

University of Texas at El Paso-Department of Sociology and Anthropology
Fall 2017

SOCI 3370-13838/WS 3370-18754: Gender Roles and Society
MWF 11:30-12:20; MAIN 306

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Teaching Assistant (TA)
Contact Information:
Office Hours:

Course Description:

This class will examine sociological perspectives on gender by discussing the intersections of race, nationality, class, sexuality, and gender. We will begin by exploring gender as a socially constructed form of identity, in particular looking at the social forces at work to produce gender identities in individuals. We will discuss the social structural aspects of gender and examine the concepts of oppression and patriarchy in relation to gender. We will look at how raced, classed, and gendered identities and structures interact with social institutions such as the family, work and the economy. Finally, we will examine contemporary global politics and gender, concluding with a discussion of social protest and social change.

Objectives:

1. Examine the impact of gender on individuals' historical and contemporary agency, and how the ability to express agency has shaped people's lives in various settings.
2. Analyze and critique ideological assumptions underlying social institutions and systems of representation, including but not limited to assumptions regarding gender, race/ethnicity, nationality, disability, age, and sexual orientation.
3. Assess the strengths and weaknesses of various gendered positions, methods of research and gendered beliefs.

Required Course Materials:

Baca Zinn, Maxine, Pierrette Hondagneu-Sotelo, and Michael A. Messner (eds.). 2015. *Gender Through the Prism of Difference* (5th edition). New York: Oxford University Press. ISBN: 978-0-19-020004-6

Additional readings relevant to topics under discussion may be assigned throughout the semester and will be available through: UTEP e-mail or distributed in-class.

Assignments:

Reaction response assignments (45%)
In-class assignments (25%)
Research Assignment: Gender Interview (10%)
Midterm (10%)
Final Reflection paper (10%)

Grading Scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Reaction Responses: 45%

Responses to readings this semester will be gathered in the form of reaction response assignments. Reaction responses are assigned in order to facilitate classroom participation and discussion. Each assignment is worth up to 10 points. A total of 25 reaction responses will be submitted for credit this semester. The average of these will be your total reaction response assignment grade.

I will ask you to share with the rest of the class your thoughts on assigned readings and you will turn in your typed assignment *during class* the day they are due. Reaction responses should not be e-mailed to professor or TA. Hand-written reaction responses will not be accepted.

To develop your critical thinking skills, be an active reader, and participate in class discussions you are required to read the material before coming to class and write down your evaluation of the readings. A typed, one (1) page (single spaced) reflection addressing an Interest(s) and Problem(s) or Critique(s) will be *picked up during class* on assigned days (*see Semester schedule below*). Reaction Responses submitted at any other time will only be accepted with a University-excused absence.

NOTE: You will have two (2) opportunities to submit an unexcused Reaction response assignment at anytime during the semester. Make-up assignments should note the original due date. Unexcused assignments may be submitted to the TA or professor.

Specifically (*this is the format you should follow in order to receive credit for REACTION RESPONSE assignments*):

Interest: What caught your attention? What point(s) did the author raise that were of particular interest to you? **AND** Why was this interesting? (length: full paragraph: 4-5 sentences)

Problem/Critique: At least one critique about the reading. For instance, is there a problem with the theory, methods, or claims that the author is making? Does the author contradict him/herself or do they contradict other author (s) findings? You may also address questions you had while reading the article. (length: full paragraph: 4-5 sentences)

In-class assignments: 25%

This semester you'll be completing a series of in-class assignments. Each in-class assignment is worth up to 10 points. A total of 10 in-class assignments will be submitted for credit this semester. The average of these will be your total in-class assignment grade for the semester. This work will usually be completed in a small group setting during our regular class time. Assignments may be: responses to short clips/films and current events/news, larger questions addressing the topics for that week. Although the assignments may be discussed/completed within a small group setting students will be graded/given credit for assignments on an individual basis. Students need to present in class for credit to be received for the day.

Research assignment: Gender Interview: 10%

This semester you will be conducting a gender interview with someone who is **18 years of age or older**. As a class we will create a short interview guide that you will use during your interview. You will record responses from your interview and submit those along with a 2-3 page reflection paper from that experience. I will provide you with a detailed format of the assignment in class at a later date.

Midterm Exam: 10%

There will be one exam this semester. The exam will cover assigned readings, and additional information covered during class lectures, etc. The exam will be administered in-class and may consist of 2 short answer questions and one long essay question. The exam will be worth up to 100 points.

Make-Up Exam Policy: Make-up exams are strongly discouraged, and WILL ONLY BE ADMINISTERED WITH THE SUBMISSION OF A UNIVERSITY EXCUSED ABSENCE (i.e. written excuse and signed by a medical doctor or a UTEP official).

Final Reflection Paper: 10%

A final 2-3 page reflection paper is assigned for this course. I will provide you with a detailed format of the assignment in class at a later date. The final reflection paper will be worth up to 100 points.

Assigned Readings:

There is a significant amount of reading assigned for this course and you are required to complete all assigned readings as well as participate in class discussion. You are encouraged to attend every class if you expect to do well in this course. If you miss a class you should ask a classmate for the information. Please DO NOT ask me for this information. It is your responsibility to see me in reference to absences. I will NOT drop students from the course. If a student chooses to drop the course, it is the student's responsibility to do so. Failure to do so will result in an "F" for the course.

Classroom Behavior:

You are expected to complete the reading assignments for each class, be prepared for class, and turn off all electronic devices (i.e., cell phones, i-pods, mp3s, etc.). Please note that throughout the academic semester we will be discussing a number of social issues that impact our lives. With that said, I encourage you to voice your opinions in an open and respectful manner. Likewise, I ask that you remain respectful and considerate of other people's opinions.

Copying & Plagiarism:

The materials used in this course are copyrighted. Course materials include and are not limited to: syllabi, quizzes, exams, course assignments, review sheets, outlines, lecture notes, and power points. Since these materials are copyrighted you do not have permission to copy them, unless I expressly grant you permission.

Plagiarism is commonly defined as passing off as one's own the ideas, words, writings, etc., that belong to another. Therefore, you are committing plagiarism if you copy someone's work without attributing it to the original author, and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the most serious academic sins, because it destroys the trust among colleagues without which research cannot be safely communicated.

Exceptional Circumstances:

Please inform me of any medical conditions you believe I should be aware of (if you feel it is appropriate/or feel comfortable doing so), so that proper measures can be taken in the unlikely event that an in-class emergency may occur.

ADA Policy:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

**Portions of syllabus, including description and objectives for course, were taken from: Dr. Wendy Leo Moore's Gender Roles course at Texas A&M University, http://www.uwyo.edu/wmst/learning_objectives/, and <http://womenstudies.duke.edu/undergraduate/learning-objectives>.*

Please note: Instructor reserves the right to modify the schedule/syllabus at any time during the course of the semester—any modifications will be announced during class and/or through e-mail.

Fall 2017 Semester Schedule

Week 1: Introduction to Gender

- Aug 28 Distribution of Syllabus and Introduction to Gender
- Aug 30 UTEP E-mail: *C. Wright Mills*, "The Sociological Imagination" and
Allan Johnson, "The Forest and the Trees"
Due: Reaction response (RR) 1
- Sep 1 In-class assignment 1

Week 2: Perspectives on Sex, Gender, and Difference

- Sep 6 Reader: Introduction: Sex and Gender Through the Prism of Difference
Reading 1: *Anne Fausto-Sterling*, *The Five Sexes, Revisited*
Due: RR 2 (for Reading 1: Fausto-Sterling)
- Sep 8 Reading 2: *Lisa Wade*, *The New Science of Sex Difference*
Due: RR 3

Week 3: Perspectives on Sex, Gender, and Difference

- Sep 11 In-class assignment 2
- Sep 13 Reading 3: *Maxine Baca Zinn and Bonnie Thorton Dill*, *Theorizing Difference from Multiracial Feminism*
Due: RR 4
- Sep 15 Reading 4: *Raewyn Connell*, *Masculinities and Globalization*
Due: RR 5

Week 4: Identities

- Sep 18 In-class assignment 3
- Sep 20 Reading 24: *Audre Lorde*, *Age, Race, Class, and Sex: Women Redefining Difference*
Due: RR 6
- Sep 22 Reading 23: *B. Deutsch*, *The Male Privilege Checklist*
Due: RR 7

Week 5: Identities

- Sep 25 In-class assignment 4
- Sep 27 Reading 26: *Tristan Bridges and C.J. Pascoe*, *Hybrid Masculinities: New Directions in the Sociology of Men and Masculinities*
Due: RR 8
- Sep 29 Reading 27: *Sanyu A. Mojola*, *Providing Women, Kept Men: Doing Masculinity in the Wake of the African HIV/AIDS Pandemic*
Due: RR 9

Week 6: Bodies

- Oct 2 In-class assignment 5

Oct 4 Reading 7: *Laurel Westbrook and Kristen Schilt*, Doing Gender, Determining Gender: Transgender People, Gender Panics and the Maintenance of the Sex/Gender/Sexuality System
Due: RR 10

Oct 6 Reading 8: *Betsy Lucal*, What it Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System
Due: RR 11

Week 7: Bodies

Oct 9 In-class assignment 6

Oct 11 Reading 9: *Abigail C. Saguy and Kjerstin Gruys*, Morality and Health: News Media Constructions of Overweight and Eating Disorders
Due: RR 12

Oct 13 Reading 11: *Evelyn Nakano Glenn*, Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners
Due: RR 13

Week 8: Sexualities

Oct 16 **Midterm**

Oct 18 Reading 19: *Valerie Jenness and Sarah Fenstermaker*, Agnes Goes to Prison: Gender Authenticity, Transgender Inmates in Prisons for Men, and Pursuit of "The Real Deal"
Due: RR 14

Oct 20 Reading 22: *Kirsty Liddiard*, The Work of Disabled Identities in Intimate Relationships
Due: RR 15

Week 9: Sexualities

Oct 23 In-class assignment 7

Oct 25 Reading 15: *Rashawn Ray and Jason A. Rosow*, Getting Off and Getting Intimate: How Normative Institutional Arrangements Structure Black and White Fraternity Men's Approaches toward Women
Due: RR 16

Oct 27 Reading 16: *Lorena Garcia*: "Handlin' Your Business": Sexual Respectability and Peers
Due: RR 17

Week 10:

Oct 30 **Midterm**

Nov 1 Film

Nov 3 Film cont'd

Week 11: Education and Schools

Nov 6 In-class assignment 8

Nov 8 Reading 41: *Ann Arnett Ferguson*, Naughty by Nature
Due: RR 18

Nov 10 Reading 40: *Gilda L. Ochoa*, Framing the Gap: Dominant Discourses of Achievement
Due: RR 19

Week 12: Constructing Gender in the Workplace

Nov 13 In-class assignment 9

Nov 15 Reading 37: Amy Denissen and Abigail C. Saguy, Gendered Homophobia and the Contradictions of Workplace Discrimination for Women in the Building Trades
Due: RR 20

Nov 17 Reading 38: *Adia Harvey Wingfield*, The Modern Mammy and the Angry Black Man: African American Professionals' Experiences with Gendered Racism in the Workplace
Due: RR 21

Week 13: Gender Interview Project

Nov 20 In-class assignment 10

Nov 22 Outside assignment: Gender Interview Project

Nov 24 University closed—Thanksgiving holiday

Week 14: Popular Culture

Nov 27 **Due: Gender Interview Project**

Nov 29 Reading 45: *Michael Kimmel*, Manufacturing Rage: The Cultural Construction of Aggrieved Entitlement
Due: RR 22

Dec 1 Reading 46: *Kristen Myers*, Anti-feminist Messages in American Television Programming for Young Girls
Due: RR 23

Week 15: Change and Politics

Dec 4 Reading 51: *Dorothy Roberts and Sujatha Jesudason*, Movement Intersectionality: The Case of Race, Gender, Disability, and Genetic Technologies
Due: RR 24

Dec 6 Reading 49: *Kevin Powell*, Confessions of a Recovering Misogynist
Due: RR 25

Final Reflection paper due: Wed., Dec. 13 anytime between 1:00-3:45pm in Old Main 317