



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

## **Course Prefix, Number and Title: SOC 221 Sociology of Gender**

**Course CRN # and Section: 20331 (01CH)**

**Semester Taught: Spring 2019**

**Credit Hours: 3**

**Prerequisites: None**

**Course Time: W 1:00-3:30pm**

**Building and Room Number: HEC W33**

**Professor: Courtney B. Ross**

**Office Location: Admin 117**

**Office Hours: HEC W 11-1 and  
Athens TR 11-12, 3:30-4:30, and by  
appointment**

**Email: [cross@concord.edu](mailto:cross@concord.edu)**

**Phone: 304-384-5227**

**Office Fax: 304-384-6094**

**College/Department Website:  
[www.concord.edu/sws](http://www.concord.edu/sws)**

### **Contact Details:**

Email is the best way to contact me – I will respond within 24 hours through the week. I can be reached by phone during office hours or you may leave a message. If you do only leave a voice message, please note that I am off campus usually two days a week so response time will vary.

### **Course Description/Rationale:**

Gender is arguably the most salient characteristic determining one's place in any society. Gender is the first thing you notice about another person and your assessment of a person's gender shapes your expectations of that person. These expectations (which are often requirements) place very real constraints and limitations on individuals.

The sociology of gender focuses on the social construction of gender. Other theories of gender such as biological explanations will be discussed in comparison to the social constructionist approach. The course will begin with an examination of key theoretical approaches to the study of gender. Special attention will be paid to how gender is constructed at the level of society as well as how we engage in the re-creation and construction of gender in our everyday lives.

Gender will be explored as an institution and a system as well as how it influences individuals. Because gender does not exist in a vacuum, gender will be discussed in relation to its intersection with other social locations such as race, class, sexuality, age, and ethnicity. The differential effects of gender along these lines will be discussed and highlighted through all of the applied topics. Throughout the course we will examine current events that highlight the importance of gender, using these examples to illustrate key concepts and theories.

Some questions about gender that will be addressed in this course are:

- ❖ What exactly is gender and why do we need it?
- ❖ What are the forces that shape gender?
- ❖ How does gender help us understand issues of race, class, and sexuality?
- ❖ What happens when we don't live up to gender expectations?

One goal of this class is to help you gain a better understanding of gender and its effects, how it pervades all parts of our culture and lives, and also begin to question the assumptions, expectations, and requirements of gender.

**Course Management System:** Blackboard

**Text requirements:**

2018. Ryle, Robyn. *Questioning Gender: A Sociological Exploration, 3d ed.* Thousand Oaks, CA: Sage.

\*Additional readings will be provided in class and/or on Blackboard

**Concord University Educational Goal(s):**

- An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
- Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.

**National Standards:** N/A

**Specific Learning Outcomes:**

- 1) to identify the construction of gender difference and gender inequality at both the individual level of identity and the institutional level.
- 2) to show how gender intersects with sexual orientation, race and ethnicity, social class, age, and physical ability to determine one's position and opportunities in life.
- 3) to describe and to illustrate how gender impacts bodies and corresponds with arbitrary meanings of femininities and masculinities.
- 4) to distinguish how contemporary local and global politics and public resistance are designed to challenge existing gender arrangements.
- 5) to formulate practical and imaginative ways to bring about gender equality in our society and in the world.
- 6) to develop a more critical, reflective, and nuance understanding of [gendered] social life through oral and written communication.

## **Course Format:**

This is a class that explores a range of issues regarding the complex interrelationships of individuals and collectives in countries around the world. The exchange of ideas among all students is an important element of the course, and open discussion is a necessary element of sociological studies. You will have the opportunity to discuss and respond to course materials that include assigned readings and other. Therefore, you must be prepared when you get to class. Read the assignments ahead of time, so you and your classmates can fully analyze content and context of the readings.

Scholarly exchange of ideas requires maturity and open minds. You may encounter issues and concepts in our discussion that you have not explored before. Every student must respect the viewpoints and comments of every other student in this class, even though we differ in our standpoints, opinions and experiences. Some of the topics we explore may be uncomfortable and/or unfamiliar. However, if you approach the subjects from an academic viewpoint, you will be able to analyze and evaluate sensitive material in an objective manner.

## **Course Requirements (460 total points available):**

### **1) Attendance (75 points; 16% of total grade)**

Learning is not just reading, although that is a major part of the process. Becoming critical thinkers means engaging in intellectual exchanges, which will be rewarded in this specific grade evaluation.

Attendance is taken every class meeting. You can miss **TWO** classes without being penalized. Because two weeks of class is more than generous for a heavily weighed portion of the total grade, absences can NOT be excused **except for official university business**. One day past the TWO absences will result in a loss of 50% of the total points; Extenuating circumstances are taken into consideration.

Perfect attendance will earn you +7 (1.5%) to your final score in the course.

### **2) Terminology Quizzes [TQ] (4 x 40 = 160 total points; 34.5% of total grade)**

Students will be given SIX quizzes in the classroom, but the lowest TWO scores will be dropped from the total grade. Excluding the first TQ, each consecutive quiz will build from the prior tested terminology. Terminology will come from material in the book and/or outside sources provided by instructor as well as what is presented in lectures, class discussions, websites, and videos.

### **3) Terminology FINAL Exam (100 points) and CLASS Discussion (25 points) (27% of total grade)**

Students will end the course with a final cumulative Terminology Exam consisting of multiple-choice and matching questions. A class discussion about the course and concepts will also take place during the final exam. Participation in the class discussion will be scored and totaled into the FINAL exam score – details on the scoring will be provided at a later time.

### **4) CU Celebrating Women's History Month 2019! Participation and Reflection Essay (100 total points; 21.5% of total grade)**

We learn best when what we are studying can be related to our own life course and the historic moment in which we ourselves live. As part of Women's History month, multiple events will be taking place on Athens's campus. Some of the events include CU students led by the Theater Department, will be performing the Vagina Monologues, a Panel Presentation on breaking the Glass Ceiling, and a documentary showing. You are required to attend TWO of the Women's History month events and

submit a reflection essay that synthesizes your two experiences. Exact dates/times are to be determined at this time. Students are permitted to attend events together, but papers must be written individually. The expectation for the essay is 4-7 pages in length.

After the two experiences, students will compose ONE paper that synthesizes the following questions:

- Describe the two events by including the following information: dates of events, roughly how many people in attendance, setting(s), topic(s) addressed, and the tone of the events.
- Describe what you observed **and** how you participated. Secondly, what thoughts and feelings did you experience while attending **and** afterwards when you had time for reflection?
- Using what you learned and discovered while being in SOC 221, so far, how do the two events relate to your understanding of sociology and gender?
- How do the events impact your understanding of social change **and** activism?
- What theories, assumptions, **or** practices did you question **and/or** re-evaluate as a result of the new experiences or ideas encountered from attending/participating in these events? Explain. If the event, meeting, or whatever it was that you attended did not make you question and/or re-evaluate, then explain why not **and** what would have needed to happen in order for you to question and/or re-evaluate.
- What have you discovered about yourself (for example, your strengths, weaknesses, interests) as a result of attending/participating in these events? **And**, have these experiences affected your personal, professional, and/or educational goals? Explain why or why not.

### **Paper Logistics:**

All papers **must** be typed, double-spaced, 1" margins on all four sides, Times New Roman 12 point-font or Arial 10 point-font, page numbered, and black ink. Please single-space your name, date, course title and section number in the upper Left Hand corner. Please follow this format verbatim; I take points off for incorrect formatting. I will **NOT** accept emailed papers, unless of prior notification or for extenuating circumstances.

### **Technical Suggestions for Papers:**

Please note that when you write the essays for this course and others for that matter, try not to use direct quotes. If you must directly quote, then limit yourself to one-two sentences at a time and 1-2 quotes per page. If you direct quote, thereafter or before, you must **ALWAYS** explain the quotes in your own words!! Also when directly quoting, be sure to use the correct format. Rather than direct quotes, it is best to paraphrase and/or summarize in your own words. Over quoting will result in asking you to re-do the paper or receive a zero.

Material must be properly referenced/cited in your paper when: 1) someone else is being quoted directly, 2) someone else's ideas or concepts are being used, 3) someone else's examples are being used or referred to, and 4) when someone else's facts or statistics are being used. Failure to reference such material is considered **PLAGARISM**. Remember, if in doubt, it is always preferable that you reference too much rather than too little.

### Direct Quotations

These should be in quotation marks followed by parentheses in which you include the author's last name, date of publication, and page number of the quotation. Any facts or statistics that come from other sources should be documented in a similar fashion but do not use quotation marks unless you are quoting a full sentence or context of statistics. Note that the period for the sentence comes after the citation. For example:

“We take as the domain of our study the legal order” (Chambliss 1982:2).

“American men who love sports may no be able to fully articulate and understand how it is part of their being men, but their passion for sports can certainly help us understand them and their masculinity” (Hartman in Goodwin and Jasper 2008: 237).

### Paraphrasing

When paraphrasing ideas, theories, or using another’s concepts, make sure to give credit to the originator of the idea. It is often helpful to begin paraphrased information with “According to…” or “Some research has found…” to make it clear to the reader that the idea is not your own. At the end of the paraphrased information, be sure to correctly cite the author and year of the relevant publication. For instance:

According to recent research, women receive harsher sentences in the criminal justice system when their offenses involve a transgression of proper gender behavior (Schur 1984).

Kanin and Parcell (1977) found that eighty-three percent of college women respondents reported having been victims of sexual aggression, sixty-one percent since beginning college.

### **Grading Policy and Scale, Make-up Policy, Late Work:**

#### **Grading Scale:**

460-373 = A	289-249 = D
372-332 = B	248-0 = F
331-290 = C	

#### *Late Policy:*

- I will **NOT** accept make-ups of the Terminology Quizzes. Instead, two of the six will be dropped from the final score.
- I will accept late submissions of the Women’s History Month Reflection Essay. However, I do not accept “excuses” for late submissions. If you miss turning in, you have up to ONE hour past the time the paper is due to turn in the paper and receive a 5% reduction in total score. Thereafter, you lose one letter grade per day of the late submission (weekdays and weekends are counted the same). Extenuating circumstances are taken into consideration.

*Classroom Courtesy:* This is an inclusive and safe classroom. Racist, sexist, classist, homophobic, or other negative, pejorative, and/or discriminatory language will not be tolerated and students who insist on such behavior or who disrespect folks in the classroom will be asked to leave the classroom. Certain things that we discuss in class may make you feel uncomfortable, because many of the topics are controversial. I expect and encourage you to disagree with some perspectives. Your disagreement is welcome. But, your argument needs to be supported with reason and evidence. We are concerned with the scholarly, rather than emotional. If you continue to feel uncomfortable with class material and/or discussion and/or have any other problems in the course, please contact me.

A valuable tool for successful learning is listening to other’s perspectives and experiences. Following some ground rules, establishes a good learning environment: 1) We will respect others and their ideas, even when we disagree, 2) We will create a safe atmosphere in the classroom, 3) No one will dominate class discussions, 4) No one will discriminate, harass, or intimidate other students, 5) NO CELLPHONES, 6) We will respect the role of the instructor as moderator and facilitator, 7) We will

observe common sense courteous behavior in the class, and 8) If you bring food to class do not let it be a distraction.

*Computers:* Laptops are permitted every class.

*Extra Credit:* There is NO extra credit initially worked into the course.

### **Course Timeline (Schedule of Assignments/Assessments/Presentations)**

\*QG = Questioning Gender, Ryle.

\*BB = Blackboard

#### Week 1, 1/16: Introductions

#### Weeks 2-3, 1/23 & 1/30: Introducing Gender, Sociology of Gender Studies, and Theories

READ:

QG – Preface, About Questioning Gender, Chapters 1 and 2.

**1/30 = TQ #1 @ at the beginning of class**

#### Week 4, 2/6: Studying Gender and Learning [socialization] Gender

READ:

BB – Engelhardt, Elizabeth. *Creating Appalachian's Women's Studies: Dancing Away From Granny and Elly May.*

QG – pgs. 73-88, 94-106, Chapter 4.

#### Week 5-6 2/13 & 2/20: Inequality – Men and Masculinities

READ:

BB – *Inequality: Men and Masculinities* (chapter 6 in Wade and Ferree).

**2/20 = TQ #2 @ the beginning of class**

#### Week 7-8, 2/27 & 3/6: Inequality: Women and Femininities

READ:

BB – *Inequality: Women and Femininities* (chapter 7 in Wade and Ferree).

BB – Taylor and Rupp. *Learning From Drag Queens*

**3/6 = TQ #3 @ the beginning of class**

#### Week 9-10, 3/20 & 3/27: Gendered Work and Sex Segregation

READ:

QG – Chapter 9.

BB – Winggate, Adia Harvey. *Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work.*

Week 11, 4/3: Gendered Bodies and Body Politics

READ:

QG – Chapter 7.

BB – Mora, Richard. *“Do It All For Your Pubic Hairs!”: Latino Boys, Masculinity, and Puberty.*

**TQ #4 @ the beginning of class**

Week 12, 4/10: Sexuality, Friendship, and Intimacy

READ:

QG – Chapters 5 and 6.

**TQ #5 @ the beginning of class**

Week 13, 4/17: Gender and Sexuality in Marriage and Family

READ:

QG – Chapter 8.

BB – Simonds and Jungels, *The Death of The Stork: Sex Education Books for Children.*

BB – Travers, Ann. *Transgender and Gender-Nonconforming Kids and the Binary Requirements of Sport Participation in North America.*

**TQ #6 = the entire class**

\*This day we will have the class exercise, Examining Gender and Sexuality in Children’s Books. Participating in the activity will count as the TQ.

Week 14, 4/24: Catch-up or Slow-down!

Week 15, 5/1:

READ:

We will determine as a class

**FINAL, May 8 @ 1:00-3:30p**

Terminology Exam and Class Discussion

**Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU’s Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

**Academic Dishonesty:**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

**Concord University Honor Code:**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

**Class/Online Attendance Policy:**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

**Emergency Alert System:**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

**Emergency Information:**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

**Inclement Weather Policy:**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

**University Closure**

No students or employees are to report.

**Classes Cancelled**

Students do NOT report BUT employees are expected to report to work at their normal time.

### Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

### **Student Conduct:**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

### **Sexual Harassment & Assault:**

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

### **Technology Services:**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

### **Syllabus Disclaimer:**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**