Instructor: Daniel Bartholomay, M.S.
Pronouns in Use: He, Him, His
Office: Bolton 758
Office Hours: Wednesdays 2:00 – 3:45pm, or by appointment
Email: bartho23@uwm.edu

Please take advantage of my office hours! Feel free to come visit me with any questions, comments, or concerns! I enjoy the opportunity to meet with students outside of the classroom.

Course Description:

Why is it “ok” for women to wear pants, but it’s not “ok” for men to wear dresses? Why are parents expected to assign either a “male” or “female” identity to their child at birth? Why – nearly 100 years after women gained the right to vote – has our nation STILL not elected a female president?

You may have considered questions such as these before, or even engaged with others in conversation regarding similar topics. More often than not, responses such as “it’s just the way it is” are the common retort when discussing inequalities related to sex and gender. In the field of sociology, however, we have much more to offer than “it’s just the way it is.” This course will examine how gender, sex, and sexuality influence multiple dimensions of social life. This exploration will involve developing an understanding and appreciation for the ways WE as a society produce and reproduce socially shared definitions and expectations of gender, sex, and sexuality. The work we do in this course will involve critically examining scholarly research, academic theories, and contemporary social and political issues through a sociological lens. Through independent study, interactive classroom discussions, and real-life application projects, we will tackle complex questions existing within the field of the sociology of gender.

University Course Description

This course examines the social forces that shape and enable the maintenance of gender and sexual inequalities. This course meets the UWM General Education Requirements (GER) for Social Science. It also meets the requirements for a Women’s and Gender Studies Cross-listed Course, as well as an LGBT+ Studies elective. This course is cross-listed with these two areas of study as Sociology 250 covers empirical research and theoretical perspectives that strive to examine and explain the interpersonal and structural maintenance of inequalities that effect women and members of the LGBT+ community.
Course Learning Objectives:

Upon completing this course, students will be able to...

1. ... identify the power and complexities of gender and sexuality in our society.

2. ... compare and contrast different social theories that attempt to explain various issues of gender and sexual inequality.

3. ... apply sociological explanations for issues related to gender and sexuality in their own lives.

Skill Development:

This course will help you progress in your ability to:

1) Think critically:
   • Evaluate/analyze social science research
   • Discuss social theories of gender and sexuality distinguish evidence-based arguments from those based on values and personal experiences
   • Debate whether the evidence to date supports one explanation of gender more fully than others

2) Create knowledge:
   • Synthesize and integrate information from a variety of sources
   • Pose questions that follow from existing research
   • Link individual life experiences to course concepts
   • Formulate and communicate conclusions to others

3) Solve problems creatively:
   • Think about problems of gender and sexual inequalities and their solutions in multiple ways
   • Seek information from a variety of sources

4) Communicate:
   • Summarize and critique conclusions from gender and sexual research through effective communication to classmates
   • Engage with other learners through active listening and sharing ideas

5) Understand and appreciate diversity:
   • Become more aware of values and experiences of different cultures, religions, ethnic traditions, and social arrangements.

* These learning objectives and skill development goals meet university-wide General Education Requirements 1, 2, 3, & 5 detailed in “Social Sciences Distribution GER learning outcomes” (Rev. 2012)
Course Structure & Requirements:

Come to class Prepared and ready to Participate!

- This course is designed to be very interactive! It will be difficult to engage in meaningful discussion if assigned readings and other coursework are not completed on time. Given the structure of this course, students will benefit greatly from attending class consistently and by completing assigned readings before class.

We don’t all need to agree, but we do need to treat each other with Respect.

- We will be discussing some complex issues that will likely spur debates and differing points of view. That said, this classroom is a safe space, meaning we will treat each other with respect and integrity. Anyone who speaks or acts in a hostile or disrespectful manner will be asked to leave and will not be eligible to receive any points that may be earned for that class period. This should not discourage students from presenting questions or perspectives that contradict those of others. However, when speaking in class, we all need to present our thoughts, perspectives, and questions in a way that is inquisitive and conducive of learning rather than combative or condescending.

Sensitive Content Disclosure

- Throughout this semester, we will discuss a number of topics that may be uncomfortable to students for a variety of reasons. Most of the time when we experience feelings of discomfort, it is because our privilege is being contested. This type of discomfort (when addressed appropriately in an informed, safe setting such as our classroom) is good! However, there is a difference between experiencing discomfort and trauma. As autonomous beings, I respect your decisions to remove yourself from the classroom if you are concerned about your mental or emotional well-being due to the sensitivity of certain topics. If you need to excuse yourself for this reason, please inform me before doing so.

Additional Expectations/Requirements for Classroom Etiquette:

Academic Integrity & Plagiarism:

You may not copy another individual’s words or ideas. Failure to follow these policies can result in receiving a failing grade in this course and may be reported to the Dean of the College of Liberal Arts and Social Sciences for further action. Please talk to me if you’d like further clarification.

A Note on Your Expected Time Commitment to This Class: University Policy on Credit Hours

A 3-credit course such as this one will require a minimum of 144 hours of your time.

- Classroom time: 37.5 hours ≈ 2.5 hours/week
- Outside Preparation: 75 hours ≈ 5 hours/week
- Major Papers/Exams Prep: 31.5 hours ≈ 2 hours/week
Required Text:

There is no required textbook for this course. All assigned readings will also be posted on our course’s D2L website in the “Content” tab. While I will do my best to remind you of assigned readings during prior class periods, you should get into the habit of checking D2L regularly to make sure you are completing all of the required readings on time. If you are unfamiliar with D2L, please talk to me.

Grading:

<table>
<thead>
<tr>
<th>Coursework:</th>
<th>Weight:</th>
<th>Point Distribution:</th>
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</thead>
<tbody>
<tr>
<td>In-Class Assignments (10)</td>
<td>25%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Real-Life Application Projects (3)</td>
<td>75%</td>
<td>300 Points</td>
</tr>
<tr>
<td>Total:</td>
<td>100%</td>
<td>Total: 400 Points</td>
</tr>
</tbody>
</table>


In-Class Assignments

Throughout the semester, you will be asked to complete a number of assignments during our scheduled class time. In-class assignments will vary in form (from interactive discussions to individual reflections), but they all are all designed to help accomplish the learning outcomes and skills outlined on page 2 of the syllabus. As such, in-class assignments will be graded based on how successfully students demonstrate their abilities to:

1) Think critically about issues pertaining to gender and sexuality,
2) Communicate with others to share ideas and constructively debate diverse perspectives, and
3) Apply their knowledge from the course to generate solutions to issues of inequality.

- A total of 11 assignments will be collected throughout the semester, each worth 10 points
- Students will be expected to complete at least 10 of the 11 assignments
  - 10 in-class assignments x 10 possible points apiece = 100 points (25% of your overall grade)
- You will not know which days the assignments will be administered and collected, so it is in your best interest to attend class regularly
- Students will submit the assignments in class. I understand that you may get ill or have appointments that prevent you from attending every class, but that is why you only need
to complete 10 out of the 11 in-class assignments to attain the full 100 points for this portion of your grade.

- As an incentive to attend every class, students who complete all 11 in-class assignments will earn 10 extra credit points.

**Real-Life Application Projects**

Throughout the course of the semester, you will be asked to complete three projects that will encourage you to demonstrate your comprehension of the sociology of sex and gender by applying what we’ve covered in the course to your own life. Like the in-class assignments, these real-life application projects will vary in form, but they all are all designed to help accomplish the learning outcomes and skills outlined on page 2 of the syllabus. Detailed rubrics explaining the specific objectives and grading criteria for each of the three projects will be provided throughout the semester.

While the in-class assignments are low-stakes assignments, these real-life application projects are the main form of assessment for this course and account for three-fourths of your overall grade.

- A total of 3 real-life application projects will be collected throughout the semester, each worth 100 points.
  
  - 3 real-life application projects x 100 possible points apiece = 300 points (75% of your overall grade)

**Additional Extra Credit**

I am not opposed to offering additional extra credit opportunities. I leave it up to YOU to contact me individually if you would like to discuss possibilities for extra credit. I require that we meet one-on-one to discuss the course subject area(s) that would be most beneficial for you to further develop, and we would design a unique extra credit assignment based on our discussion. If you want the opportunity to develop an extra credit assignment, we would need to meet (at the latest) by May 1st.

**Late Policy:**

Please turn your assignments in on time to avoid losing points. If you have an emergency that prevents you from attending class or completing an assignment, please let me know ASAP (before that class period and/or before the assignment is due, NOT after!)
<table>
<thead>
<tr>
<th>Week</th>
<th>Mondays</th>
<th>Wednesdays</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/22: Introduction to SOC 250</td>
<td>01/24: The Sociological Imagination</td>
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<tr>
<td>2</td>
<td>01/29: The Social Construction of Sex &amp; Gender</td>
<td>01/31: Sociological Perspectives on Social Problems</td>
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<tr>
<td>3</td>
<td>02/05: Doing Gender</td>
<td>02/07: Hegemonic Masculinity</td>
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<td>4</td>
<td>02/12: Queer Theory</td>
<td>02/14: Theory Review Day</td>
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<tr>
<td>5</td>
<td>02/19: Gender Socialization</td>
<td>02/21: Gendered Bodies</td>
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<tr>
<td>6</td>
<td>02/26: Gendered Bodies, cont.</td>
<td>02/28: Gender &amp; Sexuality</td>
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<td></td>
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<td><em>Real-Life Application Project 1 Due</em></td>
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<tr>
<td>7</td>
<td>03/05: Gender &amp; Sexuality, cont.</td>
<td>03/07: Gender &amp; Relationships</td>
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<tr>
<td>8</td>
<td>03/12: Gender, Marriage, &amp; Family</td>
<td>03/15: Gender, Marriage, &amp; Family, cont.</td>
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<tr>
<td>9</td>
<td>03/19: Spring Break – No Class</td>
<td>03/21: Spring Break –No Class</td>
</tr>
<tr>
<td>10</td>
<td>03/26: Gender &amp; Work</td>
<td>03/28: Gender &amp; Work, cont.</td>
</tr>
<tr>
<td>11</td>
<td>04/02: Gender, Media, &amp; Pop Culture</td>
<td>04/04: Gender, Media, &amp; Pop Culture, cont.</td>
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<tr>
<td></td>
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<td><em>Real-Life Application Project 2 Due</em></td>
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<tr>
<td>12</td>
<td>04/09: Gender, Power, &amp; Politics</td>
<td>04/11: Gender, Power, &amp; Politics, cont.</td>
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<tr>
<td>13</td>
<td>04/16: Student Choice Topics</td>
<td>04/18: Student Choice Topics</td>
</tr>
<tr>
<td>14</td>
<td>04/23: Student Choice Topics</td>
<td>04/25: Student Choice Topics</td>
</tr>
<tr>
<td>15</td>
<td>04/30: Student Presentations</td>
<td>05/02: Student Presentations</td>
</tr>
<tr>
<td>16</td>
<td>05/07: Student Presentations</td>
<td>05/09: Course Wrap-Up</td>
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There is NO final exam for this course. Your Real-Life Application Project 3 must be submitted in the D2L dropbox by Thursday, May 17th at 12:30pm.
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 page is:  http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf

1. **Students with disabilities.** Notice to students with disabilities that special services and accommodations are provided. Information is available from the Accessibility Resource Center at http://uwm.edu/arc/

2. **Religious observances.** Information concerning accommodations for absences due to religious observance is available at: http://www4.uwm.edu/secu/docs/other/S1.5.htm

3. **Students called to active military duty.** Accommodations for absences due to call-up of reserves to active military duty is available at http://uwm.edu/active-duty-military/

4. **Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. The policy outlining incomplete grades is available at: 
https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf

5. **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. Policy regarding discriminatory conduct can be found at: https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf

6. **Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. The policy and procedures concerning academic misconduct is available at http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

7. **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. Policy may be found at: https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf

8. **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 College of Letters & Science or in the case of graduate students, the Graduate School. These procedures are available in writing from the sociology department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at http://uwm.edu/letters-science/advising/answers-forms/policies/appeal-procedure-for-grades

9. **LGBT+ resources.** Resources to support inclusivity of students who identify as LGBT+ in the learning environment are available at http://uwm.edu/rgbtrc/

10. **Final examination policy.** Policies regarding final examination requirement can be found at: http://www4.uwm.edu/secu/docs/other/S22.htm

11. **Publication royalties.** Royalties from the sale of faculty-authored publications to students in their classes are donated to the UWM Foundation–Sociology account to support activities and awards for UWM Sociology students.

Update 08/2017