In one form or another, contemporary sociological theories of gender generally begin with the assertion that, like race and class, gender is a social construct. That is, it is made “real,” not by genes, but by society’s institutions and the work of embodied actors. In part I of the course, “Theoretical Foundations,” we explore how gender is socially constructed, whether it is possible to construct it differently, and what such an effort might look like. In part II, “Gender, Family, and Community,” we explore the way sociologists typically approach the notion of community and how this work intersects with gender. In part III of the course, “Gender and Knowledge,” we take up the development, maintenance and deployment and intellectual structures and attempt to make connections to gender and gender-based inequalities.

Many of the ideas we confront this semester will likely be new. I think it is important for us to proceed with the premise that our own knowledge is always a work in progress, which means that there is always more to be said about a particular topic and more vantage points from which to consider a given idea. To this end, please be prepared to critically engage the ideas we encounter throughout the course, both in your writing and classroom participation.

This course satisfies the CORE Diversity Course requirement. By definition, such a course focuses primarily on a) the history, status, treatment, and/or accomplishment of women and/or “minority” groups and cultures; b) non-Western culture; and/or c) concepts and implications for diversity. Such courses allow students the opportunity to examine their ideas and values in an unfamiliar intellectual and/or social context. Prerequisite: One introductory course in sociology.

Required Textbook and Supplementary Readings

Textbook Readings. Students are expected to complete all readings and must be prepared to discuss the readings in class for the day in which they are assigned. We will be using the following textbook: Spade, Joan Z., and Catherine G. Valentine. 2014. The Kaleidoscope of Gender, 4th ed. Sage Publications (ISBN: 9781452205410). The book may be purchased at the University Bookstore or online. In this syllabus, all required readings from the textbook are designated with a “[T].”

Supplementary Readings. There are also supplemental readings for many days of class. Students can access to all supplemental readings through Canvas and it is the student’s responsibility to print these readings and bring them to class (If you are unable to access Canvas, please bring this to my attention immediately). In this syllabus, all supplemental readings will be designated with an “[S].”
USING CANVAS
http://www.elms.umd.edu
The website for this course is hosted by Canvas, an online course development tool that is used in classes throughout the University of Maryland. Logging onto Canvas will give you access to the course syllabus and all supplemental readings. You may check your grades and your progress in the course, and you may use Canvas to communicate with other students in the class. Any student who cannot successfully log onto Canvas should contact me as early as possible.

SCHEDULE OF READINGS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Wed, 9/3</td>
<td>Introduction to the Course</td>
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</table>

Fri, 9/26 Masculinity

Mon, 9/29 Masculinity

Wed, 10/1 Masculinity

Fri, 10/3 Intersectionality
[T] "Chapter Two: The Interaction of Gender with Other Socially Constructed Prisms." Pp. 57

Mon, 10/6 Intersectionality

Wed, 10/8 Intersectionality

Fri, 10/10 Intersectionality

Mon, 10/13 Midterm Review

Wed, 10/15 Midterm Exam

PART II: Gender, Family, and Community

Fri, 10/17 Gendered Violence in Families and Communities

Mon, 10/20 Gendered Violence in Families and Communities
Guest lecture from Stop the Silence C.E.O. Pamela Pine on the topic of child sexual abuse.

Wed, 10/22 Gender and Nation
PART III: Gender and Knowledge

Mon, 11/10 Queering the Sociology of Gender

Wed, 11/12 Queering the Sociology of Gender

Fri, 11/14 Situated Knowledge

Mon, 11/17 Situated Knowledge

Wed, 11/19 Situated Knowledge
Fri, 11/21 Identities

Mon, 11/24 Identities

Wed, 11/26 Identities

COURSEEvalUM FALL 2014
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the university as well as to the tenure and promotion process. The dates CourseEvalUM will be open for you to complete your evaluations will be announced in class. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of being able to access the evaluation reports on Testudo for the thousands of courses for which 70% or more students submitted their evaluations.

Fri, 11/28 Thanksgiving Break!

Mon, 12/1 Identities

Wed, 12/3 The Problem of Representation

Fri, 12/5 The Problem of Representation

Mon, 12/8 Nothing Is Forever

Wed, 12/10 Nothing Is Forever

Fri, 12/12 Final Review

Wed, 12/17 Final Exam
**Grading**

<table>
<thead>
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<th>Points</th>
<th>Percent</th>
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<tbody>
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<td>200</td>
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Final Grades will be based on the total points received out of 500 possible points. Letter grades will be determined based on the following distributions:

<table>
<thead>
<tr>
<th>A+</th>
<th>970+ points</th>
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<tbody>
<tr>
<td>A</td>
<td>930-969</td>
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<tr>
<td>A-</td>
<td>900-929</td>
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<tr>
<td>B+</td>
<td>870-899</td>
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<tr>
<td>B</td>
<td>830-869</td>
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<td>B-</td>
<td>800-829</td>
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<tr>
<td>C+</td>
<td>770-799</td>
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<td>C</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
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<td>F</td>
<td>599 points or less</td>
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**Course Requirements**

**Participation (20%)**
In order to encourage you to get the most out of this class, I have designed the class so that 20% of your grade is based on how well you participate in class discussions. For those of you who do not have an opportunity to respond to the readings during lecture, you can participate in other ways. Examples include meeting with me outside of class, submitting your thoughts to the class discussion board, emailing me your thoughts about a topic, and tweeting me a link to an article that relates to a relevant topic (@landrist).

**Presentations (20%)**
Each of you will be assigned to a small group this semester, and as a group, you will be expected to give a number of presentations and lead discussions.

**Papers (40%)**
Details will be posted on Canvas.

**Exams (20%)**
Details will be posted on Canvas.