as you learn about gender from a sociological perspective. Complete instructions are on BB.

In-Class Zine Activities: **30 points**. We will have class time for zine planning and construction that include small activity components.

Zine Activity 1: Brainstorming (5 points)

Zine Activity 2: Themes (10 points)

Zine Activity 3: Layouts (10 points)

Zine Activity 4: Balance (5 points)

Final Zine: **50 points** (rubric will be on BB). You will bring at least 2 copies of your zine to the final day of class to share in small groups.

Reflection Essay: **20 points** (rubric on BB). After constructing your zine, you will have a reflection essay on the process of creating your zine that will incorporate readings from the textbook or other scholarly sources. Instructions and a rubric for this reflection essay will also be on BB.

2. Class Presentations (50 points)

Early in the semester, you will join 4-5 of your classmates to prepare and facilitate one class discussion over the course of the semester. You will receive these assignments during the first week of class. You will be graded based on quality of your presentation materials (20 points), your in-class presentation (20 points) and based on evaluations from your fellow group members (10 points). **Draft presentations are due to me the class period before your presentation for review by email (as PPT or PDF). Groups that do not turn in a draft of their slides will lose points off their final grade.**

3. ASA Style Worksheet (10 points)

You will also complete an ASA style worksheet to practice proper citation style and turn it in during class or on BB.

4. Gender Autobiography Essay (20 points)

Write a 3-page gender autobiography. The assignment must be typed and double-spaced in 12pt font, with one-inch margins on all sides. Include your name and the title of your autobiography. Have someone else proofread what you have written. **Submit the assignment on BB as a Word document or PDF.**

Description of the assignment: Think of different roles you have occupied throughout your life, such as daughter/son, girlfriend/boyfriend, student, employee, and friend and consider how these roles carry gendered expectations and how you yourself have inhabited the roles and enacted gender. Do you have a strong set of beliefs about appropriate gender roles, or do you rarely think about how gender shapes your life? How do you conform to or transgress other people’s ideas about gender? While you may use anecdotes, you must include an analysis of how your beliefs and actions have been shaped by your overall experience of social institutions (such as religion, the family, popular culture, school). It is extremely unlikely you will be able to discuss all of the roles and questions listed above; rather than attempting to talk about everything, choose a theme to focus on that will illuminate as much of your life as possible while permitting a focused analysis. Remember, although this is autobiographical, you are writing for an audience. You want your reader to be drawn in to your story, but the point is to use your story to illustrate the larger conceptual issues, insofar as you understand them.

5. Attendance and Participation (20 points)

Students are allowed one excused absence (I don’t need to see documentation unless you will miss several weeks of class). Sign in sheets to track attendance and participation in class discussion will be considered for the participation grade.

TOTAL POINTS FOR THE COURSE:

Gender zine assignments =	100
In-class activities (30 points)	
Final zine (50 points)	
Reflection essay (20 points)	
Class presentations =	50
Gender autobiography =	20
Participation=	20
ASA Style Worksheet =	10
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	200 Points

Final Grade Ranges
120-124 D-
125-132 D
133-138 D+
139-144 C-
145-152 C
153-158 C+
159-164 B-
165-172 B
173-178 B+
179-184 A-
185-192 A
193-200 A+

Course Schedule (tentative)

W&F = Wade, Lisa & Ferree, Myra Marx. 2015. *Gender: Ideas, Interactions, Institutions*. New York: W.W. Norton & Company. Required readings outside of the textbook will be posted as PDFs on BB.

	<i>Class Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Assignments Due</i>
Wk 1	9/20 Wed	Intro to Class	What is a zine? Watch: https://vimeo.com/2804142	
Wk 2	9/25 Mon	What is gender?	W&F Ch. 1 <ul style="list-style-type: none"> Jourian, T.J. 2015. "Evolving Nature of Sexual Orientation and Gender Identity." <i>New Directions for Student Services</i>, 152: 11-23. DOI: 10.1002/ss.20142 Gender & Sexual Orientation Terms PDF 	Zine activity 1: Brainstorming
	9/27 Wed	Ideas & Bodies	W&F Ch. 2 Ideas <ul style="list-style-type: none"> Fausto-Sterling, Anne. "The Five Sexes: Why Male and Female Are Not Enough." <i>The Sciences</i>, March/April (1993): 20-24. Options: 5 Sexes Revisited Optional: Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." <i>Signs</i>, 16 (3): 485-501. 	Presentation groups finalized.
Wk 3	10/2 Mon	Ideas & Bodies	W&F Ch. 3 Bodies <ul style="list-style-type: none"> Cherney, Isabelle D. 2008. "Mom, Let Me Play More Computer Games: They Improve My Mental Rotation Skills." <i>Sex Roles</i>. 59: 776-86. 	ASA Style Worksheet Due
	10/4 Wed	Intersections	W&F Ch. 5 <ul style="list-style-type: none"> Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." <i>Stanford Law Review</i> 43(6):1241. 	Group presentation planning
Wk 4	10/9 Mon	Intersections	<ul style="list-style-type: none"> Williams, L. Susan. "Doing Culture with Girls Like Me: Why Trying on Gender and Intersectionality Matters." <i>Sociology Compass</i> 3, no. 2 (2009): 217-33. Daniels, Jessie. 2009. <i>White supremacy online and the new attack on civil rights</i>. Rowman & Littlefield Publishers. Reading: Chapter 05. Gender, White Supremacy, and the Internet (http://ebookcentral.proquest.com.proxylib.csueastbay.edu/lib/csueastbay/detail.action?docID=466824) 	
	10/11 Wed	Performances	W&F Ch. 4 <ul style="list-style-type: none"> West, Candace and Don Zimmerman. "Doing Gender." <i>Gender & Society</i> 1, no. 2 (1987): 125-51. Bridges, Tristan. "Doing Gender with Wallets and Purses." <i>Inequality by (Interior) Design</i>, April 2, 2013. https://inequalitybyinteriordesign.wordpress.com/2013/04/02/doing-gender-with-wallets-and-purses/ 	Gender Autobiography Due, Friday 10/13 by midnight
Wk 5	10/16 Mon	Gender & Education	<ul style="list-style-type: none"> Buchmann, DiPrete, & McDaniel (2008). "Gender Inequalities in Education." <i>Annual Review of Sociology</i>, 34, 319-37. https://www.aclu.org/fact-sheet/what-school-prison-pipeline 	Zine activity 2: Themes
	10/18 Wed	Gender & Work	W&F Ch. 12** (Group 1) <ul style="list-style-type: none"> Cooper, Marianne. "Being the Go-To Guy: Fatherhood, Work and Masculinity in Silicon Valley." <i>Qualitative Sociology</i> 23, no. 4 (2000): 379-405. 	

Wk 6	10/23 Mon	Inequalities	W&F Ch. 6 Men & Masculinities** (Group 2) https://thenib.com/toxic-masculinity	
	10/25 Wed		W&F Ch. 7 Women & Femininities** (Group 3) <ul style="list-style-type: none"> Halberstam, J. "An Introduction to Female Masculinity: Masculinity without Men." In <i>Female Masculinity</i> 1-43. Durham: Duke University Press, 1998. https://thesocietypages.org/sociologysource/2014/01/29/teaching-inequality-privilege-masculinities/ 	
Wk 7	10/30 Mon	Institutions	W&F Ch. 8** (Group 4) <ul style="list-style-type: none"> Optional: Burger, Peter & Thomas Luchmann. "Society as Objective Reality. In <i>The Social Construction of Reality: A Treatise on the Sociology of Knowledge</i>, 63-146. Garden City, NY: Doubleday 1966. 	
	11/1 Wed		<ul style="list-style-type: none"> Anthony, Kathryn and Megan Dufresne. "Potty Parity: Gender and Family Issues in Designing Public Restrooms." <i>Journal of Planning Literature</i> 21, no. 3 (2007): 267-94. Gender & Military article - Bell, Margret E., Turchik, Jessica A., & Karpenko, Julie A. (2014). "Impact of Gender on Reactions to Military Sexual Assault and Harassment." <i>Health & Social Work</i>, 39(1), 25-33. Gender & Medicalization PDF 	Zine Activity 3: Layouts
Wk 8	11/6 Mon	Change	W&F Ch. 9** (Group 5) <ul style="list-style-type: none"> D'Emilio, John. "Capitalism and Gay Identity." In <i>The Lesbian and Gay Studies Reader</i>, edited by Henry Abelove, Michele Barale, and David Halperin, 467-475. New York: Routledge. Hull, Kathleen, Ann Meier, and Timothy Ortyl. 2010. "The Changing Landscape of Love and Marriage." <i>Contexts</i> 9(2): 32-37. 	
	11/8 Wed	Sexualities	W&F Ch. 10** (Group 6)	
Wk 9	11/13 Mon	Sexualities	<ul style="list-style-type: none"> Pascoe, C.J. 2005. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." <i>Sexualities</i>, Vol 8(3): 329-346 DOI: 10.1177/1363460705053337 Hennen, Peter. "Bear Bodies, Bear Masculinity: Recuperation, Resistance or Retreat?" <i>Gender & Society</i> 19, no. 1 (2005): 25-43. 	
	11/15 Wed	Families	W&F Ch. 11** (Group 7) <ul style="list-style-type: none"> Brainer, Amy. "Growing Up with a Lesbian, Gay or Bisexual Sibling." In Risman & Rutter (Eds) 2nd edition, 164-181. New York: W.W. Norton & Company, 2015. Motro, Joanna and Vanneman, Reeve. 2015. "The 1990s Shift in the Media Portrayal of Working Mothers." <i>Sociological Forum</i>, Vol. 30, No. 4: 1017-1037. DOI: 10.1111/socf.12206 	
Wk 10	11/20 Mon	Politics	W&F Ch. 13** (Group 8) <ul style="list-style-type: none"> Schneider, Monica C. & Bos, Angela L. 2014. "Measuring Stereotypes of Female Politicians." <i>Political Psychology</i>, Vol. 35 (2): 245-266. doi: 10.1111/pops.12040 Pascoe, CJ. 2017. "Who Is a Real Man? The Gender of Trumpism." <i>Masculinities & Social Change</i> 6(2):119. 	Zine activity 4: Balance
	11/22 Wed	NO CLASS	Thanksgiving – Finish your zines!	
Wk 11	11/27 Mon	Wrapping Up	W&F Onward & Gender Jeopardy	

	11/29 Wed	Zine Day	We will share our zines with the class – bring at least 5 copies to share. You will “present” your zine in small groups.	Final zine & Copies Due
Finals Week	12/4-12/10	Finals Week	No Final Exam – Zine Reflection Papers Due 12/4	Zine Reflection Papers Due