

Sociology 3221
Sociology of Gender
Instructor Trina Smith
Fall 2006
Thursdays 6:20 to 8:50 pm
Blegen 110

Instructor reserves the right to make changes. Changes will be announced verbally and in writing.

"As far as I'm concerned, being any gender is a drag."
Patti Smith

Instructor: Trina Smith
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Office Hours: Wednesdays 10:00 a.m. to 12 noon and by appointment
Class Website: www.soc.umn.edu/~tsmith/SocGenderF06.htm (notice htm, NOT html !)

Teaching Assistant: Brianna Tranby
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Sociology Main Office
Location: 909 SST
Phone: 624-4300
Fax: 624-7020
Hours: Monday to Friday 8am to 4:30pm

Prerequisites: Introduction to Sociology (Soc 1001) or instructor's consent.

Required Texts: (available at UMN bookstore in Coffman Union)

Disch, Estelle, Ed. 2006. *Reconstructing Gender: A Multicultural Anthology*, 4th Edition. McGraw Hill.

Kimmel, Michael S. and Amy Aronson, Eds. 2003. *The Gendered Society Reader*, 2nd Edition. Oxford University Press.

There also will be handouts given in class and there may be a few readings you will need to make copies of. These readings will be available from the instructor.

* If you chose to do a book review for your final assignment, you will need to get a copy of the book you will be reading (i.e. you can try to purchase it or borrow from another person or the library).

Helpful places to look for books:

Local Book Stores: I highly recommend you go to the *Amazon Book Store Cooperative*. If they do not have the book in-stock, they can order a copy for you. It is a local independent book store with helpful and friendly staff. They have both new and used books.

Their address is : 4755 Chicago Ave S, Minneapolis MN.

Phone: 612-821-9630 Website: www.amazonfembks.com

On-line for used and new copies: www.addall.com (compares prices of all on-line retailers), www.amazon.com, www.half.com, and many others.

Course Description: The first question many expectant parents are asked is what "gender" is the baby? First, is this right the question? What's the difference between sex and gender? But more importantly, why is this question so important? Why do talk shows devote time to figuring out if the drag queen/king/cross dresser is really male or female? Because gender is an important organizing principle of society! But why does it matter so much? In this class we will focus on on how society is gendered and why this is important. We will look both at women and men. Topics we will cover, at the least, include education, work, families, health, and social movements/activism. Students will write a final paper on a gendered topic of their choice with instructor approval.

Course Goals: One of my main goals in this course is to have students learn and apply critical thinking skills. Furthermore, using critical thinking skills, students will be able to articulate sociological understandings of gender. This means students will be able to "deconstruct" gender by understanding how gendered identities are socially constructed, what an intersectional framework is, how social institutions and organizations are gendered and intersect, and lastly to understand the importance of gender in looking at topics such as health, the body, and social change/activism.

Course Objectives: Utilizing critical thinking skills and the sociological imagination, by the end of the semester students should be able to:

1. Understand the meaning of gender as a social construction.
 2. Understand why sociologists are more concerned with the social aspects of gender rather than biological theories and explanations. Furthermore, students will understand the interplay between biological and social aspects of gender and why it is difficult to determine the exact influence of either.
 3. Understand why an intersectional framework is important for examining gender.
 4. Understand that social institutions and organizations are gendered and the links between social institutions in maintaining gender ideologies.
 5. Understand how both men and women are empowered and limited by their gendered identities.
 6. Understand why masculinity studies is a new research focus and how and why it is different from previous social research done by men on men.
 7. Understand why most gender scholarship is by and about women and the place of gender scholarship in sociology.
 8. Apply the sociological imagination to gender by understanding the connections between individuals, social structure, and the history of society, particularly as these connections apply to maintaining and changing the gender order.
 9. Explore a gender topic of interest more in-depth by working on and submitting your final paper.
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Course Expectations and Policies

Classroom Etiquette:

1. Be respectful of your fellow classmates, the teaching assistant, and instructor. This is also an expectation of the TA and myself.
2. Please turn off all cell phones and noise making devices. If you have a legitimate reason to have one on, please talk to me.
3. No reading the paper, sleeping, or working on other work during class.
4. No talking while others are talking unless we are having group discussions.

Expectations:

Instructor Expectations:

1. Be prepared for class.
2. Manage the classroom for effective learning for all students.
3. Bring my expertise to the classroom: This includes my years of formal education, research in gender, teaching and personal experiences. I hope you will also share your ideas also.
4. Give you feedback: You will receive the most feedback on your final paper choice paper. I want you to do well on this paper and if you wish, to use it for future classes or writing samples. Furthermore, I want writing this paper to be a fruitful learning experience for you. I will give you written feedback, but please do not be shy about coming to my office hours or making an appointment with me to talk more about your ideas.
5. Aid in your learning: I will be patient and provide clarity if you struggle with the class. However, you must also remember, the sooner you come to me for help, the better you will do in the course and the more I can help you.
6. Within reason, be flexible and understanding to student concerns and needs: Things happen in life that we cannot always predict and students have a variety of different learning styles. Please come and talk to me if something is interfering with your ability to do well or learn in this course. I will listen to your concerns and within reason, try to be accommodating and/or refer you to helpful resources.
7. Treat the students and teaching assistant with respect.
8. Ensure, that as a class, we meet the course objectives over the semester.
9. Listen to student ideas and concerns. Though I may not always be able to change things, I will listen.
10. To be engaged with and show enthusiasm for the course and course material.

Expectations of Students:

1. Participation and Effort: What will you do to improve your learning?
2. Be prepared for class: Complete assignments and readings
3. Refer to your syllabus often. Furthermore, before asking the instructional team a question that might be answered by the syllabus, check the syllabus first. If your question is not answered there or the answer is not clear, then ask us.
4. College level work on your assignments, exams, and quizzes.
5. Communicate with the instructor if you are struggling in the course. The sooner you talk to me, the better the result.
6. Respect of the instructional team's time: For example, we will not be able to respond to an email about the exam one hour before it.
7. Respect that this is a sociology class and abide by the classroom discussion guidelines. The instructional team's job is to teach you sociology of gender and there are fifty students in this class that are equally important.
8. Willingness to learn new ideas.
9. Acknowledge that both the instructor and teaching assistant are human. Though we will do our best to achieve perfectionism, sometimes we may make mistakes. We will fix or remedy the issue if there is a mistake.

Classroom Discussion Guidelines for Effective Learning: Many of you will have experiences and ideas about the inequality issues we will be learning about this semester. Many of you will feel passionate about the subject matter, which is great. In order to have meaningful discussions that promote sociological understandings of the material, I ask you abide by the following guidelines during class discussions.

1. This classroom is a safe place for learning and developing sociological insight. Thus, there is a space for everyone, no matter what they think, to say what they think.
2. Be respectful if you disagree. Address the class as a whole instead of getting involved in a direct exchange with another class member.
3. Encourage other students to engage in discussions.
4. It is often helpful to write down your own ideas before you speak.
5. Utilize sociological thinking and try to understand the social factors that may influence people to have different views.
6. Understand that people similar to you may have different views and that this is part of the course goals of understanding the complexity of gender.
7. Please do not cut off other students.
8. Please moderate your own participation.
9. The instructional team reserves the right to be the moderator of class discussions, including enforcing time limits for the discussion as a whole and individual students. At the absolute maximum and depending on the time allocated for the discussion as a whole, students will be allowed 4-5 minute maximum. This may be shorter if the whole discussion is shorter.
10. If the discussion becomes too heated, the instructional team acting as the moderator, will stop the discussion and finish with concluding points. If you continue to discuss at this time, the instructional team will ask that you stop. If you have more to say, write it down. We will read it and can come back to the ideas at a later time.
11. Why should we follow these guidelines? So we all can learn! So we can utilize discussions as an effective means to understand and begin articulating sociological insight about gender.

Email:

1. Email is the best way to contact the instructional team. If you're email has not been answered in 48 hours, please send another email reminding us. Technology is not perfect.
2. Assignments may NOT be emailed.
3. Check your University email at least once a week. Class related messages may be sent there.
4. Check the class website for announcements.

Attendance: Attendance is a vital part of doing well in this course. Though I don't take attendance in lecture, your attendance will be measured through course assignments. The material covered in lecture, which goes beyond the book, will be included on the quizzes, the midterm, and you will be expected to utilize the material covered in lecture in your final paper.

Lecture / Discussion Notes: The TA and myself will not give out lecture notes. So if you do miss class, it is your responsibility to obtain class notes and learn the material. Please use the space below to write down two class members' names and contact information to communicate with if you miss class:

Name		Name	
Email		Email	
Phone		Phone	

Readings: You are expected to have the readings done before you come to class. If you have not done the readings you will miss out on a valuable opportunity to learn and participate. Furthermore, in-class assignments and quizzes will cover the readings (including the ones due for that day).

Participation: This means paying attention during class, working with your group, and contributing to group and class discussions.

Grading of Assignments: Grading criteria for homework, in-class assignments, and the exam will be discussed in class. Grading criteria for the final paper will be given to students in writing during the semester.

Senate Academic Workload Policy: One credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. This means that, in addition to three hours of in-class time, students should expect to spend about six hours per week on course work outside the classroom. Read the university policy:
<http://www.fpd.finop.umn.edu/groups/senate/documents/policy/gradesacadwork.html>

Extra Credit: Extra credit may be available in this course based upon the discretion of the instructor. Extra credit assignments will be announced in-class and you may not be able to assess the extra credit assignment(s) if you are not in-class.

Return of Coursework to Students: The instructional team will make the best efforts to return your quizzes, in-class assignments, home-work and final paper topic choice papers within one week of their due date. If you turn in your assignments late, you may not get them back at the same time as the rest of the class. However, if there is a holiday between classes or the instructional team feels they need more time to fairly and adequately grade your coursework, it may take two weeks to return, though best efforts will be made to avoid this. We will have your exams back two weeks after the date it is given.

Grade Disputes: If you wish to dispute the grade assigned to a paper or a question on an exam, you must do so IN WRITING within 24 hours after the exam or paper has been returned. You must include a specific rationale for why your answer is correct, or why the paper deserves a higher grade. "I think I deserve a better grade" does NOT constitute a rationale. This will be given to the instructor.

Missed Quizzes: You can only make up quizzes with a documented legitimate excuse. You must contact me within 48 hours of a missed quiz explaining why you missed the quiz. If I accept your absence as legitimate, you need to make up the quiz within one week of the original quiz date. If you do not do this, you will receive a zero for the quiz. The instructor reserves the right to give you an alternative quiz to the original one given in class.

Missed Exam: Examination make ups will only be granted if you have written documentation for an excused absence (for example, funerals, school activities, or illness.). Please e-mail the instructor explaining the situation **no later than one day after the midterm exam**. If possible, please make arrangements in advance. For more information see: <http://www1.umn.edu/usenate/policies/semclasses.html>
No other make ups will be allowed. See Trina if you have questions.

Scholastic Misconduct/Cheating: By being a student at the University of Minnesota, you have agreed to the University's Student Code of Conduct. Thus, you have agreed not to participate in scholastic misconduct. Scholastic misconduct can include: collaborating on assignments without the instructor's permission, cheating on tests, essays, or papers, plagiarizing (misrepresenting someone else's work as your own), or interfering with another student's ability to complete course work. If you engage in scholastic misconduct, you can receive an F for the course and actions at the University level can be taken. This is a serious matter and will be treated as such. More information can be found at: <http://www1.umn.edu/usenate/policies/grades&acadwork.html> (last paragraph)

Sexual Harassment: Sexual harassment is prohibited at this University and is a crime. The University's policy and definition of sexual harassment can be found at: <http://www1.umn.edu/usenate/scfa/sexualharassment.html>

CLA and Sociology Department Policies: Please see attachment at end of syllabus for information on these policies.

Support Services:

Disabilities:

I encourage students with disabilities to contact me at the beginning of the semester (preferably before the first assignment). I am committed to making this class accessible to everyone. Along with disability services (listed below) we can arrange to make this class work for you. (In order to offer exams or assignments in an alternative format, you must contact disability services and I will work with them to find the appropriate format to suit your needs best).

Physical or Learning Disabilities: Disability Services, 30 Nicholson Hall, (612) 626-1333.

Student Writing Center:

Located in the English Department, 306B Lind Hall, Monday-Thursday 9:00am – 5:15pm. And Friday 9:00am-2:00pm (612) 625-1893. There are also four satellite locations, including Wilson Library and Coffman Union. See the website for hours and other helpful information.

<http://writing.umn.edu/sws/index/htm>

Grading:

This class is based on a point system, which means you can easily keep track of your grade throughout the semester. I highly advise you to check with instructor throughout the semester to check your grade.

Grading Components:

Assignment Type	Number of Assignments	Points for Each Assignment	Total Points Assignments	Percentage of Final Grade
In-Class Assignments	4	5	20	7%
Home-Work	4	10	40	14%
Quizzes	3	20	60	21%
Paper Choice	1	10	10	4%
Final Paper	1	100	100	36%
Exam	1	50	50	18%
Total Points For Class	280 points			100%

Grading Scale:

259 to 280 points	A	93-100%
251 to 258 points	A-	90-92%
240 to 250 points	B+	86-89%
231 to 239 points	B	83-85%
223 to 230 points	B-	80-82%
212 to 220 points	C+	76-79%
203 to 211 points	C	73-75%
195 to 202 points	C-	70-72%
184 to 194 points	D+	66-69%
175 to 183 points	D	63-65%
167 to 174 points	D-	60-62%
166 points and below.	F	59% and below

I do not grade on a curve, so you will not be graded against each other. Thus, every student has the possibility of getting an A, if they perform at an A level.

If you fall in between the point ranges, your grade will be rounded. For example, if you have a 258.5 at the end of the semester, your grade would be rounded to 259. If you would have a 258.25, your grade would be rounded to a 258.

Late Work:

Missed Exams: See missed exam policy.

Missed Quizzes: See missed quizzes policy.

In-Class Assignments: No make-ups will be granted unless you have a documented, excused absence. If this is the case, you must make arrangements with the instructor and make up the assignment within one week of the original assignment deadline.

Homework: You may turn in homework late with a penalty. You can turn in by the Monday after it was originally due by 4:00pm for one-half credit of what you earned on the assignment. This means you will have to bring it to the Sociology department to turn in if you do not do so in class. They will time stamp the assignment before putting in my box. If you leave in the folder on the

sociology main office door over a weekend, it will be time-stamped for Monday morning. *A word of caution about leaving assignments there: This is not a secure folder, so there are no guarantees that I will receive it if you leave it in the folder when the Sociology main office is closed.*

Final Paper Choice: You will lose two points a day for each day the choice for the final paper is late. Saturday and Sunday will count as ONE day.

Final Paper: For the final paper, you will lose 10 points a day each day it is late (Saturday and Sunday will count as TWO days in this case). I will not accept any more papers after Wednesday December 13th at 9 am.

Incompletes: Except under extreme and documented circumstances, such as a prolonged illness or death in the family, I do not give out incompletes. If circumstances arise in which you think you will not be able to complete the course, you need to speak with me as soon as possible. An incomplete requires a written contract between the student and the instructor.

Assignments

Quizzes: (60 points) We will have 3 quizzes worth 20 points each throughout the semester. See course schedule for dates. You cannot make these up unless you have a legitimate, documented excuse. I will vary when the quizzes are given (i.e. beginning, middle, or end of class) and these will include information from readings, lecture, and in class activities.

Exam: (50 points) We will have a midterm exam on October 26th. This can include multiple choice, matching, short answer, and essay. More details will be discussed closer to the midterm.

In Class Assignments and Activities : (20points) In-class assignments and activities may include short writings, journaling, reactions, worksheets, and group activities. These will be graded based on how well you do them, rather than on if you do them or not. Readings assigned for that day are fair game for these assignments as well as past in-class lecture, activities, and past readings. See course schedule for dates. There will be four assignments worth five points each. No make ups unless documented legitimate excuse. See late work for more information.

Homework: (40 points) You will have four homework assignments this semester each worth 10 points. I will hand out the assignments the week before they are due. These may include journals, reaction papers, outside research, case studies, answering questions, etc. Some of these assignments might be based on in-class activities or videos, so it is essential to attend class. If you miss the class when the homework is assigned, I will post on the course website.

Final Paper Choice Assignment: (10 points) On September 28, you will be turning in your final paper choice, which I will approve and give you comments on. Details of this assignment and the final paper will be handed out and discussed during the second week of class.

Final Paper: (100 points) You will be writing a final paper for this course that is due on the last day of class, December 7. We cannot go over every gender topic in this course, nor devote as much time to each topic that you might be interested in. Thus, the final paper assignment allows you to explore a gendered topic you are interested in.

You will have three different options for the paper: a) a book review and analysis, b) a personal narrative/family history paper, or c) a paper based off of content analysis you will perform. I will hand out more detailed information on the paper and each topic in class, but the information presented next gives you a preview.

The papers should be approximately 10-15 pages in length. You must type in 12 point, Times New Roman font, and double space.

Book Review and Analysis: You will chose a book from a list I will provide you. You will need to read and analyze the book. This will include analyzing the author's methods, data, and findings. You should have knowledge sociological research methods to be able to do a good job on this paper.

Personal Narrative/ Family History: You can explore a gender issue in your family and/or personal life. You will interview family members and/or write your own narrative, which you will have to analyze. Some sample topics may include: changing gender roles in your family, work-family issues, gendered family experiences (i.e. parenting roles, household labor, etc), child-birth experiences, etc. You will have to get your topic approved by the instructor for this paper.

Content Analysis: You will pick a gender topic and the appropriate medium to research this topic by the use of content analysis. Examples of mediums include magazine articles, magazine advertisements, children's books, and social movement organizations' websites. Topics might include body image (comparing men and women, comparing women of different races/ethnicities), gender socialization in childhood (comparing children's book of the past and present or comparing non-sexist books to normal books), or how social movements construct gender (for example what do both pro-choice and pro-life organizations say about gender? What assumptions do they make along race and class lines in terms of gender? What do they say about men?). These are only some examples. If you do this paper choice, I will request that you meet with me, so I can help you formulate a manageable research plan and tailor your ideas to fit a sociological gender analysis.

Other Final Paper Comments:

No paper topic is easier than the others!

If you chose to do the family history/personal narrative paper, you can ONLY talk to members of your own family. Also, you can only talk to them if they agree. This assignment might be emotional for you. And lastly, remember you have to ANALYZE your personal story or what you learn in your conversations with family members.

Good writing is a process. You should not turn in a first draft for your final paper. There are resources to help you. I am more than willing to talk to you about ideas, progress, analysis, and so forth about your paper. If you would like help with writing from me, I am happy to help you, but I need advance notice and will not be able to give you detailed writing and grammar comments without this. The Writing Center is also another place you should utilize!

Course Schedule
**** Instructor Reserves Right to Make Changes****
Changes will be announced verbally and in writing.

9/7	Week One
Topic	<i>Course Introduction and Syllabus Review</i>
Readings Due	None
Assignments Due	None

9/14	Week Two
Topic	<i>Biological vs. Constructionist Explanations of Gender</i>
Readings Due	Disch: Lorber (113-119) Kimmel: Intro (7-8), Lorber (14-23), West & Zimmerman (150-167) <i>Recommended: Kimmel Buss (8-14)* I will lecture on this article in class*</i>
Assignments Due	None

9/21	Week Three
Topic	<i>Intersectionality and Masculinity: Evolution of Feminist Frameworks, Masculinity Studies, and Gender Scholarship in Sociology</i>
Readings Due	Disch: Messner (120-136), Zinn & Dill (81-88), Petchesky (99-106), Johnson (91-98)
Assignments Due	Quiz 1

9/28	Week Four
Topic	<i>Sexuality</i>
Readings Due	Disch: Convery (203-211), Due (153-154), Aviccolli (147-152) Kimmel: Bem (82-93) <i>Recommended: Kimmel Fausto-Sterling (344-350)</i> Disch: Wright (589-594)
Assignments Due	In-Class Assignment # 1 and Final Paper Choice

10/5	Week Five
Topic	<i>Education</i>
Readings Due	Disch: Kimmel (361-373), hooks (388-394) Kimmel: Sadker, Sadker, Fox, & Salata (220-226)
Assignments Due	Homework #1

10/12	Week Six
Topic	<i>Families</i>
Readings Due	Disch: Gerson (321-329), Graff (341-345) Kimmel: Popenoe (170-185), Rubin (206-218)
Assignments Due	Quiz 2 and In-class assignment #2

10/19	Week Seven
Topic	<i>Work</i>
Readings Due	Disch: Ehrenreich & Hochschild (443-451) Kimmel: Acker (264-276), Reskin (277-289), Williams (291-307)
Assignments Due	Homework #2

10/26	Week Eight
Topic	<u>MIDTERM EXAM</u>
Readings Due	
Assignments Due	Midterm Exam

11/2	Week Nine
Topic	Politics and Welfare
Readings Due	Disch: Hays (401-412) and <i>To Be Determined</i>
Assignments Due	In-class assignment # 3

11/9	Week Ten
Topic	Health, Reproduction, and Abortion
Readings Due	Disch: Chan (575-578), Sabo (541-554), Saxton (279-288), Barbee & Little (559-572), Campo (582-588)
Assignments Due	Homework # 3

11/16	Week Eleven
Topic	Bodies (Image and Violence)
Readings Due	Kimmel: Sanday (58-68) Disch: Zia (496-499), Goodwin (491-495), Silko (173-175), Thompson (176-188) <i>Recommended:</i> Kimmel: Dobash, Dobash, Wilson, & Daly (410-425) Disch: Saltzberg and Chrisler (162-170)
Assignments Due	Homework # 4

11/23	Week Twelve (<i>No Class- Thanksgiving Holiday!</i>)
Topic	
Readings Due	
Assignments Due	

11/30	Week Thirteen
Topic	Social Movements
Readings Due	Disch: Arditti (627-639), NOMAS (598-599), Anzaldua (599-604), Jaimes & Halsey (605-611), Svirsky (621-626)
Assignments Due	Quiz 3 and In-class assignment # 4

12/7	Week Fourteen
Topic	Class Wrap Up and Review
Readings Due	None
Assignments Due	<i>Final Papers Due</i>

