

**SOCY/WMST 325: Sociology of Gender**  
Autumn 2014  
TuTh 11:00-12:15pm  
ASY 1213

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This course focuses on gender as a system of social stratification. A primary goal of sociology is to encourage students to question taken-for-granted assumptions that limit understanding of human experience. Accordingly, we will examine theories and research about the processes that differentiate women and men in our society. We will learn about how gender permeates major institutions, such as education, employment, family, and the State. We will explore the social forces that shape our perceptions of sex, gender, and sexuality and examine how these affect interpersonal relationships. Throughout the course, we will examine the commonalities and variations of women's and men's experiences across racial and ethnic groups, socioeconomic status, and sexuality. By the end of the class, you should have an informed understanding of the ways in which gender shapes women's and men's everyday lives.

### **Course Objectives**

Learning objectives will be met through an exploration of several important issues in the sociology of gender including conceptual approaches to studying gender identities, interactions, and institutions.

- Explore and understand how social forces shape our perceptions of gender, and how these perceptions are affected by race-ethnicity, social class, and sexuality.
- Synthesize and explain, using a sociological perspective, how institutions and group processes produce systematic variation in women's and men's experiences.
- Apply knowledge of commonalities and variations in women's and men's lives across race-ethnicity, social class, and sexuality in research and projects on the sociology of gender.

### **Classroom Etiquette**

I'm certain each of you is aware of this, but I'd like to remind us all that in order to talk about society, we must all feel comfortable in expressing ideas. In this classroom, we will respect all positions provided that each contribution is situated in an informed model of sound academic and sociological inquiry. Respectful participation is welcome and we must all do our best to be considerate and listen to what any member of the class has to say. Discrimination or intolerance based on social characteristics such as sexual orientation, disability, race, gender, religious preference or ethnicity will not be tolerated. Thus, we will respect sociologically informed positions from our peers while retaining the right to disagree. Each of you has something significant to contribute to our understanding of gendered persons, interactions, and institutions. A respectful, tolerant, and actively questioning attitude is crucial to a successful discussion.

### **Course Materials**

One book is required for the course *The Gendered Society*, fifth edition, by Michael Kimmel, 2012, New York: Oxford University Press. The text is available at the campus bookstore and online.

Clickers are required for the course. These are available at the campus bookstore.

Journal articles are also assigned for some classes. These are available online through the course ELMS site.

## Expectations of Students

Students are expected to attend class, participate in class discussions and activities, complete 3 assignments, and take a midterm and a final exam. Participation accounts for 10% of your grade. Participation is assessed based on active participation in class activities and discussions. Attendance does not count as participation.

Attendance is taken each class to allow the TAs and myself to better evaluate your performance in the class as a whole.

Readings for each day should be completed **before** class. Course materials will be explained more fully in lecture and some material will be presented only in lecture. Class time will consist of lectures, discussion and class activities. You are responsible for being present when assignments are distributed and for obtaining any information, assignments or schedule changes that you may have missed. I do not post lecture notes or summaries of materials covered in class.

If you are having difficulty in the course for any reason, I encourage you to see me, either during my office hours or by appointment, or one of the Teaching Assistants during their posted office hours. My responsibility to you as your professor includes answering questions, clarifying class materials, and pointing you towards additional resources. Barring an emergency, I will be available during my scheduled office hours. If you have a scheduling conflict, I am happy to meet with you at a mutually convenient time. I will also respond to straightforward questions about the course over email. However, please note that I do not routinely respond to emails outside of standard business hours (9am-5pm M-F).

I allow students to use laptops or tablets to take notes and review class materials. **Students who choose to use laptops in the class are required to sit at the front of the classroom.** If you use your laptop or tablet for any other reason you will lose the privilege of bringing the device to class. All other technological devices, including phones, MP3s, calculators, gaming devices, and so forth, are prohibited. I will ask you to leave class if I see or observe use of these devices in class. If these devices are seen and/or used during an exam, I will collect the exam and you will not be allowed to complete the exam and the exam score will be entered as a 0 (zero).

## Assignments

1. Reflection Papers: For 11 classes, you will summarize the assigned readings in a reading reflection paper (RRP). You may choose to opt out of 1 of the 11 required reflection papers. RRP's should be no longer than 2 double spaced pages. They are due on the course ELMS site by 9:00am on the date specified in the course schedule. Each RRP should include a brief restatement of the author's main points and discuss 1 or 2 aspects of the article you found enlightening or confusing. Your observations and question should ask for clarification about something in the readings, relate the assigned readings to other class material or to a public event or media story, or ask about the implications of the readings.
2. Gender Observation: This assignment consists of field observation and writing a 3 to 4 page description and analysis of gendered interactions at a party or other social gathering/location. Due 10/7/2014.
3. Gender & Workplace Inequalities Assignment. This assignment consists of an investigation of the gender wage gap and sex segregation. You will pick 5 occupations you're interested in and look up the percentage of women in that occupation and then calculate the gender wage gap. You will then present your data and analyze it in a 3-4 page paper. Due 11/18/2014.

Rubrics for each assignment will be provided in class. Assignments should be submitted to the course ELMS site by the date listed in the syllabus. Without **PRIOR** approval from me, no late work will be accepted. Late work and work turned in outside of ELMS will be accepted only in unusual

circumstances and, depending on the circumstances, may have 10 points deducted for each day late. Please use the American Sociological Association (ASA) or American Psychological Association (APA) citation style in your papers. Please use 12 point, double spaced, Times New Roman font. Please proofread your paper before submitting it; points will be deducted for egregious spelling or grammatical errors.

### **In class writing assignments, Midterm and Final Exam**

In class writing assignments and occasionally quizzes will be given in class periodically. These will not be announced ahead of time. They will make up 50% of your class participation grade. The remaining 50% of your participation grade will be assessed based on your active participation in class discussions and activities.

The midterm and final exam will consist of short answer and multiple choice questions. Exams will cover material from lectures, class discussions, and course readings. Exams will not highlight memorization of exact numbers or dates, but will focus on generalizations from research, the arguments made by various authors, and the evidence and reasoning they provide in favor of their arguments. I am not expecting you to provide every detail about the topic or a perfectly polished answer BUT I do expect you to demonstrate a working knowledge of the course material and engage in some critical thinking. You will be permitted one 3x5 notecard, double-sided, to use as an aid for exams. You may place any notes you wish on the notecard as long as it conforms to the specified dimensions. Make-up exams will be given only in emergency situations for which you provide written documentation.

### **Course Grading**

Following the University of Maryland's grading scale, the following criteria will be used to assign letter grades:

- A excellent mastery of the subject and outstanding scholarship (90-100 points)
- B good mastery of the subject and good scholarship (80-89 points)
- C acceptable mastery of the subject and basic performance (70-79 points)
- D borderline understanding of the subject and marginal performance (60-69 points)
- F failure to demonstrate understanding of the subject and unsatisfactory performance (0-59 points)

Assignments and exams will be graded on both content and form. Content refers to the degree to which you complete the requirements, how well you demonstrate understanding of course material, and the level of analysis applied. Form refers to the clarity of the work you present in terms of grammar, spelling, punctuation and writing style. Work that is adequate in demonstrating basic familiarity with the material will earn a C. Work that is organized, coherent, and demonstrates above average understanding of material will earn a B. Work that is organized, coherent, and presents a strongly developed and supported thesis, and also demonstrates superior understanding of material, will earn an A. I will follow University conventions in assigning plus and minus letter grades.

Your final grade is calculated as follows:

<u>Requirement</u>	<u>% of Grade</u>
Class Participation	10%
Assignment 1	15%
Assignment 2	20%
Assignment 3	20%
Midterm	15%
Final exam	20%

**Major scheduled grading events include the midterm scheduled for Thursday, 10/16/2014 and the final exam scheduled for 12/15/2014 from 8:00-10:00am.**

## Disabilities

I rely on the Disability Support Service (DSS) Office for assistance in verifying the need for accommodations and developing accommodation strategies. Students requiring accommodation should register with the DSS and provide me with a current, written University of Maryland Accommodation form. Only written DSS documentation of the accommodation will be considered as I am legally allowed to accommodate only students with a disability registered through DSS. The form must be presented to me no later than September 24, 2013.

## Academic Misconduct

Please review the Honor Pledge at <http://www.studenthonorcouncil.umd.edu/code>. You will be asked to handwrite the honor pledge, and sign and date it, on the cover page of every exam and assignment in this class. The Honor Pledge is written below this paragraph. Please note that I will refer students to the Student Honor Council if a student violates the Code of Academic Integrity. Examples of academic misconduct include, but are not limited to, cheating on tests, misrepresenting yourself or your work, including passing off other's work as your own or copying papers off the Internet, and plagiarism. **If you are uncertain whether something constitutes academic misconduct, please ask!**

Honor Code: *"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment / paper / examination."*

## Medical Excuses

Regular attendance and participation in the class is the only way to understand fully the theories and research discussed. However, I understand that sometimes you must miss a class because of illness. In the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class, send me an email in advance of the class. When you return to class, bring a note identifying the date of and reason for the absence and acknowledging that the information in the note is accurate. You must also state that if the reason for your absence is found to be false, you understand that you will be referred to the Office of Student Conduct.
2. If you are absent because of illness more than twice, you are required to bring documentation signed by a health care professional identifying the dates of and reason for the absence.
3. If you are absent because of illness on exam days or dates when assignments are due, you are required to notify me in advance. When you return to class, you must bring documentation of the illness, signed by a health care professional. If you do not inform me when you return to class and if you do not provide written documentation, you will receive 0 points for the exam or assignment.

## Religious Observance

By 9/11/2014, students must provide me with a written request for a make-up exam date if you are unable to be in class on the scheduled midterm exam date because of a specific religious observance. You must specify the religious event in the written request. Please refer to the University's Online Catalog Policy on Religious Observance. Remember that accommodations are not made for travel to and from the religious observance.

## University Closings

In the event that the University is closed for an emergency or unanticipated extended period of time, I will email or contact you to indicate schedule adjustments. If the University is closed for an emergency or inclement weather on major grading event dates, these events will be rescheduled. Official closures and delays are announced on the University website <http://www.umd.edu>. The snow phone line is 301-405-SNOW (7669); you may also check your local radio and TV stations for information.

## Copyright

All course materials (lectures, PowerPoints, assignments, handouts, etc.) are the intellectual property of the instructor. Unauthorized recording or distribution of these materials to any sharing website, or third party, is a violation of the law.

SOCY/WMST 325 Autumn 2014 COURSE SCHEDULE		
DATE	TOPIC	READINGS
<b>UNIT I: Studying Gender</b>		
Tuesday 9/2	Introduction	Kimmel Chapter 1
Thursday 9/4	Gendered Bodies & Identities	Kimmel Chapter 2, pages 21-57 Sapolsky 1997
Tuesday 9/9	Cross cultural differences in gender  <b>Reflection Paper #1</b>	Kimmel, Chapter 3, page 58-85 Helliwell 2000 Lepowsky 1993
Thursday 9/11	Cross Cultural Differences in Gender  Film: <i>I'm Just Anneke</i>	Fausto-Sterling 2000
Tuesday 9/16	Psychoanalytic and Developmental Perspectives on Gender  <b>Reflection paper #2</b>	Kimmel Chapter 4 pages 86-110 Hyde 2005
Thursday 9/18	Social Construction of Gender	Kimmel Chapter 5, pages 111 – 140 West & Zimmerman 1987
Tuesday 9/23	Gender Socialization	Kane 2006
Thursday 9/25	Gender Socialization  <b>Reflection paper #3</b>	Pascoe 2011 Chapters 4 and 5
Tuesday 9/30	Social Construction of Gender: Femininity  <b>Reflection paper #4</b>	Ezzell 2009 Lucal 1999
Thursday 10/2	Tough Guise	No assigned reading
<b>UNIT 2: Gendered Identities, Gendered Institutions</b>		
Tuesday 10/7	Gendered Families  <b>Assignment #1 Due</b>	Kimmel Chapter 6, pages 143-188 Gerson 2002
Thursday 10/9	Gay & Lesbian Families  <b>Reflection paper #5</b>	Biblarz & Stacey 2010 Padavic & Butterfield 2011
Tuesday 10/14	Review with TAs	
<b>Thursday 10/16</b>	<b>MIDTERM</b>	
Tuesday 10/21	Gendered Classrooms	Kimmel, Chapter 7, pages 189-220  Rahimi and Liston 2011

Thursday 10/23	Gendered Classrooms <b>Reflection paper #6</b>	TBD
Tuesday 10/28	Gendered Work	Kimmel, Chapter 9, pages 244-266 Schilt and Wiswall 2008
Thursday 10/30	Gendered Workplaces <b>Reflection paper #7</b>	Williams, Muller, Kilanski 2012
Tuesday 11/4	Gendered Jobs	Wingfield 2009
Thursday 11/6	Gendered Wages	Institute for Women's Policy Research Policy Brief on Wage Gap
Tuesday 11/11	Gendered Wages <b>Reflection paper #8</b>	Hodges & Budig 2010
Thursday 11/13	Gendered media <b>Reflection paper #9</b>	Kimmel Chapter 11, pages 317-337 Westbrooke & Schilt 2014
<b>UNIT 3: Gendered Interactions</b>		
Tuesday 11/18	Gendered Intimacies <b>Assignment #3 Due</b>	Kimmel Chapter 12, pages 347-369 Way, Pascoe, McCormack, Schalet, & Oeur 2013
Thursday 11/20	Gendered Bodies <b>Reflection paper #10</b>	Kimmel Chapter 13, pages 370-420 Hamilton & Armstrong 2009
Tuesday 11/25	TBD	No assigned readings
Thursday 11/27	Thanksgiving Break	No assigned readings
Tuesday 12/2	Gender of Violence: Intimate Relationships	Kimmel Chapter 14, pages 421-452 Anderson & Umberson 2001
Thursday 12/4	Gender of Violence: Sexual Harassment <b>Reflection paper #11</b>	Quinn 2002
Tuesday 12/9	End of Gender	Kimmel Chapter 15, pages 453-458
Thursday 12/11	Wrap-Up & Review	No assigned readings
<b>MONDAY 12/15</b>	<b>FINAL EXAM, 8-10am</b>	