SOCI 4310: Sociology of Gender
Spring 2017

Professor: Dr. Rachel M. Schmitz
Contact: rachel.schmitz@utrgv.edu
Office Hours: MW 9 a.m. – 11 a.m.
Office Location: ELABN 338

Classroom: ELABN 233
Time: TR 10:50 am – 12:05 pm
Duration: 1/17/16 – 5/11/16

Required Texts:

Additional Readings: Required readings can be found on Blackboard.

Important: Contact me at my UTRGV email address. DO NOT use the Blackboard messaging system.

Course Aims and Scope
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. Throughout the course, you will attain the following markers of sociological knowledge:
• 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, writing and oral expression.
• Recognize and analyze the structural advantages/disadvantages of varying social positions (i.e. race/ethnicity, class, gender, ability, sexuality and age).

Course Format
This class consists of lectures, in-class activities and collaborative class discussions. 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 listening.

Course Expectations
• Attend class regularly. I take attendance each class period.
• Please arrive to class promptly.
• Read the assigned readings before class and bring them with you. Students will be assessed on their contributions to class discussions.
• Be respectful of others’ opinions, backgrounds and experiences. An open environment for discussion is essential to learning.
• During class, be positive, willing and prepared.
• Emulate academic honesty. Instances of cheating or plagiarism will result in a failing grade.
• Follow deadlines for assignments and tests. I will send out reminders when appropriate, however the final responsibility for due dates remains with the student.
• Turn in all assignments on time. Late assignments will not be accepted.
• Hard copies of all assignments are required. E-mailed assignments will not be accepted.
• Please follow all writing guidelines in this syllabus when writing your assignments.
• Turn off cell phones while in class. Texting is a disruption that will result in the loss of participation points.
• Please refrain from using computers for activities other than taking notes.
• Check Blackboard and your school email regularly for updates and announcements.
  o It is your responsibility to make sure the university has your correct email on file.

Course Grade Breakdown
Student grades will be assessed through the following:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation and In-Class Activities</td>
<td>30</td>
</tr>
<tr>
<td>Two Writing Assignments (20 points each)</td>
<td>40</td>
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<tr>
<td>Final Project Paper</td>
<td>30</td>
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<tr>
<td>Final Project Presentation</td>
<td>10</td>
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<tr>
<td>Three Exams (30 points each)</td>
<td>90</td>
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<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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Participation and In-Class Activities
Discussion is vital to learning the concepts of this course. Students should read all assigned course materials before the start of class on the day they are listed on the calendar. Participation points will be given for attendance and contribution to class discussions and activities. **If you know you are going to miss class for a University-sanctioned reason, please notify me beforehand.**

Writing Assignments
Students will complete two writing assignments throughout the semester to develop academic writing skills and apply concepts learned in class to everyday life. These assignments will be announced and explained well in advance of their due date. Hard copies are due in class on the due date. Late assignments and emailed assignments will not be accepted.

• **Assignment 1: Gendered Scavenger Hunt** (Copelton 2013)
  o For this assignment, students will be asked to 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.
  o Due Date: 2/14/17

• **Assignment 2: Sociology of Gender Roles on the Internet** (Tracton 2000)
For this assignment, students will analyze both sides of a debate regarding a chosen topic using Internet websites or organizations. You will describe each group and then discuss gendered issues related to the topic as a whole. Further details will be provided.

Due Date: 3/21/17

Final Project
- **Visualizing Gender Assignment** (Sargent and Corse 2013)
  - Gender is a basic category of social life. In this assignment 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. More details to come.

Due Date: 4/18/17

Final Presentation
- **Presenting your final project to the class**
  - More information to come.
  - Due Date: 4/20/17 or 4/25/17

Exams
Three exams will be administered in this course to assess student learning. Each exam will consist of multiple choice and essay questions. Each exam will include material discussed since the previous exam. The final exam is NOT cumulative.

Writing Guidelines
- All outside assignments must be typed and printed prior to class. Black and white for photographs is fine. Late, hand-written and emailed work will not be accepted. Computers and printers are available in the library for student use.
- Print papers on white printer paper with black type.
- 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, APA or MLA).
  - Plagiarism is not allowed and will result in a failing grade.
  - Choose a style and be consistent.
- Staple all papers together prior to class.
- Failure to follow these guidelines will result in a loss of points.

Grading Scale
- A = 194-179  B = 178-159  C = 158-139  D = 138-119  F = 118 & below

Class Environment
While subjects in this course are interesting and socially relevant, they may also be controversial. As a class, we will cooperate to foster an open, respectful environment for discussion. Students who are disrespectful will be asked to leave and will not receive any participation/activity points.
for the day. The use of technology, talking out of turn, sleeping and explicit and offensive language are considered disruptive behavior. If you become emotionally overwhelmed by class content, please contact Counseling and Psychological Services at 956-665-2574.

**Record Keeping**

You are expected to retain all graded assignments that are returned to you for your records. I will retain all other graded assignments for one year. If you have concerns about your grade, please make them known to me before that time so they can be resolved.

**Students with Disabilities**

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

**Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

**Mandatory Course Evaluation Period**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Online evaluations are available 4/12/17 – 5/3/17. Students who complete their evaluations will have priority access to their grades.

**Student Resources**

- Writing Center - Student Academic Center (STAC) 3.119, 956-665-2538, wc@utrgv.edu.
- Learning Center – Learning Assistance Center (LEAC) 100, 956-665-2585.
- Academic Advising Center - Southwick Hall, Rm 101A, 956-665-7120, academicadvising@utrgv.edu.
- Purdue Online Writing Lab (OWL) - https://owl.english.purdue.edu/owl/. Great for citation assistance.

**Personal Identities**

Gender is central to the lives of many students, and not all students go by their legal name or find that the information in the University system does not accurately portray their identity. Please send me an email and let me know what your preferred name and pronouns are. For example, I prefer to be called Dr. Schmitz or Rachel, and my preferred pronouns are her & she.

**Academic Integrity**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in academic/scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Academic/scholastic dishonesty includes but is not limited to: cheating, 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. Given that academic/scholastic dishonesty harms the individual as well as the integrity of the University, policies on academic/scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). Ignorance of these rules, regulations, and guidelines is never considered an “excuse” for engaging in academic/scholastic dishonesty. All academic/scholastic dishonesty incidents will be reported to the Dean of Students.

**Sexual Harassment, Discrimination, and Violence**

In accordance with UT System regulations, 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 becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

**Tentative Class Schedule**

All readings should be completed prior to the start of class on the day they are assigned. Chapter readings from your textbook, *Gender*, are designated as “G.” All outside readings can be found on Blackboard under “Required Readings” and are designated as “BB.” I reserve the right to make changes to the schedule as needed. Changes will be announced in class, on Blackboard and sent via email.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>Week</td>
<td>Date</td>
<td>Chapter</td>
<td>Activity</td>
<td>Assignment</td>
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<td>2</td>
<td>1/26</td>
<td>Bodies</td>
<td>G: Chapter 3 Activity: “Discussing Gender and Human Sexuality Issues: Abortion” (James 2013). Activity: Assignment 1 Overview</td>
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<tr>
<td>3</td>
<td>1/31</td>
<td>Bodies</td>
<td>G: Chapter 3 BB: “Gender Similarities Hypothesis” (Hyde 2005).</td>
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<td>3</td>
<td>2/2</td>
<td>Performances</td>
<td>G: Chapter 4 BB: “Doing Gender” (West and Zimmerman 1987). Activity: “Walk Like a Man, Talk Like a Woman” (Berkowitz et al. 2010).</td>
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<td>4</td>
<td>2/9</td>
<td></td>
<td>EXAM 1</td>
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<tr>
<td>5</td>
<td>2/14</td>
<td>Intersections</td>
<td>G: Chapter 5 BB: “Why Trying on Gender and Intersectionality Matters” (Williams 2009).</td>
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<tr>
<td>5</td>
<td>2/16</td>
<td>Intersections</td>
<td>G: Chapter 5 Activity: “Writing a Nonsexist/racist/classist TV Ad” (Bobbitt 2013). Activity: Assignment 2 Overview</td>
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<tr>
<td>6</td>
<td>2/23</td>
<td>Inequalities</td>
<td>G: Chapters 6 &amp; 7 Film: “Miss Representation” NO IN-CLASS MEETING – INDEPENDENT WORK DAY</td>
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<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Text</td>
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<td>7</td>
<td>2/28</td>
<td>Institutions</td>
<td>G: Chapter 8&lt;br&gt;BB: “‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse” (Pascoe 2005). Activity: Gender Inclusivity in the Classroom</td>
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<td>7</td>
<td>3/2</td>
<td>Institutions</td>
<td>G: Chapter 8&lt;br&gt;Activity: The Gendered Context of Sports</td>
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<td>8</td>
<td>3/9</td>
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<td>EXAM 2</td>
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<td>9</td>
<td>3/14</td>
<td>SPRING BREAK – NO CLASS</td>
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<td>9</td>
<td>3/16</td>
<td>SPRING BREAK – NO CLASS</td>
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<td>10</td>
<td>3/21</td>
<td>Change</td>
<td>Activity: Guest Speaker&lt;br&gt;Activity: Midterm Evaluations&lt;br&gt;Activity: Final Project Overview</td>
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<tr>
<td>11</td>
<td>3/28</td>
<td>Sexualities</td>
<td>G: Chapter 10&lt;br&gt;Activity: “Gender Neutral Dating”</td>
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<td>12</td>
<td>4/4</td>
<td>Families</td>
<td>G: Chapter 11&lt;br&gt; Film: “Gayby Baby”</td>
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<td>12</td>
<td>4/6</td>
<td>Work</td>
<td>G: Chapter 12&lt;br&gt;BB: “Learning from the Workplace Experiences of Transpeople” (Connell 2010).</td>
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<td>Date</td>
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<td>Time</td>
<td>Activity/Task</td>
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| 13   | 4/11| Work | G: Chapter 12  
Activity: Gender wage gap analysis. |
| 13   | 4/13| Politics | G: Chapter 13  
Activity: “The Rape of Mr. Smith.”  
Activity: “Is It Theft?” (Berkland 2013).  
**NO IN-CLASS MEETING – INDEPENDENT WORK DAY** |
| 14   | 4/18| Politics | G: Chapter 13  
BB: “Performing Gender, Race and Class on the Campaign Trail” (McGinley).  
Activity: Gendered Environmental Discourses (Kinchy).  
**FINAL PROJECT PAPERS DUE** |
| 14   | 4/20|      | **FINAL PROJECT PRESENTATIONS** |
| 15   | 4/25|      | **FINAL PROJECT PRESENTATIONS** |
| 15   | 4/27|      | Activity: Exam prep |
| 16   | 5/2 |      | Activity: Writing your own exam |
| 16   | 5/4 |      | **STUDY DAY - NO CLASS** |
| 17   | 5/9 |      | **FINAL EXAM**  
10:15 a.m. - 12:00 p.m. |