COURSE OVERVIEW

Gender difference is a key organizing principle in societies and is embedded in individuals (through the physical body, identity, and behavior), institutions (through formal policies, informal social rules, and physical construction of the environment, among other means), and the interactions of people and institutions. Gender difference can be linked to inequality through disparate access to power or material resources that hinge on these differences. Examining some of the ways sociologists have theorized about gender, particularly linking gender conceptually to a sociological understanding of institutions, is a central goal of this course.

It is important to understand what this course is not going to focus upon. Study of gender in the social sciences is an interdisciplinary effort and psychologists, historians, anthropologists, economists, political scientists, and sociologists all engage in theory development and empirical studies that put gender at the core of their intellectual projects. While some of our reading and discussion may incorporate ideas from these other disciplines, our focus is on sociological theories, approaches, and studies that engage questions about how gender operates and the various ways that it can be linked to inequality. Working within a sociological framework, we will also employ an institutional perspective in an attempt to better understand how gender transcends individuals and shapes (and is shaped by) larger social processes.

One last caveat is that this course is not going to provide an exhaustive survey of the many ways sociologists employ ideas about gender across a range of subdisciplines in our field (e.g., political sociology, sexuality, medical sociology, etc.). Instead, after spending some time working through some of the ways sociologists think and theorize about gender (this will be the focus of about the first third of the course), we will hone in on research that examines gender
in two areas: 1) family and 2) employment. Our goal here will be to apply the skills and ideas we have learned in the first part of the course to these two areas of sociological inquiry.

As graduate training, my goal for you is that taking this course will better equip you to employ sociological tools in your own intellectual projects that motivate or strive to address research questions centered around gender difference (MA papers, dissertations, empirical papers, etc.). I also intend that this course will enhance your ability to teach undergraduate courses organized around gender, work, or family.

**COURSE REQUIREMENTS**

*Seminar Participation:* Seminars are designed to facilitate the exchange and development of ideas. At their best, they are places where active learning takes place. How good this seminar is will depend a lot on what everyone brings to our in-person meetings in terms of his/her preparation. I will require the active involvement of all participants in discussing the topics we cover, including involvement from students who are relatively shy or are new to the topic. Active participation does not mean dominating conversation, but it does mean you showing that you are prepared for class, actively listening to your colleagues, making comments and asking questions. Because discussion is an integral part of this course, I want to ensure that the classroom is a “safe place” for frank and open discourse. Although we will have different viewpoints, I expect all of us to treat one another with respect. As we all come to the class with different experiences (both real-world and academic), we should be attentive to maintaining openings in discussion for everyone. If you realize you are not speaking very much, you should step into the conversation. If you realize you are speaking a lot, you should step back, and encourage others to engage. Asking questions should be a top priority– questions that appear simple may end up being both difficult and productive to address. Your active seminar participation will be 25% of your final grade.

*D2L Discussion:* I expect everyone to complete assigned readings before class. You will take part in a web-based discussion of the readings by Sunday at 5 pm before the class meets, in order to give those leading class discussion some time to further plan their session. These posts should be short – somewhere between 3-4 sentences, including at least one question that occurred to you about the reading or the topic, and that you would like to see us address in class. You can miss no more than one of these posts without an adverse effect on your grade. Your web-based participation will be 10% of your final grade.

*Seminar Leadership:* You will also be in charge of leading a discussion of the course material for one class session during the semester, either alone or with another student. Organizing the class discussion involves presenting a short (5-minute) orientation of the required readings for the week, raising specific questions and issues, and relating the material to previous readings and class discussions. Your role as discussion leader will not be to “lecture” on the material, but
facilitating a thoughtful and active discussion of these materials. Joint discussion leaders should meet well in advance of the class session to plan their duties for the session. You should bring to class a list of no more than five main questions that you plan to address during the session. You must talk with me at least once before your class session to discuss your plans, and should send me a draft version of your discussion questions by Monday at 4 pm. The form I use for evaluating discussion leading appears at the end of this syllabus. Your seminar leadership will be 10% of your grade.

**Blog Exercise:** You will write one short blog entry, based on an article that we have read for class. The entry should be between 400-800 words in length, written in non-academic language for readers with a high school education, and aimed at popularizing the take-away point from a research study. You should include at least one visual with your blog entry, such as a graph, chart or free-for-use pictures. Your entry should include a short, engaging title. The blog entry is worth 10% of your final grade.

**Final Paper & Presentation:** This paper will examine some aspect of gender using a sociological lense. This means that you will apply a sociological theoretical perspective to a gender-based issue or topic. The paper should be negotiated with the instructor early in the semester but can include: 1) A literature review paper; 2) an empirical paper; or 3) a research proposal. A 1-page prospectus for the paper/proposal is due on 10/6. Final papers are to be 12 – 15 pages in length, not including references or tables, and should draw on a minimum of 15 sociological, peer-reviewed sources (no more than 50% of the source material can draw from assigned course readings). See my handout for more detailed instructions about the final paper, which is due 12/8. Each student will also prepare a 15 minute presentation of his/her final paper for one of the last two class sessions. The prospectus (5%), presentation (10%), and final paper (30%) are collectively worth 45% of your final grade.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>%</th>
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<tbody>
<tr>
<td>Seminar Participation</td>
<td>25%</td>
</tr>
<tr>
<td>D2L Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Seminar Prep and Leadership</td>
<td>10%</td>
</tr>
<tr>
<td>Blog Exercise</td>
<td>10%</td>
</tr>
<tr>
<td>Prospectus, Presentation, and Final Paper</td>
<td>45%</td>
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<tr>
<td>Total Points</td>
<td>100%</td>
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</table>
## Matching Points to Letter Grade

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% of Total Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
</tr>
<tr>
<td>B -</td>
<td>80</td>
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<tr>
<td>C+</td>
<td>77</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
</tr>
<tr>
<td>D+</td>
<td>67</td>
</tr>
<tr>
<td>D</td>
<td>63</td>
</tr>
<tr>
<td>F</td>
<td>Below 63</td>
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Seminar Preparation and Leadership

Each student will be in charge of leading discussion of the course material for one week of class, either alone or with another student. Students may plan to structure discussion in a variety of ways—how to approach the task is up to each of you. All seminar leaders must aim for equitable participation from class members and provide no more than five major discussion questions for the class session (no more than one sheet of paper). Your job is not to lecture the class, but to facilitate an engaged and inclusive discussion among class members that leads to a clearer understanding of the readings.

Discussion leaders should be vigilant about encouraging and maintaining participation from everyone. Be creative in thinking about how to sustain discussion and involve everyone, including using pedagogical techniques like free writing, debates, and small group work. Discussion leaders also need to take a strong role to ensure that the discussion remains on track, covers the readings for the week, and helps connect a particular session’s readings to the larger conversation we are having over the semester.

I evaluate discussion leading using a rubric (see below). Leading discussion makes up 10% of your grade. Another 35% of your grade will reflect your participation on D2L and in class. As sociologists, we are familiar with the concept of reciprocity. If you want others to participate when you lead discussion, then you need to be an active participator when others lead their sessions.

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>Very Strong</th>
<th>Strong</th>
<th>Adequate</th>
<th>Needs Improvement</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides no more than 5 (major) discussion questions</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1.0 points</td>
<td>0.5 points</td>
<td>0 points</td>
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<tr>
<td>Prepared, able to clarify readings, and integrates readings into discussion</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1.0 points</td>
<td>0.5 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Places readings in context of previous weeks</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1.0 points</td>
<td>0.5 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Organizes session effectively, with transitions, summaries, and good pacing</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1.0 points</td>
<td>0.5 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Engages all of the class members in discussion, responds constructively, and maintains a lively and active discussion</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1.0 points</td>
<td>0.5 points</td>
<td>0 points</td>
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**The Blog Assignment**

Many academics think of themselves as public intellectuals, or people who are participating in the broad social debates of their time. In sociology, we refer to this as “public” sociology. Today, much of this sort of public intellectual activity takes place online in the form of posts. While the days of writing an op-ed piece for the local paper are not over, “blogging” is much more common and many academic outlets (like journals) may also request that you write blog posts, too.

Blog posts have their own style. For this assignment, your entry will be based on one article that we have read for class. This is due on the date we discuss the article. You can write an entry on an article for which you also lead discussion. The blog entry is worth 10% of your final grade and my grading rubric is displayed below.

Your blog should:
- Be between 400 and 800 words
- Be written in non-academic language for readers with a high school education
- Be constructed so as to popularize the take-away point(s) from the article
- Include at least one visual, such as a graph or chart, or free-for-use pictures. (One source of images is Google. Click on “images” and search “free for use” with any other terms to locate appropriate visuals for your post.)
- Employ a short, engaging title

Your Blog Assignment will be assessed using this rubric:

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>Strong</th>
<th>Good</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short engaging title</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 point</td>
</tr>
<tr>
<td>Conveys main point of research clearly</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 point</td>
</tr>
<tr>
<td>Strong Visual</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 point</td>
</tr>
<tr>
<td>Non-academic language</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 point</td>
</tr>
<tr>
<td>Well-written and organized</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 point</td>
</tr>
</tbody>
</table>

Check out these blogs for some ideas:
https://gendersociety.wordpress.com/
http://thesocietypages.org/girlwpen/
http://workinprogress.oowsection.org/
MY COURSE POLICIES AND REMINDERS

Complete descriptions of UWM’s policies on necessary accommodations, incomplete coursework, and academic misconduct can be located here: http://www4.uwm.edu/secu/SyllabusLinks.pdf. I provide summaries of a few key university policies, as well as explicate my own course policies, below.

Academic Misconduct

• By becoming a student at UWM, you have agreed to abide by the University’s code of conduct, including its provisions on academic misconduct. I take this obligation very seriously. In cases of academic misconduct, I will award a grade of F (zero points) for the entire assignment AND usually for the entire course, as well as pursuing disciplinary action.

• The University defines academic misconduct as “an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student’s academic performance, or assists other students in any of these acts.” If you are not familiar with UWM’s policies on academic misconduct, I encourage you to review them: http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm.

Plagiarism

• As academic writers, it is important that all of us educate ourselves about what counts as plagiarism. While there is some disagreement in academic circles about different forms of plagiarism, it is important that all of us use commonly held techniques to document the sources of our ideas and claims. Never copy material verbatim without the use of quotation marks (or offset) and citation. When in doubt about whether or not a citation is necessary, supply it.

• Here is the UWM Graduate School’s definition of plagiarism: Plagiarism: As a general working definition, the Graduate School considers plagiarism to include both the theft or misappropriation of intellectual property and the substantial unattributed textual copying of another’s work. It does not include authorship or credit disputes. http://www.graduateschool.uwm.edu/students/conduct/academic-misconduct/.

• From the UWM libraries web site: Plagiarism is presenting another person’s words or ideas as your own. In academic writing, any time you use a work’s information or ideas, credit must be given to your source. The only exception to this rule is that commonly known facts do not require attribution. Plagiarism includes not only the presentation of other’s original ideas as your own, but the act of weakly paraphrasing another’s writing style and passing it off as your own prose. Plagiarism is a serious instance of misconduct. Several professional careers have been ruined by the discovery of an act of plagiarism. As a general rule and whenever in doubt, it is always better to include a citation rather than risk the appearance of plagiarism. Please see the UWM Libraries guide Avoiding Plagiarism for more information. http://guides.library.uwm.edu/content.php?pid=235714&sid=1949820#6509800.

• Please note that sanctions will be imposed for anyone found to plagiarize material, in accordance with the University’s Policies and Procedures for Academic Misconduct.

Late Assignments, Make-ups, and Incompletes

• Assignments must be turned in by the date and time noted in order to receive full credit.
Incomplete coursework is a major inconvenience for both students and instructors. I expect you to do everything in your power to complete all coursework by the time it is due. A notation of "incomplete" may be given in lieu of a final grade to a student who has routinely completed course requirements but who is unable to take or complete the final examination or to complete some limited amount of term work because of circumstances beyond the student’s control. An incomplete is not given unless the student can document an illness or other emergency beyond the student’s control.

Feedback, Getting Help, and Course Recommendations

- You will have an opportunity to evaluate the course at the end of the semester. In the meantime, I am eager to hear from you. Feel free to contact me with questions, worries, or other constructive feedback.
- I have high standards for my students. Grades of “A” are reserved for work that illustrates mastery of course concepts and also engages course materials with creativity and care. At the same time, I do not want students to feel overwhelmed or lost in the course. Please contact me if you want to discuss your class performance.
- It is University policy to provide reasonable accommodations to students with disabilities. If you need accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

Grading Grievance Process

It is always possible for me to miss a point you are trying to make in an essay or paper. If you believe that an assignment or paper was incorrectly graded, please follow this procedure:

Within one week of receiving a graded assignment, submit a written "appeal" describing the basis for your opinion (e.g., citing a passage from the reading that supports your argument) to Professor Chesley. This appeal need not be lengthy - a short paragraph will often do. In appealing a grade, it is not sufficient to argue that your answer or argument was reasonable given your implicit assumptions. You must convince me that the answer or argument you chose was as good as or superior to the one identified as correct.
PART 1: Some Sociological Conceptions of Gender

Week 2 (9/8): Gender as Social Institution (Noelle is Seminar Presenter)


Recommended, but not required:


Week 3 (9/15): Sociobiology and Doing Gender


Recommended, but not required:

Risman, Barbara J. 2009. From Doing To Undoing: Gender as We Know It. Gender & Society. 23: 81-84.
West, Candace and Don Zimmerman. 2009. Accounting for Doing Gender. Gender & Society. 23: 112-122


**Recommended, but not required:**

Ferree, Myra Marx, Judith Lorber and Beth B. Hess, eds. 1998. *Revisioning Gender*. Walnut Creek, CA: Alta Mira Press.


**Week 5 (9/29): Feminist, Queer Theory & Masculinities**


**Recommended, but not required:**


PART II: Family as a Gendered Institution

Week 6 (10/6): Relationships and Marriage


***DUE: Final Paper Prospectus***

Recommended, but not required:


Week 7 (10/13): Carework


*Recommended, but not required:*


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**Week 8 (10/20):** Housework/Household Division of Labor


Recommended, but not required:


PART III: Work as a Gendered Institution

Week 9 (10/27): Employment and Gender “Gaps”


Recommended, but not required:


**Week 10 (11/3): Gender and Occupations**


**Recommended, but not required:**


**Week 11 (11/10): Gender and Work Environments**


**Recommended, but not required:**


Week 12 (11/17): Gender-Atypical Work/Family Roles (Noelle is Seminar Presenter)

- Chesley, Noelle. 2015. What Does it Mean to be a “Breadwinner” Mother? Unpublished manuscript: 1-36.

***Note: We will also spend some time in this meeting talking though how to give an effective social science academic presentation***

Recommended, but not required:

PART IV: Course Wrap-Up

Week 13 (11/24): Thanksgiving Week—NO CLASS

Week 14 (12/1): Paper Presentations

Week 15 (12/8): Paper Presentations & Course Wrap-Up
UNIVERSITY AND SOCIOLOGY DEPARTMENT POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that web page is: http://www4.uwm.edu/secu/SyllabusLinks.pdf

Students with Disabilities. Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following: http://www4.uwm.edu/sac/

Religious Observances. Policies regarding accommodations for absences due to religious observance are found at the following: http://www4.uwm.edu/secu/docs/other/S1.5.htm

Students called to active Military Duty. Accommodations for absences due to call-up of reserves to active military duty are found at the following: http://www4.uwm.edu/current_students/military_call_up.cfm

Incompletes. You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above. The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following: http://www4.uwm.edu/secu/docs/other/S31.pdf

Discriminatory Conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at: http://www4.uwm.edu/secu/docs/other/S47.pdf

Academic Misconduct. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Policies for addressing students cheating on exams or plagiarism can be found at the following: http://www4.uwm.edu/osl/dean/conduct.cfm

Complaint Procedures. Students may direct complaints to the Sociology Department Chair or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Sociology Department Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policies may be found at: http://www4.uwm.edu/secu/docs/other/S49.7.htm

Grade Appeal Procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at

http://www4.uwm.edu/letsci/upload/grievance_procedure.pdf

Procedures for graduate student grade appeal can be found at

http://www.graduateschool.uwm.edu/students/policies/

Final Examination Policy. Policies regarding final examinations can be found at the following:

http://www4.uwm.edu/secu/docs/other/S22.htm

Book Royalties. In accord with Department of Sociology policy, the royalties from the sale of faculty-authored books to students in their classes are donated to a UWM Foundation/Sociology Account to support future awards and activities for UWM students in Sociology.

Update 08/2015

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