

**University of Texas at El Paso  
Fall 2014**

**Gender Roles and Society  
SOC 3370-15408 / WS 3370  
MW 1:30-2:50; Old Main 306**

**Professor**

Dr. Aurelia Lorena Murga, Assistant Professor of Sociology  
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Office Hours: M/W 3:00-4:30pm & by appointment

**Teaching Assistant (TA)**

Tali Castillon  
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Office Hours: W 4:00-5:00 and F 10:30-12:30

**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.). 2011. *Gender Through the Prism of Difference* (4<sup>th</sup> edition). New York: Oxford University Press.

Additional readings relevant to topics under discussion may be assigned throughout the semester and will be available through: Blackboard (BB), via e-mail, or distributed in class.

**Assignments**

QIPS assignments (44%)  
Participation (22%)  
Research Assignment: Gender Interview (12%)  
Midterm (12%)  
Final Reflection paper (10%)

**Grading Scale**

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

### **QIPS (44%)**

Responses to readings this semester will be gathered in the form of QIPS assignments. Each QIPS is worth 2 points. A total of 22 QIPS will be submitted for credit this semester. QIPS are assigned in order to facilitate classroom participation and discussion. **I will ask you to share with the rest of the class your thoughts on assigned readings and you will turn in your typed QIPS during class the day they are due.** QIPS should not be e-mailed to professor or TA. Hand-written QIPS 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 in the form of a Question, Interest, Problem or Critique, and Summary (QIPS) will be **picked up during class** on assigned days (*see Fall Semester schedule below*). QIPS 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 QIPS assignment via e-mail this semester. Make-up assignments should note the original due date. Unexcused assignments may be submitted via e-mail to the TA at any time during the semester.

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

**Question:** A question(s) from the reading.

**Interest:** What caught your attention?

**Problem:** 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?

**Summary:** In 2 to 3 sentences tell me what the main points of the reading were.

### **Participation (22%)**

This semester you'll be completing a series of unscheduled in-class assignments/quizzes assignments. Your participation grade will be comprised of unannounced quizzes/ in-class assignments administered on any given class day. The average of your quizzes/in-class assignments will comprise your participation grade for the semester. These assignments will facilitate your participation during class discussions, which are also fundamental to your success during the semester.

### **Midterm Exam (12%)**

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.

### **Research assignment: Gender Interview Project (12%)**

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.

### **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.

*Make-Up Assignment Policy:* Make-up assignments/in-class quizzes and exams are strongly discouraged, and

WILL ONLY BE ADMINISTERED WITH THE SUBMISSION OF A UNIVERSITY EXCUSED ABSENCE.

### **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](mailto: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](http://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/](http://www.uwyo.edu/wmst/learning_objectives/), and <http://womenstudies.duke.edu/undergraduate/learning-objectives>.*

Assigned readings should be completed prior to class meetings. 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 Blackboard.

### **Week 1: Introduction to Gender**

Aug 25 Distribution of Syllabus and Introduction to Gender

Aug 27 C. Wright Mills, "The Sociological Imagination" (Blackboard)  
Allan Johnson, "The Forest and the Trees" (Blackboard)  
Reading: Introduction: Sex and Gender Through the Prism of Difference (p. 1-10) (Reader)

### **Week 2: Perspectives on Sex, Gender, and Difference**

Sep 3 Reading 1: *Anne Fausto-Sterling*, The Five Sexes, Revisited (p. 13-18)  
Due: QIPS 1

### **Week 3: Perspectives on Sex, Gender, and Difference**

Sep 8 Reading 2: *Maxine Baca Zinn and Bonnie Thornton Dill*, Theorizing Difference from Multiracial Feminism (p. 19-25)  
Due: QIPS 2

Sep 10 Reading 4: *Raewyn Connell*, Masculinities and Globalization (p. 38-50)  
Due: QIPS 3

### **Week 4: Identities**

Sep 15 Reading 22: *Peggy McIntosh*, White Privilege: Unpacking the Invisible Knapsack (p.235-238)  
DUE: QIPS 4

Sep 17 Reading 23: *Audre Lorde*, Age, Race, Class, and Sex: Women Redefining Difference (p. 239-244)  
Due: QIPS 5

### **Week 5: Identities**

Sep 22 Reading 24: *Jen 'Nan Ghazal Read and John P. Bartkowski*, To Veil or Not to Veil?: A Case Study of Identity Negotiation Among Muslim Women in Austin, Texas (p. 245-258)  
Due: QIPS 6

Sep 24 Reading 25: *Hernan Ramirez and Edward Flores*, Latino Masculinities in the Post-9/11 Era (p. 259-267)  
Due: QIPS 7

### **Week 6: Bodies: Control and Resistance**

Sep 29 Reading 7: *Nomy Lamm*, It's a Big Fat Revolution (p. 67-71)  
Due: QIPS 8

Oct 1 Reading 8: *Betsy Lucal*, What it Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System (p.72-81)  
Due: QIPS 9

### **Week 7: Bodies: Control and Resistance**

Oct 6 Reading 11: *Evelyn Nakano Glenn*, Yearning for Lightness: Transnational Circuits in the

Marketing and Consumption of Skin Lighteners (p. 100-113)  
Due: QIPS 10

Oct 8 Reading 9: *Don Sabo, Doing Time, Doing Masculinity: Sports in Prison* (p. 82-86)  
Due: QIPS 11

**Week 8: Sexualities: Sexuality and Identity**

Oct 13 Reading 20: *Yen Le Espiritu, Americans Have a Different Attitude: Family, Sexuality, and Gender in Filipina American Lives* (p. 203-211)  
Due: QIPS 12

Oct 15 Midterm Exam

**Week 9: Sexualities: Sexuality and Identity**

Oct 20 Reading 18: *Dennis Altman, The Globalization of Sexual Identities* (p. 186-196)  
Due: QIPS 13

Oct 22 Reading 19: *Michael A. Messner, Becoming 100% Straight* (p. 197-202)  
Due: QIPS 14

**Week 10: Film**

Oct 27 Film

Oct 29 Film

**Week 11: Sexualities: Sexual Relations, Intimacy, Power**

Nov 3 Reading 16: *Kevin Bales, Because She Looks Like a Child* (p. 163-172)  
Due: QIPS 15

Nov 5 Reading 17: *Julia O'Connell Davidson, The Sex Tourist, the Expatriate, His Ex-Wife, and her "Other": The Politics of Loss, Difference, and Desire* (p. 173-185)  
Due: QIPS 16

**Week 12: Education and Schools**

Nov 10 Reading 38: *Ann Arnett Ferguson, Naughty by Nature* (p. 435-442)  
Due: QIPS 17

Nov 12 Reading 41: *C.J. Pascoe, "Dude, You're a Fag": Adolescent Masculinity and the Fag Discourse* (p. 464-475)  
Due: QIPS 18

**Week 13: Families: Motherhood, Fatherhood**

Nov 17 Reading 29: *Thomas Johansson and Roger Klinth, Caring Fathers: The Ideology of Gender Equality and Masculine Positions* (p. 309-323)  
Due: QIPS 19

Nov 19 Reading 28: *Pierette Hondagneu-Sotelo and Ernestine Avila, "I'm Here, but I'm There": The Meanings of Latina Transnational Motherhood* (p. 294-308)  
Due: QIPS 20

**Week 14: Gender Interview Project (outside of class)**

Nov 24 No class: students are to work on Gender Interview Project

Nov 26 No class: students are to work on Gender Interview Project

**Week 15: Social Change**

Dec 1 Reading 49: Kathryn Kish Sklar, A Woman's History Report Card on Hillary Rodham Clinton's Presidential Primary Campaign, 2008 (p. 527-531)  
Due: QIPS 21

Due: Gender Interview Project Paper

Dec 3 Reading 50: *Kevin Powell*, Confessions of a Recovering Misogynist (p. 532-536)  
Due: QIPS 22

**Final Exam: Final Reflection paper due in Dr. Murga's office on Wed, Dec 10<sup>th</sup> between 4:00-6:45pm**