

Spring 2-1-2016

SOCI 275S.01: Gender and Society

Megan Bahns

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Gender & Society
SOCI/WGS 275S
11:10-12:00pm MWF
JRH 202

Instructor: Dr. Megan Bahns
Email: megan.bahns@mso.umt.edu
Phone: 406-243-5353
Office: Social Sciences 315
Office Hours: 9-10am MW and by appointment

*note regarding email: When emailing me please indicate in the subject heading the name of the class you are in (Gender and Society). If emailing me to set up an appointment time, please also clearly indicate this in the subject heading.

Preceptor: Alicia Kelly
Email: alicia.kelly@umontana.edu
Office: SS 332
Office Hours: Fridays 9-11am

Course Description:

This course will explore the social construction of gender, especially in western, post-industrial societies such as the U.S., and examine how gender ideologies and social structures affect the peoples lived experiences. As a social science general education course, this course presents a systematic study of social problems and structures, emphasizing the ways conclusions and generalizations are developed and justified.

This course is one of the core requirements for the Major and the Minor in Women's, Gender, and Sexuality Studies. If you enjoy this course and would like to know more about the Women's, Gender, and Sexuality Studies Program, please contact me or drop by the office, LA 138A-B, or visit the Women's, Gender and Sexuality Studies website <http://hs.umt.edu/wgss/>

Learning Objectives

- 1) Describe the nature, structure, and historical development of human organizations and relationships by assisting students to understand "gender" as a dynamic, socially constructed category rather than a fixed biological attribute;
- 2) Begin to comprehend the role of theory in explaining the construction and effect of gender on society;
- 3) Assess and evaluate the significance of social phenomena, by stressing the variety in gendered social life, and the way these gendered social structures, which vary by class, race/ethnicity, sexuality, and other social phenomena, affect the lived experiences of men and women; and

- 4) Learn techniques for interpreting social science data by introducing students to the various approaches sociologists use to understand patterns, reasons for, and changes in gender inequality.

This is a survey course, meaning that we will touch on many topics, but delve into none in any depth. It is hoped that something in this course will attract your interest, sparking your desire for further study and investigation.

Required Readings:

- 1) Foucault: *Herculine Barbin*
- 2) Ingraham: *White Weddings (second edition)*
- 3) Course Readings Available on Moodle

Course Requirements:

Two Exams:	50% (25% each)
One Paper:	15%
Group Project:	15%
Participation activities	20%

Test: (2 @ 25%)

The purpose of testing is to allow me to assess your understanding and retention of the readings, course discussions, and main course concepts. Tests will take place during class time. The exams will address all four learning objectives of the course.

One Writing Assignment (15%)

There will be one writing assignment that you will be asked to do this semester. This writing assignment will focus on the role of theory in explaining the construction and effect of gender on society and the way gendered social life affects peoples lived experiences. Specific details about the assignment will be given later.

Group Project/ Presentation (15%)

During the semester, students will be asked to work with a small group to prepare a presentation based on the readings and related materials covered in the course. The presentations are 15-20 minutes and provide students an opportunity to present their thinking about specific material that will lead to class discussion. Students may choose to analyze the week's readings, to present as a panel, to perform a skit or use media or other resources that help us all in critically examining the readings from the course. You have a lot of latitude to determine what angle your group would like to take (some past presentations have included: the role of gender in soap operas, sexuality in country music, or gay themes in sitcoms). You may use videos, overheads, handouts, or posters.

It is expected that every group member will contribute to this project. While it is not necessary for every student to be involved in presenting the material, every student must have had a role in the project. Therefore, you will be asked to grade yourselves and your group members. 75% of

your overall grade will be determined by me (based on your presentation and your statement), and 25% of your grade will be the average of the grades determined by your fellow group members. This project is worth 15% of your total grade. While we will spend some class time working on group projects, it will be necessary to meet outside of class with your group.

Participation Activities (20%)

The point of these activities is to DO sociology and be active learners. In addition, it will give you the opportunity to examine firsthand social phenomenon we are analyzing/discussing in the course. Four participation activities will be offered throughout the semester. I will be assigning you to a group to work with. In your groups you are to complete the activities together and hand in ONE assignment. I will explain more about these in class. There will be no make-up activities and no late assignments will be accepted.

Final Grades

Course grades will be computed using the following scale: (Please note that course grades are not rounded up to the next letter grade)

A (93.00 & up)	A- (90.00-92.99)	
B+ (87.00-89.99)	B (83.00-86.99)	B- (80.00-82.99)
C+ (77.00-79.99)	C (73.00-76.99)	C- (70.00-72.99)
D+ (67.00-69.99)	D (63.00-69.99)	D- (60-62.99) F (less than 60.00)

Expectations

Reading

The course is highly reading intensive. I expect that you will have read and understood (to the best of your ability) the assigned readings prior to coming to class. Some of the readings are fairly easy to comprehend, while others are more difficult. One of the most important things that you can do for the course is to spend significant time reading and attempting to understand the material. I recommend that you read your material well in advance, and save time to read the material twice should one time be insufficient.

Academic Integrity

The UM Student Conduct Code holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions can result from academic dishonesty of any sort. All students must be aware of and carefully adhere to the provisions defining and prohibiting academic misconduct in the UM Student Conduct Code. A full version is available at http://www.umt.edu/vpsa/policies/student_conduct.php

I am adamantly opposed to any form of academic dishonesty. This includes doing work that is not your own (tests, etc.), as well as forging signatures on the sign-in sheet. Failure to provide proper citations and attribute thoughts, words, or ideas to their original source constitutes plagiarism and makes you liable for sanctions from the instructor and/or the university. If it becomes apparent to me that you have cheated on an exam, plagiarized, or been otherwise dishonest academically, you may fail the course. Plagiarizing work or cheating on exams results in failure of the assignment, and can be brought to the proper venues of the University as a case of academic dishonesty.

Students with Disabilities:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. Students who may need academic accommodations due to a disability are encouraged to discuss their needs with the instructor at the beginning of the semester. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommason Center 154 or (406) 243-2243. Accommodations and related support services such as exam administration are not provided retroactively and must be requested in advance.

Classroom Environment:

I expect that you will view the classroom as a place to learn and not as a place to text, sleep, take phone calls, talk to your classmates about issues unrelated to class, read a magazine, or do the crossword puzzle. No cell phone activities or laptop use permitted during class time unless otherwise directed by me. If it appears that you are viewing the classroom as anything other than a place to learn about the subject matter of the course, I consider this disruptive and disrespectful (to both me and your classmates), and I will ask that you leave the class. Furthermore, if you are only in class in body and not in mind, you will not get credit for having attended class.

PERSONAL ATTACKS AND CRITICISMS WILL NOT BE TOLERATED. ANY STUDENT THAT IS NOT RESPECTFUL OF THEIR FELLOW STUDENTS WILL BE ASKED TO LEAVE.

Do not email me the weekend before an exam. I will not respond. Please ask questions in class, attend office hours, or make an appointment if you want help. If a student will not be able to take an exam on time, prior notification of the professor is required. Make-up exams will only be considered in extreme circumstances and appropriate documentation **MUST** be provided. Failure to provide prior notification can result in the student receiving zero points for that exam.

Note: I reserve the right to make changes to the syllabus.

Course Schedule

Week 1

- M 1/25 Introductions
- W 1/27 Read :The Promise (Mills) AND The Forest, the Trees, and the One Thing (Johnson)
- F 1/29 Read: Doing Gender (West and Zimmerman) AND What it Means to be Gendered Me (Lucal)
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Week 2

- M 2/1 Read: Barbie Girls and Sea Monsters (Messner) AND Boyhood, Organized Sports, and the Construction of Masculinities (Messner) AND When Did Girls Start Wearing Pink (Maglaty): this article can be found on Black Board or at <http://www.smithsonianmag.com/arts-culture/When-Did-Girls-Start-Wearing-Pink.html?c=y&story=fullstory#>
- W 2/3 Read: Medals are not enough (Dockterman) and Heterosexiness in Children's Films (Martin and Kazyak)
- F 2/5 Participation Activity 1 (Break a Gender Norm)
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Week 3

- M 2/8 Gender and Media **Participation Activity 1 Due**
- W 2/10 Gender and Media
- F 2/12 Participation activity 2 (Gendered Media)
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Week 4

- M 2/15 Presidents Day – No Class
- W 2/17 Read: Gendering the Market (Levin) AND Still a Man's World: Men Who Do "Women's Work" (Williams) **Participation activity 2 Due**
- F 2/19 Read: Adolescent Masculinity, Homophobia, and Violence (Kimmel and Mahler) AND What About Guys..(Dusenbery)

Week 5

M 2/22 Read: White Weddings Chapter 1 and 2

W 2/24 Participation Activity 3 (White Weddings)

F 2/26- Read: White Weddings Chapter 3, 4, 5 **Participation activity 3 Due**

Week 6

M 2/29 Film

W 3/2 Film

F 3/4 Read: Confessions of an Identity Junkie (Dobinson) AND What's Queer (Sedgwick) AND A History of Heterosexuality? (Halsall)

Week 7

M 3/7 Read: Men are Real, Women are "Made Up" (Black and Sharma) AND Size 6 (Mernissi)

W 3/9 Test Review

F 3/11 Test 1

Week 8

M 3/14 The 'Fair' Deal (Braun) AND Red Sex, Blue Sex (Talbot)

W 3/16 Read: Is Hooking Up Bad for Young Women? (Armstrong, Hamilton and England) AND Boys on the Side (Rosin) AND A Response for Rosin (Wade)

F 3/18 Group Presentations

Week 9

M 3/21 Read: Marriage Revolution(Coontz) and Mommy Tax (Crittenden)

W 3/23 Read: Unhitched: Chapter 5: Unhitching the Horse from the Carriage: Love without Marriage among the Mosou (Stacey) Start on pg 152 in PDF

F 3/25 Group Presentations

Week 10 Social Construction of “Sex”

M 3/28- Read: Fausto-Sterling

W 3/30- Group Presentations

F 4/1- **Participation Activity** (Gendered Products)

Week 11

M Spring Break Over spring break, read the Memoirs of Herculine Barbin.

(You do not need to read the “Dossier” or “Scandal at the Convent” segments of the book unless you want to. You will be held responsible for the introduction and the memoirs sections--pp. 3-118)

W Spring Break

F Spring Break

Week 12

M 4/11 No Class

W 4/13 Review: Herculine Barbin **Participation Activity 4 Due**

F 4/15 Review: Herculine Barbin

Week 13

M 4/18 Review: Herculine Barbin

W 4/20 Read: The Egg and The Sperm (Martin) and If Men Could Menstruate (Steinam)

F 4/22- **Pass in Herculine Barbin Paper**
Group Presentations

Week 14

M 4/25 Read: The Heterosexual Questionnaire AND White Privilege and Male Privilege (McIntosh) AND Toward a New Vision (Hill Collins)

W 4/27 Read: Mapping the Margins (Crenshaw)
 AND In The Matter Of “X” (Bannerji)

F 4/29 Group Presentations

Week 15

M 5/2 Read: The Masters Tools (Lorde) AND Sweden Adopts
 Hen (Mathews)

W 5/4 Group Presentations and Test Review

F 5/6- **Test 2**
