

Sociology 3325W (ACE): Gender and Inequality (3 credit hours), Fall 2017
T/Th: 9:30-10:50; CHSS 206

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Course Description: This course will introduce you to sociological ways of understanding and analyzing gender in contemporary society. You will learn how gender is socially constructed and varies across time and space. Did you know that blue used to be considered a feminine color or that high heels were first worn by men? We will also learn how gender differences are built into and reinforced by our major social institutions, including the family, schools, the media, and the workplace. As an Academic Community Engagement (ACE) course, your participation in local, non-profit organizations will form the basis for your observations of these gender dynamics in the real world. In this course, you will not only gain knowledge and skills, but use them to make a positive difference in the community. This experience, it is hoped, will help you see yourself as a force for change and deepen your understanding of your role as an engaged and active citizen. 3 Credit Hours. Prerequisite: SOC 1301 or SOC 2319.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- Define basic sociological concepts related to gender and inequality.
- Analyze the ways in which gender is socially constructed.
- Explain how these constructions reflect and reinforce inequalities in power, privilege, and status.
- Recognize how gender intersects with other systems of inequality.
- Integrate learning in the classroom with your life and the community outside of the classroom. (As an ACE class, community engagement is a required component!)
- Think critically about these issues, dig deeper, and have fun along the way!

REQUIRED TEXTS

1. Spade, Joan Z., and Catherine G. Valentine (eds). 2014. *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*, 4th edition. Thousand Oaks, CA: Sage. ISBN: 9781452205410
2. Additional required readings will be posted on Blackboard.

All readings should be completed prior to the day they appear on the schedule.

EVALUATION AND ASSESSMENT

Final grades will be based on:

Participation	25 points
Quizzes/Reflection Papers	100 points
Class Facilitation	25 points
Midterm Exam	100 points
ACE Hours Log	20 points
<u>2 Applied Essays</u>	<u>100 points</u>
	370 points

Participation and Attendance (25 pts): To make the most of our time together, it is important that everyone comes to class prepared and ready to contribute thoughtfully to our discussions. That means doing the readings and doing them carefully. Some of the material will likely challenge your usual way of thinking about things and may push you outside of your comfort zone. Try to notice when this happens and see if you can figure out why. We can learn a good deal about how social life is organized and shapes our experiences from the questions and reactions that arise when we try to see things from a different perspective.

Learning in this course also requires the active participation of all students, so regular, on-time attendance is expected and will be factored into your participation grade. If you must miss class (for any reason), you are responsible for finding out from your peers what you missed, including schedule changes and in-class announcements.

Quizzes (50 pts): At the beginning of class on Tuesdays, you'll take a short quiz on the readings assigned for that day. All quizzes are open note, but NOT open book. If you're absent or late to class, you will not be able to make up that day's quiz. Quizzes are worth a maximum of 5 points each. Each student will get one "free pass" (5 points) that can be used to replace a missed quiz or supplement a low score.

Reflection Papers (50 pts): Before class on Thursdays, you will upload a reflection paper into Blackboard in response to the readings for that day. These are due by 9:30 am. To be eligible for full credit for your reflection paper, you must also attend class that day and remain the entire time. Reflection papers that are turned in late, but within 24 hours of the regular deadline will receive no more than half credit. Those that are more than 24 hours late will receive zero credit. Reflection papers are worth a maximum of 5 points each. Again, you'll get one "free pass."

For these papers, you should write at least two paragraphs: a brief summary paragraph (3-5 sentences) and a LONGER reflection paragraph. Write the summary paragraph as if you are telling a friend what you just read, highlighting the reading's main points (ex. "From Johnson, I learned that..."). Following the summary, write a thoughtful reflection on the reading. You could take a quote that struck you as especially insightful and respond to it (ex. "This passage reminded me of..."), relate the reading to your own life, or compare it to another reading we've done. If you do these things, you will receive full credit – whether or not you liked/disliked or agreed/disagreed with the author(s). If something is missing (or your paper is too skimpy), you'll receive half credit. No reflection paper = zero credit.

Class Facilitation & Detailed Outline (25 pts): You will work in small groups to facilitate one class session. Early in the semester, I'll ask you to indicate the topic(s)/date(s) you'd like to facilitate and, if you wish, students you'd like to work with. I'll do my best to accommodate your preferences.

Your group must meet with me at least one week before you are scheduled to lead class. Together, we will come up with a plan for facilitating your day of class. (5 points)

Before this meeting, you should skim the readings for your assigned week and develop a list of possible activities you could use to engage your peers. As you're brainstorming ideas, keep in mind that your main task is to find ways of getting students to **participate and talk to each other**. Be as creative as possible! You can bring in song lyrics, plan group exercises or games, create a worksheet, or organize debates. You can incorporate short skits into your presentation, use film clips (make sure they are no longer than 15 minutes), or bring in blog posts or news articles (copied for the class). If you bring in written material, make

sure it is short so that we have time to read and react to it. You can have us free-write or do a task in pairs or small groups. (10 points)

Your group must also come up with at least 2 questions that can be used to generate discussion. You should prepare these before you meet with me so that we can revise them, if necessary. It's not easy writing good discussion questions, and I'm happy to help you with that.

On the day you facilitate, your group will turn in a detailed outline of your plan for the day, explaining the rationale for the activities you came up with. Your outline should be detailed enough that someone who is unfamiliar with your topic could step in for you and use your outline to lead class that day. You will not do a reflection paper or take the quiz on the day you facilitate. Your outline will be enough. (10 points)

Your grade for this assignment will be based on: (1) your preparation for meeting with me, (2) the facilitation itself (i.e., well-organized, evidence of having practiced as a group) and the class's reaction (whether students got involved), and (3) your detailed outline with discussion questions (i.e., thorough and precise, turned in on time).

Midterm Exam (100 pts): We will have one exam this semester, near the mid-point. It will consist of multiple choice and short essay questions, based on the readings, class discussions, and films.

Academic Community Engagement (ACE): To complement the coursework this semester, students will participate in experiential learning through the ACE program. Each student will volunteer in a non-profit organization that deals, in some capacity, with issues related to gender and/or sexuality. A list of potential community engagement sites will be posted on Black Board. If you commute to campus, you may volunteer in organizations closer to home, subject to my approval. You must volunteer **at least 15 hours this semester** (approximately 1½ hours per week for 10 weeks). *Your volunteer hours should be spread out across the semester rather than concentrated into just a few weeks.*

By the third week of class, you should have contacted and developed a plan with an organization to examine and contribute to one area of its work. Some possibilities might be helping with their outreach and awareness campaigns, refining their educational programs, participating in their fundraising events, or assisting with the organization's day-to-day administrative functions.

To receive full credit for your community engagement, the following is required:

- **2 Applied Essays (100 pts total; 50 pts each):** These assignments ask you to show how course readings connect to or help explain gender-related processes in your community engagement site. Essays should be a minimum of three typed pages (double-spaced, 12-point font, 1-inch margins). More details will be provided in class. Each essay is worth a maximum of 50 points.
- **ACE Hours Log (20 pts):** You must maintain a written log of your hours, initialed by both you and an organizational representative. I will provide a form for you to use. You will turn in your log twice this semester (see course schedule for dates). On those days, bring a **copy** of your log (**not your actual log**). I will also verify your hours several times during the semester.

Grading Scale: Final grades will be assigned as follows:

333-370 = A
296-332 = B

259-295 = C
222-258 = D

0-221 = F

POLICIES

Make-Up Policy: You may make-up the mid-term exam if you provide official documentation for your absence (ex. written note from your doctor) and notify me within one hour (before or after) of the regularly scheduled exam. Missed exams must be made up within one week. Make-up exams will cover the same material but may follow a different format. Since everyone gets one free pass on quizzes and reflection papers, missed quizzes and reflection papers cannot be made-up.

Late Assignments: Reflection papers that are turned in late, but within 24 hours will receive no more than half credit (as long as you attended class on the day the reflection paper was due). Those that are more than 24 hours late will receive zero credit. Applied Essays will be penalized 10% for every day that they are late.

Cell Phone and Texting Policy: There will be absolutely no cell phone use, texting, or browsing the internet during class. These kinds of behaviors are not only rude; they're distracting to me and other students. Your phones should be stowed completely out of sight (NOT left on your desktop).

Instructor Evaluations: Toward the end of the semester, you will be asked to complete a course/ instructor evaluation. This is very important to me, the university, and future students. Your feedback helps me make adjustments and improve the course.

Academic Dishonesty: Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Students engaging in these activities will receive a zero on the exam, quiz, or assignment in question. Students who do so more than once, will receive an automatic "F" for the course. The university's policy on academic dishonesty can be found at <http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>. To read the university's Code of Conduct, go to <https://netreg.shsu.edu/mirror/codeofconduct.html>

Americans with Disabilities Act: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

Religious Holidays: The Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. “Religious Holy Day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20 of the Tax Code. The university’s policy may be found at <http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

Visitors to the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar’s Office.

Daily Preparation and Classroom Courtesy: To make the most of our time together, it is important that everyone comes to class prepared and ready to contribute thoughtfully to our discussions. That means doing the readings and doing them carefully. Some of the material will likely challenge your usual way of thinking about things and may push you outside of your comfort zone. Try to notice when this happens and see if you can figure out why. We can learn a good deal about how social life is organized and shapes our experiences from the questions and reactions that emerge when we try to see things from a different perspective. In addition, we need to agree on a few interaction rules to maintain a respectful and collaborative learning environment this semester.

- Let’s start by turning off ALL electronic devices (cell phones, laptops, tablets, I-pods, etc.).
- When other students are speaking, listen patiently and do not interrupt.
- Ask questions and volunteer answers to other people’s questions. This is how we build collective knowledge and deepen our ability to think flexibly and critically.
- Feel free to discuss personal experiences, but be prepared to discuss them sociologically.
- At all times, treat each other respectfully. We may sometimes disagree strongly with each other, but we can challenge ideas without putting each other down.
- Don’t do homework for other classes, carry on side conversations, or sleep in class.
- If your behavior becomes distracting or is disrespectful, you may be asked to leave.

TENTATIVE COURSE SCHEDULE (subject to change)

T = Textbook reading; BB = Blackboard reading; *asterisk = student-led class facilitation

Aug 24	Welcome & Introduction to Course
Aug 29	Thinking Sociologically: How can we make this class a meaningful experience for everyone? What is sociological mindfulness? BB: Tompkins, "Pedagogy of the Distressed" BB: Schwalbe, "Making Sense of the World Differently" <i>Quiz #1</i>
Aug 31	Social Construction of Gender: What <i>is</i> gender? How is it different from sex? How do beliefs in gender <i>differences</i> lead to gender <i>inequalities</i> ? BB: West & Zimmerman, "Doing Gender" BB: Lorber, "Night to His Day: The Social Construction of Gender" <i>Reflection paper #1 (write about BOTH readings)</i>
Sept 5	Intersex and Transgender (or when sex and gender don't "match"): Are two sexes and genders enough to capture the diversity of human characteristics and identities? T: The Prism of Gender, p. 3-10 T: Lucal, "What It Means to Be a Gendered Me," p. 17-29 BB: Kleinman, "Biological Sex; Social Life" <i>Quiz #2</i>
Sept 7	<i>Film: Tomboy</i> [NO REFLECTION PAPER DUE]
Sept 12	Gender Socialization: How do we learn to be "girls" and "boys"? How does gender <i>socialization</i> reinforce gender <i>inequality</i> ? What role do schools play? T: Learning and Doing Gender, p. 157-164 BB: Martin, "Becoming a Gendered Body: Practices of Preschools" <i>Quiz #3</i>
*Sept 14	Gender Socialization (continued): What lessons do children's films offer about gender and sexuality? What is heteronormativity/ heterosexism? BB: Martin & Kazyak, "Hetero-Romantic Love and Hetero-Sexiness in Children's G-Rated Films" <i>Reflection paper #2</i>

Sept 19	<p>WORK DAY [NO QUIZ]</p> <p><i>During this class, we will break into small groups so that you can discuss your community engagement experiences with your peers and begin brainstorming ideas for your first essay.</i></p>
*Sept 21	<p>Policing Gender: How are only certain ways of “doing gender” encouraged and normalized? What role do parents play? What role do peers play?</p> <p>T: Kane, “No Way My Boys Are Going to Be like that!” BB: Pascoe, “‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse”</p> <p><i>Reflection paper #3 (write about BOTH articles)</i></p>
Sept 26	<p>Gender, Institutions, and Structures: What does it mean to say that gender and gender inequalities are built into the institutions and structures of our society? What is patriarchy?</p> <p>T: Risman, “Gender as a Social Structure,” p. 10-17 BB: Johnson, “Patriarchy”</p> <p><i>Film: Miss-Representation</i></p> <p><i>Quiz #4</i></p>
*Sept 28	<p>BB: Alexander, “World Cup Soccer Stats Erase the Sports Most Dominant Players: Women.”</p> <p><i>Reflection paper #4</i></p>
Oct 3	<p>Gender and Intersectionality: How does gender – as a category of inequality – intersect with other categories of inequality?</p> <p>T: The Interaction of Gender with Other Socially Constructed Prisms, p. 57-63 BB: Collins, “Toward a New Vision”</p> <p><i>Quiz #5</i></p>
Oct 5	<p>1) Applied Essay #1 due (<i>Be prepared to share your essay in small groups.</i>) 2) ACE Hours Log due (<i>At this point, you should have completed 3-6 volunteer hours.</i>)</p>
Oct 10	Review
Oct 12	Mid-term exam
Oct 17	<p>Buying and Selling Gender: What role do media and advertisers play in constructing images of “proper” or “acceptable” femininity and masculinity?</p> <p>T: Buying and Selling Gender, p. 211-216 T: Nelson, “The Pink Dragon Is Female” p. 217-225</p> <p><i>Quiz #6</i></p>

*Oct 19	<p>T: Hatton & Trautner, “Equal Opportunity Objectification? The Sexualization of Men and Women on the Cover of <i>Rolling Stone</i>” p. 291-308</p> <p><i>Reflection paper #5</i></p>
Oct 24	<p>Masculinity: What does it mean to be a “man” in contemporary US society? Who benefits from and who is harmed by hegemonic masculinity?</p> <p>T: Enforcing Gender, pp. 463-468 T: Quinn, “Sexual Harassment and Masculinity: The Power and Meaning of ‘Girl Watching’”</p> <p><i>Film: The Mask You Live In</i></p> <p><i>Quiz #7</i></p>
*Oct 26	<p>BB: Ezzell, “Pornography Makes the Man”</p> <p><i>Reflection paper #6</i></p>
Oct 31	<p>Gender and Work: How are organizations “gendered” (and “racialized”)? What are the consequences for the work lives of women and men?</p> <p>T: Gender at Work, p. 333-342 T: Williams, Muller, & Kilanski: “Gendered Organizations in the New Economy,” p. 353-366</p> <p><i>Quiz #8</i></p>
*Nov 2	<p>T: Wingfield, “Racializing the Glass Escalator,” p. 366-376</p> <p><i>Reflection paper #7</i></p>
Nov 7	<p>Gender, Work, and Families: How are our family relationships gendered? What is the “second shift” and how do working parents negotiate it?</p> <p>BB: Hochschild, “The Second Shift” T: Moore, “Mommies and Daddies on the Fast Track in Other Wealthy Countries,” p. 386-390</p> <p><i>Quiz #9</i></p>
*Nov 9	<p>T: Padavic & Butterfield, “Mothers, Fathers, and ‘Mathers’: Negotiating a Lesbian Co-Parental Identity,” p. 430-441</p> <p><i>Reflection paper #8</i></p>
Nov 14	<p>Gender and Globalization: How are working women and men across the world being affected by and responding to globalization?</p> <p>BB: Ehrenreich & Hochschild, “Global Woman”</p> <p><i>Quiz #10</i></p>

*Nov 16	<p>BB: Hondagneu-Sotelo & Avila, “I’m Here, but I’m There”</p> <p>BB: Gorman, “Mommy Shift Begins as Nanny Shift Ends”</p> <p><i>Reflection paper #9</i></p>
Nov 21	<p>WORK DAY [NO QUIZ]</p> <p><i>To give you time to work on your final essay, we will not meet as a class on this day. You may use our classroom as a work space. I’ll be in my office if you have questions or want to talk about your essays.</i></p>
Nov 22-24	Thanksgiving Break (no class)
Nov 28	<p>1) Applied Essay #2 due (<i>Be prepared to share your essay in small groups.</i>)</p> <p>2) ACE Hours Log due (<i>You should have logged at least 15 volunteer hours.</i>)</p>
Nov 30	<p>Social Change: How can we reduce gender inequality? What are some sociological solutions? What difference can one person make?</p> <p>BB: Stout, excerpt from <i>Bridging the Class Divide</i></p> <p>BB: Johnson, “What Can We Do?”</p> <p><i>Reflection paper #10</i></p>