The Sociology of Gender
SOCY/WMST 325
Summer 2015

Instructor: Crosby Hipes
Course Website: elms.umd.edu
Email: chipes@umd.edu
Office Hours: By appointment

Course Description and Objectives
This course is an introduction and overview to the sociological study of gender. We will explore gender as a social construct with the power to shape our interactions and affect life chances. The course will focus on the intersection of gender with other systems of power and inequality, such as race/ethnicity, sexuality, class, and age. Particular attention will also be paid to the mechanisms undergirding the construction of gender, such as how gender acts as a marker of status in group interactions and may have consequences for how competent and hirable someone is on the job market.

Grading Scheme and Course Requirements

Leading Discussion 10% - on course website under “Discussions”
Discussion Participation 10% - on course website under “Discussions”
Quizzes 15% - on course website (see schedule for days)
Film Responses 15 % - See course schedule (due two days after film days)
Media Analysis 20 % – Due via course website on July 21st by midnight
Essay Response 30 % – Due via course website on July 31st by midnight

100% (1,000 pts possible in class)

Leading Discussion will consist of creating at least five discussion questions based around course content and course concepts, and moderating the discussion around those questions on your assigned day, using the “Discussions” tab on the course website. I have randomly selected the discussion leader days and the list is posted under «Files» and the name «DiscussionLeaderTimes». Discussion leaders must post their discussion questions by at least noon on their assigned day.

Discussion Participation consists of responding to Discussion Leader posts every day between 5pm the day discussion questions are posted and 5pm of the following day. Successful participation involves responding to questions and remaining engaged in the discussion threads as they continue throughout the semester.

Quizzes are open-book, open-note quizzes that are due by midnight on the day they are assigned (see syllabus for quiz dates). They are intended to help you improve your knowledge and understanding of key course concepts. As such, they are not timed, and I will drop your lowest quiz grade when grades are calculated at the end of the semester.

Film Responses will be two-page maximum (double-spaced, 12 pt font) responses to films. In these short papers, you should say how the film relates to at least one specific concept or idea you learned through a class material (e.g. article, video, class discussion). Bring out examples from the film that illustrate the film’s relation to your concept of interest. They should NOT be just summaries of the films. See the Film Response Rubric at the bottom of the Written Assignment Rubric page (below) for specific details of these assignments.
Media Analyses\textsuperscript{1} will be 3-4 page maximum (double-spaced, 12 pt font) comments on an object found in a media source. See the Written Assignment Rubric for a specific breakdown of the grading for this assignment. I will grade based on the assignment goals (e.g. 50% of grade based on content, 30% based on structure).

The media source may be anything publicly available (a movie, picture, TV show/skit, magazine article, etc.) Be creative! All media analyses should include a copy of the object (if this is not possible, please provide a detailed explanation, so I know what your object is). The copy of the object does NOT count toward the 3-4 page limit. Also, provide a concise description of the object. This should not take up more than 3 sentences. Each media analysis should answer the following questions:

1) Which sociological concept does your object epitomize? (for example, a TV commercial describing men as “tough” might epitomize hegemonic masculinity). Describe the concept.
2) How does the media object tap into the sociological concept? (for example, which stereotypes might it draw from?)
3) Do you think the media object is problematic for gender relations? Why or why not?

An example of a successful media analysis can be found under “MediaAnalysisExample” under “Files” on the course website.

Essay Responses will be well-developed, 5-7 page maximum (double-spaced, 12 pt font) essays in which the writer responds to an academic article, newspaper article, or blog post related to gender, using at least five class materials and at least 10 total citations to support your arguments. What is most important is to make one logical, coherent argument, and provide ample evidence to support it. See the “Written Assignment Rubric” section below for more detail on what I expect from these assignments. I will grade based on the assignment goals (e.g. 50% of grade based on content, 30% based on structure).

Letter Grade Breakdown
Grades will be computed based on the following percentage points possible, and will be assigned as follows:

<table>
<thead>
<tr>
<th>Percentage Points</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
</tr>
<tr>
<td>93-96.99</td>
<td>A</td>
</tr>
<tr>
<td>90-92.99</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.99</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.99</td>
<td>B</td>
</tr>
<tr>
<td>80-82.99</td>
<td>B-</td>
</tr>
<tr>
<td>77-79.99</td>
<td>C+</td>
</tr>
<tr>
<td>73-76.99</td>
<td>C</td>
</tr>
<tr>
<td>70-72.99</td>
<td>C-</td>
</tr>
<tr>
<td>67-69.99</td>
<td>D+</td>
</tr>
<tr>
<td>63-66.99</td>
<td>D</td>
</tr>
<tr>
<td>60-62.99</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Readings
This course utilizes mostly academic articles and web-based sources, as well as some book chapters. All readings are available for free from the course website.

\textsuperscript{1} adapted from Michelle Sandhoff, Sociology of Gender course, University of Maryland 2011.
Missed Exams/Assignments
I do not give make-up exams or assignments without written documentation from a medical professional.

Late Assignments
I penalize late assignments by deducting one letter grade from the assignment for each day late.

Written Assignment Rubric

I have high expectations for your written assignments. I will grade writing assignments according to their content, structure, use of language and formatting. I will use the following elements as a guide to evaluate your written work.

Content – 50%
Presenting a main argument and using detailed information to support your argument(s).
Demonstrating an understanding of relevant concepts.
Incorporating course reading.
Incorporating original ideas and insights.
Developing a discussion that incorporates interesting details from multiple sources (personal experience, readings, and/or outside primary or secondary sources).
Demonstrating critical thinking by moving in thought beyond merely summarizing, defining, or reporting to analyzing, synthesizing, evaluating, drawing conclusions, or gaining insight.
Engaging the reader through topic choice, original approach, and thorough development.

Structure – 30%
Restating the main argument when necessary and linking evidence to this main argument.
Creating a coherent structure with an effective introduction/body/conclusion.
Providing a clear introduction that identifies the topic/main point that establishes your intent in the paper.
Using transitions where necessary within paragraphs and to introduce new ideas.
Concluding in a way that draws your main points together in a thoughtful manner.

Language Use and Expression -10%
Using accurate and mature vocabulary to make the writing clear and appropriate for conveying your main points.
Using clear, direct, complete, varied sentence structure (e.g., free of fragment or run-on sentences).
Maintaining consistent verb tense and pronoun reference.
Avoiding slang, colloquialisms, clichés, and excessive jargon.
Applying correct mechanical skills (spelling, capitalization, punctuation, etc.)

Standard Formatting – 10%
Typed and double-spaced
Paper is proofread and corrected for typos and other errors.
Double-spaced and with page numbers
12-point and easy-to-read Times Roman font.

2 adapted from Emily Mann, Sociology of Gender course, University of Maryland. 2009
1-inch margins on the left, right, top, and bottom. 
A title, your name, the date, course information (Sociology 325), and assignment name.

**Film Response Rubric**
Relating portions of the film to course concepts – 60%
Clearly defining and explaining concepts you draw from – 40%

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**Course Schedule (subject to change)**

**SOCIAL CATEGORIZATION AND THE SOCIAL CONSTRUCTION OF GENDER**

**Monday, July 13th**

**Tuesday, July 14th**

**Readings:**

**Wednesday, July 15th**

**Readings:**
- Ward and Edelstein. “A Third Sex? Gender as Alternative or Continuum.”

****First Quiz Posted – Due by Midnight tonight****

**GENDER SOCIALIZATION**

**Thursday, July 16th**

**Readings:**
- Nelson, Adie. “The Pink Dragon is Female.”
Friday, July 17th

Readings:

*** Film on Course Website – My Life in Pink*** - Film Response due July 20th by Midnight***

CONTEMPORARY FEMINISMS AND SEXUALITY

Monday, July 20th

***Film Response Due On Course Website***

Readings:

****Second Quiz Posted – Due by Midnight tonight****

Tuesday, July 21st

Readings:

****Media Analysis Due on Course Website by Midnight****

HYPERMASCULINITY AND GENDERED VIOLENCE

Wednesday, July 22nd

Readings:
• Kaufman, Michael. "The Seven P’s of Men’s Violence."
• Beneke, Tim. “Men on Rape.”
• “The Dangers of Traveling While Female.”
Thursday, July 23rd

Readings:

****Third Quiz Posted – Due by Midnight tonight****

Friday, July 24th
***Film on Course Website – Boys Don’t Cry – Film Response due July 28th by Midnight***

Monday, July 27th

Readings
• Grossman. "Transgender Youth: Invisible and Vulnerable"
• Clements-Nolle. "Attempted Suicide among Transgender Persons"

Tuesday, July 28th

Readings:

***Fourth Quiz Posted – Due by Midnight tonight****

***Film Response Due Online by Midnight (for Boys Don’t Cry)***

Wednesday, July 29th

Readings:

*** Film on Course Website – Miss Representation – Film Response Due July 31st by Midnight***
Thursday, July 30th

Readings:


Friday, July 31st

***Fifth Quiz Posted – Due by Midnight Tonight***

***Film Response Due Online by Midnight(Miss Representation)***

***Essay Responses Due by Midnight on Course Website***

Other Information

Prerequisite: One introductory course in sociology.

CORE Diversity Course
The Sociology of Gender satisfies the CORE Diversity Course requirement. By definition, such a course focuses primarily on a) the history, status, treatment, and/or accomplishments of women and/or “minority” groups and cultures; b) non-Western culture; and/or c) concepts and implications for diversity. Such courses allow students the opportunity to examine their ideas and values in an unfamiliar intellectual and/or social context.

Students with Disabilities
Any student with one or more documented disabilities should contact me within the first week of the course with proper documentation addressing specific needs. Also, a written request should be made one week prior to each exam for which accommodation is appropriate. Proper documentation may be obtained from Disability Support Services (301-314-7651).

Classroom Environment
In this class we will openly consider and discuss (via the course website) controversial topics. Some of the readings, films, and discussions may deal with sensitive and graphic material. Furthermore, issues we address may challenge or transcend your comfort zone, values, beliefs, and personal tastes. It is perfectly okay to dislike a topic or reading in the class. However, if you think you will not be able to engage in discussions due to your belief system or other source of discomfort, please come see me, as this class may not be appropriate for you.

While it is okay to respectfully disagree with others' comments, it is not okay to engage in discussion that is hostile, derogatory, and/or disrespectful in any way. Students who express threatening or offensive remarks will be asked to leave and possibly referred for disciplinary action.