COURSE OVERVIEW

Gender difference is a key organizing principle in societies and is embedded in individuals (through the physical body, identity, and behavior) and social structures (through formal policies, informal social rules, and physical construction of the environment, among other means), and the interactions of people with other people and these structures. 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 Preparation and Engagement:** Seminars are designed to facilitate the exchange and development of ideas. At their best, they are places where active learning and intellectual growth 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 may 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 involve both advance preparation as well as active engagement during our seminar meeting. Both are described further below.

**Article Preparation:** While everyone is expected to read all of the readings assigned for a particular week, each student will have responsibility for deep reflection and presentation of one of the readings. This will involve a careful reading of your assigned article, a detailed handout summarizing the article (discussed in a separate handout), and formulation of 2 – 4
questions meant to spur further discussion of the article. The article template and questions for discussion should be posted to the week’s discussion space by the Wednesday (5 PM) preceding our Thursday meeting. This gives each of us a chance to review the materials and questions and think about them prior to our meeting.

Seminar Leadership: Students that have taken charge of preparing a particular reading for seminar should plan to use about 15-20 minutes of class time to walk the rest of us through the important details of the reading (using a handout that will be described in a separate set of instructions) and initiate further discussion about it drawing on the questions you have prepared. The idea here is that, with about four readings per week, we will spend the first hour or so of our meeting walking through, and asking questions about, each reading. Our goal in this first hour is to clarify our own understanding of each piece and negotiate a shared understanding of the key ideas presented by an author.

We will use the remainder of our meeting time to begin to explore connections across readings. We may pair up for small discussion, engage in free writing exercises, or use other active learning techniques to start brainstorming about how ideas fit together or contradict one another.

The number of articles that each student will prepare depends on class enrollment and will be determined at the organizational meeting.

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, question, 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 within the first third of the course (see course schedule for details). 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. Each student will also prepare a 15-minute presentation of his/her final paper for one of the last class sessions. The prospectus (5%), presentation (10%), and final paper (25%) are collectively worth 40% of your final grade.
**Summary of Grading Structure**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Prep and Engagement</td>
<td>50%</td>
</tr>
<tr>
<td>Blog Exercise</td>
<td>10%</td>
</tr>
<tr>
<td>Prospectus, Presentation, and Final Paper</td>
<td>40%</td>
</tr>
<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>
</tr>
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<tbody>
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<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>
</tr>
<tr>
<td>C+</td>
<td>77</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
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<td>C-</td>
<td>70</td>
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<td>D+</td>
<td>67</td>
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<td>D</td>
<td>63</td>
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<tr>
<td>F</td>
<td>Below 63</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>Solid</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short engaging title</td>
<td>1 points</td>
<td>.75 -.5 points</td>
<td>.25 point</td>
</tr>
<tr>
<td>Conveys main points of research clearly</td>
<td>3 points</td>
<td>2 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 and style</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/
Complete descriptions of UWM’s policies on necessary accommodations, incomplete coursework, and academic misconduct can be located here: http://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.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://uwm.edu/graduateschool/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 me. 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.
WEEKLY SCHEDULE

PART 1: Thinking Sociologically About Gender

Week 1 (1/25): *Organizational Meeting [Will not be a full seminar meeting]*

Week 2 (2/1): *A Curated Overview*


Recommended, but not required:


Week 3 (2/8): *Sex and Gender (Cary Costello is Guest Presenter)*

- Karkazis, Katrina. 2008. Fixing sex: Intersex, medical authority, and lived experience. Duke University Press, Durham, NC. (Chapters 2, 6, and 7)
[Note: Karkazis text is on reserve at the library; a downloadable version is also available for purchase ($15): https://www.amazon.com/Fixing-Sex-Intersex-Authority-Experience-ebook/dp/B00EZBILBA/ref=sr_1_1?ie=UTF8&qid=1513022525&sr=8-1&keywords=karkazis]

Recommended, but not required:


**Week 4 (2/15): Doing Gender**


Recommended, but not required:


Risman, Barbara J. 2009. From Doing To Undoing: Gender as We Know It. *Gender & Society.* 23: 81-84.


**Week 5 (2/22): Feminist, Queer Theory & Masculinities**


- Williams, Joan. 2000. “From full commodification to reconstructive feminism” (Chapter 2 in Unbending Gender, Oxford University Press)


*Recommended, but not required:*


**Week 6 (3/1): Intersectionality**

- Williams, Joan. 2000. “How domesticity’s gender wars take on elements of class and race conflict” (Chapter 5 in *Unbending Gender*, Oxford University Press)

*Recommended, but not required:*


***DUE: Final Paper Prospectus***
PART II: Gendered Families

Week 7 (3/8): Romantic Relationships


Recommended, but not required:

**Week 8 (3/15): Carework**


**Recommended, but not required:**


**Week 9 (Spring Break Week: No Class)**

**Week 10 (3/29): Time (Rachel Cusatis is guest speaker)**


*Recommended, but not required:*  


### PART III: Gendered Work

**Week 11 (4/5): Gender Patterns and Processes in Occupations and Wages**


*Recommended, but not required:*


**Week 12 (4/12): Power and Control at Work**


Recommended, but not required:


Week 13 (4/19): Gender and Work Environments


Recommended, but not required:


**Week 14 (4/26): Decoupling gender difference and inequality: What have we learned?**

- Williams, Joan. 2000. “Four Themes of Conclusion” (Last bit of *Unbending Gender*).
- Stainback, Kevin, Sibyl Kleiner, Sheryl Skaggs. 2015. Women in power: Undoing or redoing the gendered organization? *Gender & Society*, 30(1)

***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 15 (5/3): Paper Presentations**

**Week 16 (5/10): Paper Presentations & Final Paper Due**
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 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/lgbtrc/

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