

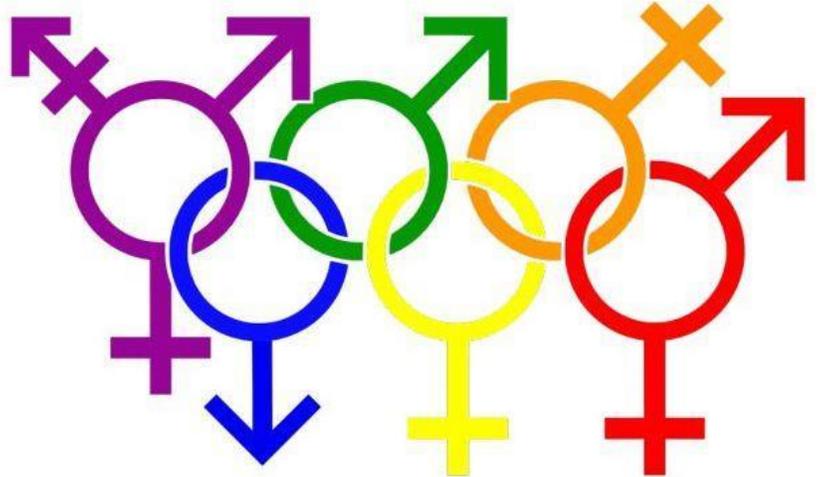
Sex and Gender

Course Details

Sociol 250, Spring 2020
Lubar Hall S231
Monday, Wednesday: 2:00-3:15pm
Dates: 01/22 – 05/07

Contact Information

Emily Dorshorst
Email: dorshor2@uwm.edu
Pronouns: she/her/hers
Office Hours: Mondays 11:30am-1:30pm
or by appointment



Course Description

Why are pockets relatively rare in women's clothing? How similar are women and men? Why are female newborns dressed in pink and male newborns dressed in blue? Why are girls and women stigmatized for having premarital sex while boys and men are praised for the same behavior? What forces shape and maintain gender inequality?

Perhaps you have asked similar questions or read about related topics scrolling through social media. This course is designed to address these and other pertinent questions using a sociological lens. In doing so, this class will examine the ways in which sex, gender, and sexuality are socially constructed, and how each of these affects various aspects of *your* daily life.

Through readings, lectures, class discussions, and application projects, you will gain a deeper understanding of the sociology of gender with the ability to critically assess the ways in which sex, gender, and sexuality influence individual behavior, social groups, and institutions.

University Course Description

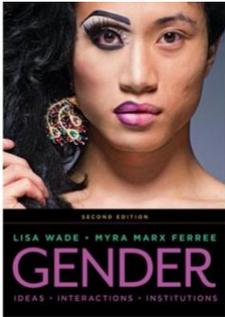
This course examines the social forces that shape and enable the maintenance of gender and sexual inequalities. This course meets the UWM General Education Requirements (GER) for Social Science. It also meets the requirements for a Women's and Gender Studies Cross-listed Course, as well as an LGBT+ Studies 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.

UWM GER Learning Objectives and Course Work

Upon the completion of this course, you will be able to:

1. Distinguish, understand, and analyze the complexities associated with gender and sexuality as they pertain to individuals and institutions
2. Understand and apply competing theories of gender and sexuality
3. Evaluate and combine information from a variety of sources that can be used to understand social life
4. Analyze complex issues associated with gender and sexuality and develop possible solutions

Required Materials and Readings



- Wade, Lisa and Myra Marx Ferree. 2018. *Gender: Ideas, Interactions, Institutions*. Second edition. New York: W. W. Norton & Company.
- Additional required readings are posted on Canvas.

Grading

Attendance and Participation	30 pts	10%
Summary Paper	20 pts	15%
Online Assignments (15)	150 pts	15%
Application Projects (2)	250 pts	60%
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Total	400 pts	100%

Grading Scale

A = 100-94	B+ = 89-87	C+ = 79-77	D+ 69-67	F ≤ 59
A- = 93-90	B = 86-84	C = 76-74	D = 66-64	
	B- = 80-83	C- = 70-73	D- = 60-63	

Attendance and Participation (10%)

Attendance for this course is mandatory. At the beginning of each class you will sign your name on an attendance sheet. In order to receive your attendance points, you are required to remain in class throughout the entire period. If you need to leave early, you must discuss it with me prior to the beginning of class. Because life is often unpredictable and personal days are often necessary, I will excuse **2** absences. If you miss class, please do not email me asking whether you missed anything – of course you did! To find out what you missed, please rely on your life-saver group (see LIFE-SAVER GROUP for more information).

At the beginning of each class we will discuss the assigned reading(s) for that day. The discussions are meant to be informal but informative. Therefore, you might summarize key points in the article, pose a question to the class, offer a critique of the reading, connect ideas learned in lecture to the readings, and/or share experiences and ideas that relate to the material. Given that some subjects may be controversial and/or sensitive for some students, please be mindful of your classmates when discussing (see CLASS ETIQUETTE for more details).

Grading is based on your ability to contribute meaningful thoughts and insights to the class discussion. You will be expected to participate in the class discussion at least **four times** throughout the semester. This may involve discussion (as described above), participating in small-group activities, completing individual work during the class period, etc. Opportunities for participation will be discussed in more detail throughout the semester.

Summary Paper (15%)

At the beginning of the semester, you will sign up for the week that you will turn in your Summary Paper. On the **Tuesday** of your chosen week, you will submit a ~300-word summary of that day's reading(s). Summaries should be concise and informative. In other words, you should provide a brief synopsis of the article detailing key information about the findings. Please note, that there is not a word-minimum, but a **maximum of 350 words**. If you exceed 350 words in your summary, I will stop reading at the 351st word.

In addition to your summary, you should also include a question to pose for class discussion. The question is meant to facilitate discussions *about the article*. Thus, these questions should highlight aspects of the article that are essential, confusing, and/or where a contradiction may arise. I will pose these questions to the class at the beginning of the class discussions. Therefore, you should spend some time thinking about the question.

You will submit your summaries and questions for class discussion on the class Canvas Discussion Forum by **11:59pm** the **Tuesday** of your chosen week.

Summary Paper Due: _____



Online Assignments (15%)

To help you review the material, after each week you will complete a short assignment (~10 questions) via **Canvas**. The assignments may include information learned in lecture, discussions, and/or readings. There will be a total of 15 online assignments and the **lowest 2 scores will be dropped**. The assignments will open at **12:00am on Thursday** and they will **close at 11:59pm on Sunday**. You can find these assignments on the Canvas course website under the **Quizzes** tab. These are meant to help boost your grade and confidence in the material! Thus, feel free to use readings, lecture notes, and any other resources that you deem helpful.

Application Projects (60%)

During the semester, you will complete two application projects. The projects will vary in form, but they are meant to help you better understand course material by applying important concepts, theories, and ideas to *your* everyday life. I will hand out detailed instructions, rubrics, and other criteria for each of the projects separately (all documents are posted on Canvas).

Although there are no formal exams in this class, the application projects are weighted heavily and will count toward 60% of your final grade. For each project, you will conduct a **peer review** of a classmate's paper. In other words, a classmate will edit your paper and vice versa (I'll discuss the details more thoroughly in class). To help you stay on top of your work, both application projects are scaffolded into components. Each has a different due date:



Gender Autobiography	Sunday, February 2
Field Notes	Monday, February 18
Paper for Peer Review	Sunday, February 23
Peer Feedback	Sunday, March 1
Application Project #1: Final Draft	Wednesday, March 11
Peer Review Draft	Sunday, April 26
Peer Feedback	Wednesday, April 29
Application Project #2: Final Draft	Sunday, May 10

Formatting Requirements

When applicable, all written assignments should be submitted/written in the following format:

- Microsoft Word Doc
- Font: Times New Roman
- Size: 12-point
- Spacing: Double-spaced
- Margins: 1-inch margins
- Cover page
- [American Sociological Association](#) (ASA) in-text citations and reference page

Class Etiquette

This is a discussion-based course, which means you are expected to come to class prepared (having read the assigned material) and actively participate in discussions. In order to work towards constructing a space where positive and insightful discussions can occur, each student is expected to be respectful as they listen and present ideas. Each of us has the potential to bring various perspectives to our discussions as a result of our varying backgrounds, beliefs, and lifestyles; however, I also ask that you be mindful of these differences when speaking in order to ensure our discussions are thought provoking rather than harmful. This is a safe space, meaning it's a place where we treat one another with respect. I want everyone to feel comfortable sharing ideas with our neighbors. **That being said, sexist, racist, xenophobic, transphobic, homophobic, Islamophobic, or otherwise offensive language will not be tolerated in any form.** If you use such language during class, you may be asked to leave.

Other Expectations for Etiquette

Life-Saver Group



As you will learn throughout this course, social relationships are extremely important. To help ensure that you each feel connected and supported in class, you will be grouped with four other classmates at the beginning of the semester. You should attempt to get to know your groupmates, as you will be expected to rely on them throughout the course. For example, I may ask you to join your group members to complete class activities and/or minor assignments. You will also rely on one another to obtain lecture notes and any other pertinent information missed in the case of an absence.

Groupmate #1 contact info: _____

Groupmate #2 contact info: _____

Groupmate #3 contact info: _____

Groupmate #4 contact info: _____

Academic Dishonesty and Plagiarism

All students are subject to the university policies. Under all circumstances, plagiarism and cheating are prohibited. Policy violations will result in a zero for that assignment as well as a referral to the Division of Academic Affairs.

All assignments will be checked with a plagiarism checker. Please keep this in mind as you're writing as plagiarism often occurs because students are uninformed of how to properly cite sources. Thus, if you are unsure if you're citing things correctly, please come see me ASAP! It's always better to ask questions and err on the side of caution rather than doing something you'll likely regret.

Late Policy

To avoid losing points, turn in your assignments on time. If there's an emergency that prevents your completing an assignment on time, please let me know as soon as possible. Do NOT wait until the due date to inform me of the issue!

Credit Hours

The university has asked instructors to break down how much time students will likely spend working on various aspects of their classes. As the UW System assumes that one semester credit represents an investment of time of at least 48 hours. Thus, a 3-credit course, such as this one, will require a minimum of 144 (3 x 48) hours of your time. Although you may find it necessary to spend additional time on a course, the numbers below only indicate that the course will not require any less of your time.

Class 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

Contact Details

I am excited to take part in your educational journey this semester. Please check your UWM email for any correspondences about the class. If you have any questions or concerns, please do not hesitate to send me an email or drop by my office (during office hours or by appointment). For privacy purposes, I will only respond to emails sent from your UWM email account with a signature (i.e., do NOT email me without signing your name). Allow me 1-2 business days to reply to your email. Emails sent during the weekend may not be answered until on Monday. **Finally, do not wait until the night before an assignment is due to email me with questions/concerns.**

Spring 2020 Course Schedule

* Reading on Canvas; + Reading from Textbook; ~ Assignments				
	Mondays		Wednesdays	
1: Introductions			1.22	* Syllabus
2: Constructing Gender	1.27	+ pg. 2-36	1.29	* Martin – The Egg and the Sperm ~ Gender Autobiography Due Sunday, Feb. 2
3: Bodies	2.3	+ Ch. 3	2.5	* Bishop, Gruys, & Evans – Sized Out
4: Doing Gender	2.10	+ Ch. 4	2.12	* West & Zimmerman – Doing Gender ~ Field Notes Due Sunday, Feb. 18
5: Institutions	2.17	+ Ch. 8	2.19	* Milkie – Contested Images of Femininity ~ Application Project #1: Peer Review Draft Due Sunday, Feb. 23
6: Femininities	2.24	+ Ch. 7	2.26	* Malacrida & Boulton – Women’s Perceptions of Childbirth “Choices” ~ Application Project #1: Peer Feedback Due to Partner Sunday, March 1
7: Masculinities	3.2	+ Ch. 6	3.4	* Pascoe (2005) – Dude, You’re a Fag
8: Consumption & Media	3.9	* Messner & Montez de Oca – The Male Consumer as Loser	3.11	~ Application Project #1 Due
— Application Project #1: Final Draft Due, Wednesday, March 11th —				
– Spring Break –	3.16	NO CLASS!	3.18	NO CLASS!
9: Sexuality	3.23	+ Ch. 10	3.25	* Hamilton & Armstrong – Gendered Sexuality in Young Adulthood
10: Intersectionality	3.30	+ Ch. 5	3.1	* Crenshaw – Mapping the Margins
11: Politics	4.6	+ Ch. 13	4.8	TBA

12: Families	4.13	+ Ch. 11	4.15	* Hodges & Budig – Who Gets the Daddy Bonus?
13: Education	4.20	* Riegle-Crumb & Humphries – Exploring Bias in Math Teachers’ Perceptions of Students’ Ability by Gender & Race	4.22	* Fox – Women, Science, and Academia ~ Application Project #2: Peer Review Draft Due Sunday Apr 26
14: Work	4.27	+ Ch. 12	4.29	* Schilt – Just One of the Guys ~ Application Project #2: Peer Feedback Due to Partner
15: Globalization	5.4	* Mohanty – Under Western Eyes	5.6	Wrap-up & Review
— Application Project #2: Final Draft Due, <i>Sunday, May 10th</i> —				

Note: The syllabus and course schedule are subject to change.

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: <https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>

Students with Disabilities. In the pursuit of equal access and in compliance with state and federal laws, the University is required to provide accommodations to students with documented disabilities. To learn more, please visit: <http://uwm.edu/arc/>

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: <https://uwm.edu/active-duty-military/>

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. https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf

Discriminatory Conduct. 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: https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf

Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>

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. <http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>

Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf

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/School. https://www4.uwm.edu/secu/docs/other/S_28_Grade_Appe_by_Students.pdf

LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <http://uwm.edu/lgbtrc/>

Smoke and Tobacco-Free campus. UWM prohibits smoking and the use of tobacco on all campus property. https://www4.uwm.edu/secu/docs/other/S_49_Smoke_Toba_Free_Policy.pdf

Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations. https://www4.uwm.edu/secu/docs/other/S_22_Final_Examinations.pdf

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

Updated 08/2019