SO 112/FGS 112 Gender Inequality
Fall 2013
Block 1
Palmer 124
9:15-noon

Instructor: Elena Windsong
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Office: Palmer 131D
Office Hours: Monday/Wednesday 2-4pm and by appointment

Course Overview:
In this course, students will come to understand how gender is socially constructed and the ways in which gender and gender inequality are multi-layered ranging from the individual, interactional, and institutional. We will also be examining how gender inequality intersects with other aspects of privilege and oppression including race/ethnicity, class, and sexual orientation. We will be reading both theoretical and empirical pieces that will provide students with tools to better understand how sociologists conceptualize and research gender.

As an instructor, I aim to create a learning atmosphere that fosters critical and sociological thinking, writing, and discussion. Through active engagement with the material, we may come to question commonly held assumptions. While gender is present in our everyday worlds, gender is constantly being redefined and renegotiated. Some of the ideas presented may challenge your thinking about gender, sexuality, other dimensions of identity and social issues. If you feel uncomfortable with explicit discussions of gender and sexuality, heterosexuality and homosexuality, feminism, this may not be the class for you. You are encouraged to be critical but also open to new ideas and theories. I will do everything I reasonably can to help you meet your goals in this course and to maintain a respectful classroom atmosphere. I expect you to do the same. Please come to my office or contact me by email to talk about any questions or problems you have with the material, my presentation of it, or classroom dynamics.

Required Text:

All other readings posted on PROWL. The enrollment key is: Tiger112.

Disability Services:
If you have a disability and require accommodations for this course, please speak with me privately as soon as possible so that your needs may be appropriately met. If you have not already done so, you will need to register with Disability Services (Learning Commons at Tutt Library, Room 152, 227-8285), the office responsible for coordinating accommodations and services for students with disabilities.
Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>15%</td>
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<tr>
<td>Reflection Papers</td>
<td>10%</td>
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<tr>
<td>Papers</td>
<td>10% each (2 papers=20% total)</td>
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<tr>
<td>Mid-Term Exam</td>
<td>15%</td>
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<tr>
<td>Real Life Project</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
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<table>
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<tr>
<th>Grade</th>
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<tbody>
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<td>A+</td>
<td>99%-100%</td>
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<td>A</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
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<td>C-</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>59% and lower</td>
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Course Requirements:

**Reading**
This class is a reading-intensive class. It is expected that all assigned reading will be completed prior to class and students will be prepared to discuss the material covered. Class discussion, exams, and lectures will draw from information in the assigned readings.

**Attendance**
Attendance will be taken frequently. You will be allowed 1 “free” absence. After that, your grade will be negatively affected. You are responsible for any material covered or announcements made in class. I do not provide notes to students. I suggest making friends with and getting contact information from your fellow students early in the term.

**Participation**
It is not enough to just come to class. You should be prepared to discuss the assigned readings. This includes knowing the key points of each reading and being prepared with questions or critiques. We will have in-class writing activities as well as group work. Because of the nature of the topic, it is important that we maintain a respectful classroom environment. You are encouraged to share your opinions, but please remember to be respectful of those who might disagree.

**Reflection Papers**
You will need to complete a total of TEN (10) reflection papers throughout the term. You can choose which days you turn these in. The reaction papers are an opportunity for you to reflect on the course material. As such, you should not just summarize the readings but you should include enough summary to demonstrate engagement with the assigned reading. You do not have to incorporate all of the assigned readings for a given day, but you are encouraged to make connections between different readings. These papers will be due at the beginning of the class. Each paper should be approximately 1-2 pages (doubled spaced and typed if possible). E-mailed papers will be accepted only if prior arrangements have been made. Late papers will not be accepted.

**Papers**
There will be TWO (2) paper assignments in this class. Each paper should be 3-5 pages, typed, double-spaced in an appropriate font (i.e. Times New Roman), with 1-inch margins. The paper due dates are Friday, September 6th and Monday, September 23rd. Paper guidelines will be provided in class and listed on-line. Late papers will be marked down 1 letter grade for each day after the deadline.
Course Requirements (continued)

Real Life Project Presentations
Students are encouraged to connect the course material to their daily lives. Hopefully, you will come to see how gender is present in your everyday experiences. For the class period of September 24th we will have student presentations that will allow you to connect course material to your own life and personal interests. Each presentation should be no shorter than 7 minutes and no longer than 12 minutes. You have many options about the focus of your presentation, so you should choose something that you relate to or are interested in. You will incorporate sociological research on your topic as well as your own observations and interests. You might choose to observe a setting and look for gender patterns (e.g. a school, a bar, the mall, etc.). You might bring in a TV or movie clip and highlight what gendered processes are occurring. You might conduct a few short interviews about gender with friends, families, co-workers, students, etc. You might analyze song lyrics or examine newspapers or magazines. More information on these projects will be given. You can work in small groups (maximum of 3 students) but the requirements will be multiplied (for length of presentation and number of empirical articles).

Mid-Term Exam
There will be one mid-term exam that will consist of short answer and essay questions. The exam will draw on material from the assigned reading, lectures, videos, and class discussion.

Final Exam
The final exam will consist of short answer and essay questions. The final exam may be partially cumulative, but will primarily focus on material covered after the mid-term.

Academic Integrity
I take violations of the Honor Code very seriously, and will not hesitate to report any suspected infringements to the Honor Council. I will try to be clear about the ways the Honor Code applies to specific assignments, but if you are unsure, please ask. Also, be sure to include a statement of Honor Code compliance at the end of all written work.
# Course Outline
(Please note this is a tentative outline for the term and is subject to change.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings, and Assignments</th>
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<tbody>
<tr>
<td>Monday 9/2</td>
<td><strong>Introductions</strong></td>
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<tr>
<td>Tuesday 9/3</td>
<td><strong>Social Construction of Gender</strong></td>
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<tr>
<td></td>
<td>Wharton Ch. 1 Pp. 1-21</td>
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<tr>
<td>Wednesday 9/4</td>
<td><strong>Intersex</strong></td>
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<td>Thursday 9/5</td>
<td><strong>Socialization</strong></td>
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<td>Kane, Emily W. 2010. “‘No Way My Boys are Going to Be Like That!’: Parents’ Responses to Children’s Gender Nonconformity.” Pp. 52-69.</td>
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<tr>
<td>Friday 9/6</td>
<td><strong>PAPER #1 DUE</strong></td>
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<tr>
<td></td>
<td><strong>Masculinity</strong></td>
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<td>Monday 9/9</td>
<td><strong>Sexuality</strong></td>
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<tr>
<td>Date</td>
<td>Reading</td>
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<td><strong>Tuesday 9/10</strong></td>
<td>Intersectionality and Privilege</td>
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<td><strong>Wednesday 9/11</strong></td>
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<td><strong>Thursday 9/12</strong></td>
<td>Catch Up Day and Exam Review</td>
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<td><strong>Friday 9/13</strong></td>
<td>MIDTERM EXAM</td>
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<tr>
<td><strong>Monday 9/16</strong></td>
<td>Gender Institutions</td>
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<td>Wharton Ch. 4 Pp. 95-132</td>
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<td>Wharton Ch. 5 Pp. 135-188</td>
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<td><strong>Tuesday 9/17</strong></td>
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<td><strong>Wednesday 9/18</strong></td>
<td>Work</td>
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<td>Wharton Ch. 6 Pp. 189-222</td>
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<td><strong>Thursday 9/19</strong></td>
<td>Media</td>
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<td>Day</td>
<td>Assignment</td>
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<td>Monday 9/23</td>
<td><strong>PAPER #2 DUE</strong></td>
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<td>Tuesday 9/24</td>
<td><strong>REAL LIFE GENDER PROJECT PRESENTATIONS</strong></td>
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<tr>
<td>Wednesday 9/25</td>
<td><strong>FINAL EXAM</strong></td>
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