
SOC-315-01 GENDER IN SOCIETY**UNIV HALL 237, MONDAYS/WEDNESDAYS 12:30-2:20PM, FALL 2017**

Instructor:	Mary Robertson
Office:	SBSB 4212
Office Hours:	Mondays/Wednesdays 5:15-6:15, Thursdays 3:00-4:00, and by appointment
Email:	mrobertson@csusm.edu
Office phone:	(760) 750-8292

COURSE DESCRIPTION AND GOALS

A consideration of the development of gender identity and gender socialization in a social context; how notions of femininity and masculinity are shaped within various social institutions—family, work, media, education; and how these social definitions change across the life course. Emphasis on how gender relations vary across communities— race and ethnicity, sexuality, age, socioeconomic class, and nationality.

The goals for the semester are for students to: 1) recognize sex and gender as social correlates of inequality and stratification in society; 2) think sociologically about sex and gender as socially learned identities rather than characteristics one is born with; and 3) challenge the male/ female, feminine/ masculine binary and move towards understanding both sex and gender as identities that exist on a spectrum.

COURSE OBJECTIVES

1. To develop a sociological framework for understanding gender in society.
2. To correct deficiencies in the knowledge base concerning gender in society.
3. To encourage students to think about the intersection of sex and gender with race, class, sexuality, ability, and other socially recognized identities.
4. To expose students to various attitudes and ideas about gender in society.
5. To encourage students to acknowledge their own sex and gender identity and experience.
6. To apply the theoretical knowledge gained in this course to a contemporary context.
7. To develop critical thinking skills; to analyze and interpret data; and to recognize bias and faulty reasoning.

PROGRAM LEARNING OUTCOMES

In addition to the instructor's course goals and objectives detailed above, the sociology department at CSUSM is committed to ensuring that the following 3 of the 5 program student learning objectives (PSLOs) are met for all sociology students and other students taking this particular course:

PSLO #1: Analyze and interpret the diversity of social experience using a sociological perspective, especially as it relates to race, class, gender, age, sexual preference, religion, and nationality.

How: Every class meeting and assignment is geared towards this goal included weekly readings, written assignments, exams, participation groups, and the storytelling project. I engage an intersectional approach to the topic of gender, which means that the inclusion of race, class, age, sexuality, religion, and nationality is intrinsic to all course materials.

PSLO #2: Assess competing theoretical approaches to societal problems of publics with differing and multiple interests; specify structural or institutional sources of these social problems; and propose and assess policies, interventions and/or modes of advocacy that will enact positive change.

How: You will be exposed to competing theoretical approaches to understanding gender like essentialist versus constructionist theories. Much of the course will examine various structures and institutions where inequality is reproduced around gender, including education, work, family, and the media. You will be exposed to various social, cultural, and political strategies that intervene towards positive change in regard to gender and equity.

PSLO #3: Locate, analyze, assess, and communicate sociological scholarship.

How: You will locate, analyze, assess, and communicate sociological scholarship through the readings, written assignments, and discussion facilitation.

PSLO #5: Articulate the ethical and social justice implications of sociological inquiry.

How: You will learn about sexism, racism, and heterosexism as systems of oppression. You will learn the difference between prejudice and discrimination and be able to recognize microaggressions as forms of discrimination. You will learn about various social justice movements including feminism and the LGBT rights movement.

TWO NOTES ON SMARTS (borrowed from Dr. Lisa Wade, Ph.D., Occidental College)

Myth: "A" students are smarter than other students.

Fact: College is a unique institution with its own rules and skills. You will not simply get an A because you are smart. Being smart *at college* means learning a specific skill set. Since you are competing with students who are also smart, getting an A in a course is a combination of effort, prior knowledge, and experience. If you are a freshman, you may find that you must work harder to get the same grade as a senior who has much more experience at excelling in college classrooms and, thus, knows better how to do it. If this is your first sociology class, you may find that you have to work harder to get the same grade as someone who has taken sociology classes before and, thus, has more background knowledge to apply and with which to absorb new sociological knowledge. If you are a freshman, be patient with yourself. Don't put pressure on yourself to get straight As from the get go. Give yourself a break. Acknowledge that there will be a learning curve and give yourself some time to climb it. Do your best and look forward to when you will be the one with knowledge and experience.

Myth: We are born with a certain level of intelligence that remains static throughout our lives.

Fact: The mind is like the body. If you use it, it becomes stronger. If it is strong in one area, it may be weak in another. You can improve your critical thinking, your reasoning skills, your ability to absorb new information, and more. But it isn't necessarily fun. Like working out your body, working out your mind can be uncomfortable, even painful. You're not really challenging and improving your mind until it hurts a little. So you may find that learning in this class (and others) is kind of like suffering. It's okay. It doesn't mean that you're not smart, it means that you're getting even smarter.

COURSE REQUIREMENTS AND EXPECTATIONS

REQUIRED COURSE MATERIALS

- There is no book required for this course. All of the readings used in this class will be accessible through Cougar Courses or the CSUSM Library.
- Films, video, and audio clips will be used in class and are considered required course materials.

COUGAR COURSES

- We will be using Cougar Courses in this class. For access, go to <http://cc.csusm.edu>. You should automatically be granted access to the Cougar Courses component of the class if you are officially enrolled in the course. If you have problems with access, please email cchelp@csusm.edu or call the student help desk at (760) 750-6505.
- You can find the reading schedule, assigned readings other than those in your textbook, assignment prompts and rubrics, an electronic copy of the syllabus and other useful resources on Cougar Courses.
- You will post most of your written assignments to Cougar Courses.
- I will use Cougar Courses as a communication tool therefore **you are required to check it every weekday.**
- It is your responsibility to make sure your computer is compatible and kept up-to-date with the Cougar Courses software. See above for help resources.

READING

Readings are assigned on a week-by-week basis. It is your responsibility to check Cougar Courses for weekly reading assignments. You are expected to complete all of the reading assignments, make ties to course concepts and integrate them into discussions, written assignments, and exams. **You should have completed the week's assigned readings before class meets on Mondays.** Please bring the appropriate assigned readings to lecture with you every day that we meet.

Students who complete all of the course reading assignments as scheduled will be better prepared to succeed in the course than those who do not.

WRITING REQUIREMENT

In line with CSUSM's writing requirement you must write a minimum of 2500 words in this course. This will be accomplished through various assignments, including weekly reading responses, essay exams, discussion facilitations, and a storytelling assignment.

WRITTEN READING RESPONSE ASSIGNMENTS (40 points)

- You are required to complete 4 reading responses over the course of the semester. See **“Written Reading Response Prompt” on Cougar Courses for full details.**
- Reading responses are due on the following dates: **9/13, 10/11, 11/8, & 12/6.**
- Each reading response is worth up to 10 points.
- Your written response must be posted to Cougar Courses by **12:30pm** the day it is due.
- Responses must be posted electronically to Cougar Courses and will not be accepted otherwise.
- No late responses will be accepted.

JOURNAL ARTICLE DISCUSSION GROUPS (20 points)

- You will be responsible for participating in 10 discussion groups AND facilitating 2 group discussions over the course of the semester (10 total). Both participants and facilitators receive points for discussions. See **“Participation Assignment Prompt” on Cougar Courses for full details.**
- Participation assignments must be submitted to Cougar Courses by **12:30pm** the days you are scheduled to present and will not be accepted otherwise.
- You earn 1 participation point for each discussion you attend, and up to 5 additional points for each facilitation.
- Late assignments will not be accepted.
- If you are not in attendance during the participation portion of class you will receive a “0” for participation for that day. The instructor is not responsible for any scheduling changes but you are welcome to work with members of your group to swap presentation days if you would like.

ESSAY EXAMS (30 points)

- Essay exams will give you the opportunity to demonstrate your comprehension of the course materials including readings, films, lectures, presentations, and discussion.
- Essay exams will take place on the following dates: **9/25, 10/23, & 11/27. There will be no make-up exams.**
- Each exam is worth 10 points.

STORYTELLING PROJECT (10 points)

- The final project involves writing and presenting to the class a true story about “doing gender.” Complete details of the assignment will be announced in class by **Week 6** of the semester.
- Class presentations of your stories will take place **11/29, 12/4, & 12/6.** There will be no make-up presentations, therefore you must be present in class in order to get presentation points.

ATTENDANCE

I do not take attendance in this class. I respect that you are adults and it is important to me that you take responsibility for own learning. Rather than require excuses, doctor's notes, and the like, I prefer to allow you to manage your time and absences on your own. **Please note that there will be no make-up exams, written assignments, participation points or final projects.**

Students who attend lecture regularly, are engaged and attentive in the classroom, and participate in classroom discussions and activities will be better prepared to succeed in the class than those who do not.

ASSESSMENT

Course requirements	Points
Reading Responses	40
Journal Article Discussion Groups	20
Essay Exams	30
Storytelling Project	10
TOTAL	100

GRADING SCALE

94% to 100% A	74% to 76.9% C
90% to 93.9% A-	70% to 73.9% C-
87% to 89.9% B+	67% to 69.9% D+
84% to 86.9% B	64% to 66.9% D
80% to 83.9% B-	60% to 63.9% D-
77% to 79.9% C+	Below 60% F

CLASSROOM POLICIES

GENERAL CLASSROOM EXPECTATIONS

- COVERT AUDIO & VIDEO RECORDING OF CLASS IS PROHIBITED. Please ASK permission.
- Please do not use your handheld digital devices during class unless asked to do so.
- Laptop use is not permitted in the classroom during lectures, but you may bring them to be used at appropriate times with my permission.
- Be on time, prepared and ready to work for the whole class period. Please bring the appropriate assigned readings with you to class.
- Be respectful of your neighbors and your instructor by not talking during lectures.
- Use the appropriate names and gender pronouns for everyone in class.
- Follow the classroom “Rules of Engagement”

OFFICE HOURS

I encourage you to visit me during office hours or by appointment as many times as you like over the course of the semester and into the future. There are 45 students in this class and while I do my best to learn your names and a little bit about you, coming to office hours is an excellent way to ensure that I get to know you and see that you are engaged in the class. As your college career progresses, you will have to request things from your former instructors like letters of recommendation for study abroad programs or graduate school. Taking advantage of office hours visits with all of your instructors and professors will help you develop the relationships you will need to be successful in the future.

APPEALING GRADES WITH THE UNIVERSITY

There is a formal grade appeal process established through the university if you are dissatisfied with my final decision regarding grades you are assigned in this class. You can find more information about this process here: http://www.csusm.edu/policies/active/documents/student_grade_appeals.html

SOCIOLOGY AND CRIMINOLOGY & JUSTICE STUDIES STUDENT RESEARCH SYMPOSIUM

March 12, 2018

Conducting and presenting research as an undergraduate has been shown to make students' overall college experience better, particularly for under-represented students. Sociology and Criminology & Justice Studies majors/minors who are interested in conducting and presenting research have a variety of options on campus, including turning a class project into a research presentation, developing a research project around your own community activism, and/or working independently with a professor. Consider presenting at **The Sociology, Criminology & Justice Studies Student Research Symposium on March 12, 2018**. For more information, talk to your professors about this opportunity, email kglover@csusm.edu, and/or visit the Sociology Department website - <http://www.csusm.edu/sociology/symposium/index.html>

UNIVERSITY POLICIES

ABSENCE DUE TO UNIVERSITY ACTIVITIES AND RELIGIOUS BELIEFS

CSUSM provides a fair opportunity for students to attend required courses in a manner that allows them to participate in the requirements of their sponsored activities and religious beliefs.

Official university events and activities such as fine arts performances, forensics, and other academic competitions supported by the university require participation by students as official members of groups. *Within the first week of classes*, a student who expects to be part of an official event shall notify the instructors of affected courses. At that time, the student shall request accommodation for any missed examinations or other assignments. If scheduling changes occur, the student shall immediately notify the instructors.

By the end of the first week of classes, students should notify instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances. An instructor who believes that the anticipated absences would preclude successful completion of the course or would seriously affect the student's grade shall inform the student by the end of the second week of classes.

For the complete CSUSM policy on Student Absence from Class for University Events and Religious Observances go here:

http://www.csusm.edu/policies/active/documents/student_absencefromclassforuniversityeventsandreligious_observances.html

ACADEMIC HONESTY

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Sanctions at the University level may include suspension or expulsion from the University.

For more information on the CSUSM policy on academic honesty go here:

http://www.csusm.edu/policies/active/documents/academic_honesty_policy.html

DISABILITY ACCOMODATION

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations are welcome to speak with me before or after class OR meet with me during my office hours if you prefer a more confidential exchange.

DISCRIMINATION AND HARASSMENT - Executive Order 1095

The CSU, through its chancellor and presidents, is committed to creating an atmosphere in which all Students have the right to participate fully in CSU programs and activities free from unlawful Discrimination, Harassment and Retaliation.

It is CSU policy that no Student shall, on the basis of any Protected Status (Age, Disability, Gender, Genetic Information, Nationality, Race or Ethnicity, Religion, Sexual Orientation, and Veteran or Military Status) be unlawfully excluded from participation in, or be denied the benefits of, any CSU program or activity. Nor shall a Student be otherwise subjected to unlawful Discrimination, Harassment, or Retaliation for exercising any rights under this executive order.

Except in the case of a privilege recognized under California law (examples of which include Evidence Code §§1014 (psychotherapist-patient); 1035.8 (sexual assault counselor-victim); and 1037.5 (domestic violence counselor-victim)), any member of the University community who knows of, or has reason to know of, allegations or acts that violate this policy, shall promptly inform the CSUSM Title IX Coordinator Bridget Blansha (bblansha@csusm.edu or (760) 750-4056).

Employees and Students who violate this policy may be subject to discipline. If employee discipline is appropriate, it shall be administered in a manner consistent with applicable collective bargaining agreements, CSU policies, and legal requirements. Student discipline shall be administered in accordance with §41301 of Title 5, California Code of Regulations and Executive Order 1098, or any superseding executive order, if applicable.

For questions or concerns regarding Executive Order 1095 please contact the Student Affairs Office at 760-750-4056 or visit this website: <http://www.csusm.edu/title9/policy/EO1095.pdf>

DROP/ADD DEADLINES

Add/Drop period begins the first day of classes, Monday, August 28 and runs through Monday, September 11, 2017. For details, go here:

http://www.csusm.edu/schedule/fall2017/registration_information.html

SAFE ZONE

It is important for me to know that every student feels respected and at ease in my classroom and on campus. LGBTQA students may wish to know that I have received Safe Zone training from the LGBTQA Pride Center at CSUSM. My office hours are a safe space for you to come if you have any particular concerns with regard to LGBTQA issues. You may contact the Pride Center directly:

<http://www.csusm.edu/asi/pride/>

STUDENT CONDUCT

As a member of the Cal State San Marcos community, all students are expected to adhere to the Standards for Student Conduct. Please remember that the Standards for Student Conduct exist to maintain a fair, safe, and healthy living learning environment for students, faculty, and staff. Students are also expected to be good citizens, engage in responsible behavior, be civil to each other, and positively contribute to university life. Student behavior that is not consistent with the Standards for Student Conduct will be addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. For more information about CSUSM's student conduct policy go here: http://www.csusm.edu/dos/studres/standards_student_conduct.html

STUDENT OUTRACH AND REFERRAL (SOAR)

SOAR is a centralized service for all members of the university community seeking to assist students in finding answers to questions, resolving concerns, or identifying opportunities to maximize their success at CSUSM. SOAR provides individual attention to students and facilitates personalized referral to university resources. Contact SOAR via their website www.csusm.edu/soar/ or call (760) 750-SOAR.

TIME SPENT ON COURSES

The College of Humanities, Arts, Behavioral & Social Sciences (CHABSS) expects students to do approximately 2 hours of work outside the classroom for every hour spent in the classroom. In other words, we will be spending 4 hours together in the classroom every week, therefore you should expect to do 8 hours of work outside the classroom for this course, for a total of 12 hours spent on this course every week.

Week:Date	Theme	Readings
Week 1: Aug 28 & 30	Intro to Sociology and Gender Studies	No readings
Week 2: Sept 4 & 6 (<i>No class meeting Sept 4</i>)	Social Constructionist v. Biological Essentialist Theories	Fausto-Sterling "The Five Sexes, Revisited" (5); Wade "The New Science of Sex Difference" (10); Lorber "The Social Construction of Gender" (8); Contexts "What's Biology Got To Do With It?" (9)
Week 3: Sept 11 & 13	Feminisms	hooks "Feminism is for Everybody" (25); Stryker "Transgender Feminism: Queering the Woman Question"(17.5)
Week 4: Sept 18 & 20	Privilege, Oppression, & Intersectionality	AAPF "A Primer on Intersectionality" and "What Kind of an Ally Are You?" (10); Lourde "Age, Race, Class, and Sex: Women Redefining Difference" (5); Roberts & Jesudason "Movement Intersectionality" (13) McIntosh "White Privilege: Unpacking the Invisible Knapsack" (4)
Week 5: Sept 25 & 27	Doing Gender	Lucal "What it means to be gendered me"(16) Westbrook & Schilt "Doing Gender, Determining Gender: Transgender People, Gender Panics and the Maintenance of the Sex/Gender/Sexuality System" (21)
Week 6: Oct 2 & 4	Masculinities & Femininities	Mojola "Providing Women, Kept Men: Doing Masculinity in the Wake of the African HIV/AIDS Pandemic" (19) Black "Doing Gender from Prison: Male Inmates and their Supportive Wives and Girlfriends" (16)

Week 7: Oct 9 & 11	Queering Gender & Sexuality	Callis "Bisexual, pansexual, queer: Non-binary identities and the sexual borderlands" (15); Taylor & Rupp "Learning from Drag Queens" (5) Ward "Radical Experiments Involving Children: Locating Parenthood in Queer Utopia" (13)
Week 8: Oct 16 & 18	Desires & Sexualities	Garcia "Handlin' Your Business: Sexual Respectability and Peers" (12) Le Espiritu "Americans Have a Different Attitude": Family, Sexuality, and Gender in Filipina American Lives" (8) Dalessandro "Manifesting Maturity" (14)
Week 9: Oct 23 & 25	Labor & the Gendered Economy	READ: Williams "The Glass Escalator, Revisited Gender Inequality in Neoliberal Times" (17) David "Purple-Collar Labor: Transgender Workers and Queer Value at Global Call Centers in the Philippines" (20) LISTEN Radio Diaries Podcast "Contenders Part 1"
Week 10: Oct 30 & Nov 1	Labor & the Gendered Economy	Leonard & Fraser "Capitalism's Crisis of Care" (3); Parreñas "Transgressing the Nation State" (24) Cain Miller "The Gender Pay Gap is Largely Because of Motherhood" (2)
Week 11: Nov 6 & 8	Gender in Education	Losen & Skiba "Suspended Education"(13); Mullen "The Not So Pink Ivory Tower" (4); and TBA
Week 12: Nov 13 & 15	Gender & Incarceration	Vainik "The Reproductive and Parental Rights of Incarcerated Mothers" (17)
Week 13: Nov 20 & 22	Gender & the State	LISTEN: Criminal Podcast "PDID" (20 mins)
Week 14: Nov 27 & 29	Wrap Up & Stories	No readings
Week 15: Dec 4 & 6	Stories	No readings