**GENDER AND SOCIETY**

**SYD 3800\_001**

Professor: Dr. Harvey Office Hrs: Tu&Tr 12:30-2:00

Credit Hours: 3 Wed, 12-3, and by appt.

Term: Fall 2018 Email: mharve16@fau.edu

Day/Time: Phone: (561) 297-3813

Classroom: Office: CU 257

GTA: Mayra Girasol, [mgiraso1@fau.edu](mailto:mgiraso1@fau.edu)

**Prerequisites:** Three sociology courses at the 1000, 2000 or 3000 level or permission of the instructor.

**Requirements met:** This course counts towards the sociology major or minor.

**Course Description**

Gender is a basic aspect of society. Most 2-year olds know which gender they “are” or, more sociologically, have been “assigned,” and this knowledge affects their sense of who they are and what they think they can and cannot do. For example, when my daughter was 2-5 years old she would never where pants, often exclaiming, “Daddy, pants are for BOYS, not me!” Many adults, including parents and teachers believe that gender, i.e., the *“differences”* observed between boys and girls are rooted in nature. Moreover, these differences are widely cited to explain the *inequalities* we see between boys and girls when they grow up, i.e., men make more money, hold more powerful positions, etc. Social scientists have shown, however, that in reality men and women are far more alike than we are different and that what differences do exist are caused by *social factors*–not biological differences. In this class we examine how sociologists understand what gender is, why it exists, and how the *belief in gender difference* is related to a social structure organized around gender inequality. In other words, we look at how gender is a “socially constructed” power relation. The first half of the course examines the major theories of gender including the biological, sex-role, and social constructionist. During the second half we apply the social constructionist theory to analyze the myriad ways in which modern US society is gendered and think about how we might work towards a post- or less-gendered society.

**Learning Objectives**

The course provides students with sociological skills and substantive knowledge of the role of gender in the United States. It fosters the development of critical thinking by introducing students to competing theories of gender and applying them to the analysis of substantive issues such as the division of labor in the home, the wage gap, and the distribution of welfare state benefits. Feedback on written assignments strengthen students’ analytical and writing skills.

**Skills Developed**

* Critical reading, writing, and thinking skills.
* Understanding of sociological concepts and frameworks and ability to apply them to the analysis of contemporary social problems.
* Understanding of sociological methods of analysis.

**Required Book** (Available at the University Bookstore/Booksmart):

--Kimmel, M. 2016. *The Gendered Society, 6th (or 5))h edition*. New York: Oxford University

Press.

[NOTE, Kimmel also has a “Reader” called *The Gendered Society*. Make sure you GET the ***TEXTBOOK*** and **NOT** the reader.]

\*\*\*Additional required readings are posted on *Canvas*.

**Course Requirements**

***Reading***

One skill you should learn in this class is how to read *sociology* and thus how to *read sociologically*. In order to do well in this class it is crucial that you complete reading assignments *BEFORE* each meeting. This will allow us to have more interesting discussions as well as further your understanding of the material.

***Reflections***

You are required to submit **FOUR** 2.5 page, typed, double-spaced reflections. Specific requirements regarding each reflection will be posted on *Canvas* as we proceed. Reflections will be graded on spelling, grammar, how well you follow directions, how well you answer the questions, how well you incorporate/apply the ideas/concepts discussed in the readings/lectures, thoughtfulness, originality, creativity, and clarity/quality of writing. Use 12-point font with one-inch (standard) margins on all sides. Do not write less than the required 2.5 pages. Do not write more than 3.5 pages (NOTE: More is pages is not better).

All reflections must be posted on Canvas under the “Reflection” tab by 11am on the day they are due. If you have technical difficulties uploading reflections *you* need to contact technical support to resolve the problem. Points will be deducted for reflections turned in after the deadline. Reflections must be original and will be evaluated by the *Turn-it-In* system to check for plagiarism. Cases of plagiarism will be referred to the University for processing.

**Reflection Due dates (Thursdays)**

*Reflection 1 Jan 18*

*Reflection 2 Feb 8*

*Reflection 3 March 29*

*Reflection 4 April 19*

***On-line Quizzes***

Every Tuesday, beginning on ***Jan 16th*** you are required to complete an on-line quiz that tests your knowledge of readings BEFORE *class meets at 11am*. The quizzes are multiple choice and are accessed via *Canvas* under the link “Quizzes.” If you miss a quiz for any reason other than a documented medical or family emergency you will not be allowed to make it up. You can take the quizzes at any time BEFORE they are due, thus, having a job, religious holidays, trips, and other events you can plan around are not valid excuses for not meeting these deadlines.

-- Quizzes must be completed each Tuesday by the start of class (11am). If you have technical difficulties taking the quizzes *you* need to contact FAU technical support to resolve the problem. NOTE: Most students have no problem completing the quizzes, especially when they are done on campus. NOTE: Do not try to take a quiz using your phone or i-pad and make sure you are using an internet connection that will not fail.

--You must complete at least 9 of the 11 online quizzes -- thus you can miss 2 without penalty.

Those who do more than 9 will see their lowest scores dropped.

***In-Class Quiz and Exams***

One in-class quiz and two exams will test your knowledge of the material presented in the readings, lectures, and videos. They will include multiple choice and true false questions. You need to bring a large blue scantron.

Review for Exams -- Study materials will be posted on Canvas five days before the midterm and final exam. Part of the class before each exam will be set aside for review, which consists of you asking questions about the study materials.

Make-Ups -- Make-up exams will be granted only in cases of *documented* *emergencies* and *university-approved absences* (e.g., religious holidays). If you miss an exam you need to let me know as soon as possible (i.e., that day). Exams must be made-up within one week of the date it was scheduled. Failure to do so will result in a grade of zero on the missed exam/quiz.

In-Class Quiz/Exam Schedule

*Quiz Feb 8*

*Midterm March 1*

*Final May 1*

***Class Participation***

This course is discussion-oriented. While class time includes lecture we will spend much of our time discussing the readings, etc... Participation includes asking questions, offering informed comments, and responding to questions raised by myself and others. Participation is worth 10% of your final grade and all students start the class with 0 participation points.

**Final Grades**

In determining grades, assignments are *weighted* as follows:

*Online* *Quizzes* 15 percent

*Reflections* 25 percent

*In-class Quiz*  10 percent

*Midterm Exam* 15 percent

*Final Exam* 25 percent

Class Participation 10 percent

**Total 100 percent**

*Range*

A = 94-100 C+ = 77-79 D- = 60-63

A- = 90-93 C = 74-76 F = 59 or less

B+ = 87-89 C- = 70-73

B = 84-86 D+ = 67-69

B- = 80-83 D = 64-66

*A = Mastery of course material*. Students who receive an A demonstrate--through their participation in class, exams and paper--an ability to work with the concepts in an integrative fashion. This means you can apply them creatively to novel situations. It indicates more than merely demonstrating that you memorized the material.

*B = Very good*. Students who receive a B demonstrate a sound understanding of the concepts and information but fail to exhibit the ability to work with them in an integrative or creative manner.

*C = Good/Average –* Students who receive a C present a weak understanding of the concepts and inability to apply them appropriately to substantive issues.

*D = Below Average/Unsatisfactory --* Students who earn a D in this class typically do not come to class regularly or do the reading, etc… Their exams and papers exhibit little to no understanding of the concepts.

*F =* Failure typically results from a failure to complete assignments or cheating (especially plagiarism).

**Incompletes**

Incompletes are awarded only in cases in which the student is able to *document* the reason (typically a medical issue that seriously interferes with the ability get work done). A student seeking an incomplete *must schedule a meeting to request it before the end of the semester*. Any request for an incomplete after grades are posted, for whatever reason, will be denied. There are no “second chances” to improve your grade.

**Classroom Etiquette**

* Please *arrive on time and remain in class* until the end. If you are late or need to *leave early* I expect you to let me know why either before or after class. Regarding EXAMS, no one should leave class during an exam -- make sure you hit the restroom before.
* *Please, no electronic devices* including laptops, i-pads, smartphones, i-pods, etc... may be used in this class. All such devices are distracting to you, other students, and me. If you like to type your notes, doing so after class will present a good opportunity for review.
* *Please, no sleeping or putting one’s head on one’s desk*. If you are too tired to come to class and pay attention, don’t come. When I see a student put her or his head down, close their eyes, etc. I cannot help but feel that I am boring that person to death.
* *Please, no side conversations* with your neighbors.
* Gender is a cause of real problems in society (e.g., violence, poverty, discrimination) and is a subject about which people hold very strong and conflicting views (witness the controversy unfolding at Google). It is therefore imperative that students express their views in ways that are respectful of others, however much they disagree with them.

**Students with Disabilities**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.

**Statement of Academic Integrity**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see  http://www.fau.edu/regulations/chapter4/4.001\_Code\_of\_Academic\_Integrity.pdf

**COURSE SCHEDULE:**

*Week #*

1. Jan 9-11 Introductions, Logistics and Overview

--Kimmel, Preface

--Gender at Google

**PART 1: THEORIES OF GENDER**

2. Jan16-18What is Gender?

--Kimmel Chapter 1

--*Quiz 1 (due Tuesday by 11am*)

**-- *Reflection 1 (due Thursday at 11am)***

What do you think gender is, what does it mean? Where did you get your idea from? Do you think gender affects you personally? How? What is the difference between “sex” and “gender?” What does Kimmel see as the 2 fundamental elements of the “social relation” of gender? Why does Kimmel say gender is about more than just men versus women? How does Kimmel’s “social constructionist” theory differ from other theories?

3. Jan23-25 Biological Theories (“Nature”)

--Kimmel, Chapter 2

--Bergner, “What do women want?” (Canvas)

-- Quiz 2 (Tuesday, 11am)

What is the essence of the biological perspective on gender? What makes a person a “man” or a ”woman” from this perspective? What evidence led Professor Clarke to believe that women should have been “exempted” from attending college in the 1870s? How do biological theorists conceptualize differences in men’s and women’s sexual behavior (see Wilson, Sapolsky, and Koss on why men rape)? What logic/evidence does Kimmel present to impugn the biological arguments? Why does Kimmel say that biological theories are “deterministic?” Why are biological theories of gender so widely accepted by the general public? If gender is caused by biology, what can be done to reduce it?

4. Jan30-Feb 1 Sex-Role Theory (“Nurture”)

--Kimmel, Chapter 4

-- Cohen, “Ohio class teaches that men think, women feel” (Canvas)

What is the essence of gender from the Sex Role perspective? How does the Sex Role theory of gender differ from the biological? How is it similar? What is a “sex role” and how does it relate to how Sigmund Freud saw the differences between boys and girls and men and women? What is the Terman M-F test (1930s) and how did Sandra Bem modify it? How did Parsons’ “functionalist” theory of sex roles complement Freud’s view? What did Macoby and Jacklin find regarding the existence of sex role differences?

5. Feb6-8 Cultural Theories (Comparative)

--Kimmel, Chapter 3

--Nordberg, “Afghan Boys are prized” (Canvas)

**-- *In Class Quiz (Thursday -- Bring big blue scantron)***

***-- Reflection 2 (Thursday, 11am)***

How do the gender roles of men and women differ in the various tribes that Mead studied differ from the U.S.? What are some key characteristics of gender roles of the Arapesh, Mundagamor, and Tchambuli, Navaho, and Mohave? What do these characteristics suggest about the role of biology in gender and sexuality (see the Samba and Avando)? What *social* factors might explain the differences in gender across these cultures? What factors are particularly important in determining the status and rights of women? Define “ethnocentrism” and explain why it is important to try to overcome it. How does the case of the Afghan boys help us to understand gender as a cultural thing?

6. Feb13-15Social Constructionist Theory

--Kimmel, Chapter 5

--Reiner, “Teaching men to be emotionally honest” (Canvas)

What is Kimmel’s definition of the “social constructionist” (hereafter, SC) theory of gender? How does it differ from biological and sex role theory? What evidence supports the SC approach? What makes the social constructionist approach a “feminist” approach to understanding gender? What does it mean to say that individuals “do” gender? How does gender affect how we interact with others? What does it mean to say that our “institutions” are gendered? What is an “accountable” performance of gender?

7. Feb20-22 Social Const. Theory (cont.)

-- Kimmel, Chapter 12

--Kimmel Chapter 13 (pgs. 370-383 only)

--Alter, “What trans men see” (Canvas)

*8. Feb27-March1 REVIEW FOR MIDTERM (Tues)*

**\*\*\* MIDTERM EXAM \*\*\* (Thurs)**

Bring blue scantron

9. March6-8 -------------------------------SPRING BREAK-------------------------------------------------

**PART 2: GENDERED INSTITUTIONS**

10. March13-15Gendered Families

-- Kimmel Chapter 6

What is the “traditional family”? How has the structure of the family in the U.S. changed over time? Is marriage and the family under attack and in crisis? If so from whom? What social factors (economic, political, legal, and cultural) led to the massive expansion of the so-called “traditional family” following WWII and what factors have led to its massive contraction since the 1970s? Define the “family wage” and “domestic code.” Does gay marriage signal the destruction of the traditional family?

11. March20-22 Gendered Families (cont)

-- Parker-Pope, “Now dad feels as stressed as mom” (on Canvas)

--Vandanten, “Thank God it’s Monday” (Canvas)

How are families gendered institutions, i.e., how do men and women do gender differently in the family, how do children learn gender, and how does this contribution to the reproduction of gender inequality? Who benefits more from marriage and who is hurt more by divorce? Why? What is division of labor among married couples? What is the “second shift”? What does Kimmel call on men and the government to do improve conditions for American families?

12. March27-29Gendered Workplace**s** I --Kimmel, Chapter 9

-- Dominus, “Why is it a job when someone else ….?” (Canvas)

***--Reflection 3 (Thurs, 11am)***

How is work gendered? Identity some so-called “women’s jobs” versus “men’s jobs.” What is the “wage gap” and its main causes? Are women simply less productive workers or are other factors at play? What are the key characteristics that define such jobs as belonging to one gender or the other? How do assumptions about gender on the part of owners and managers of businesses affect women’s ability to climb the corporate ladder and achieve economic independence? What is the “mommy track?” What did “equal pay for equal work” and “comparable worth” legislation try to and why have they failed? Define the “glass ceiling” and “glass escalator.” What is sexual harassment? Is men’s harassment of women at work the same as women’s harassment of men? I.e., are they equally harmful to the other? How has your gender affected your work experiences?

13. April3-5 Gendered Workplaces II

-- Paap, Chapters 3 and 5 (Canvas)

-- Hondagneu Sotelo, Chapters 1 and 3 (Canvas)

14. April10-12 Gendered Government, Politics and Welfare

--Kimmel, Chapter 10

--Gordon, “What is welfare?” (Canvas)

--Quadagno, “The Politics of Motherhood” (Canvas)

What is “welfare?” How do you feel about welfare? Have you or would you ever go on “welfare?” You probably already are if you have a student loan. What are the “tracks” that comprise the two-track welfare state and what role does gender play in the creation/maintenance of those tracks? What is the difference between “social insurance” and “social assistance” programs? How does the distinction between “productive” vs. “reproductive” labor affect men’s and women’s different levels of access to these programs? How does the US welfare state exacerbate gender inequality? What do poor mothers, i.e., “welfare recipients,” really want and what would it take to help them achieve it?

15. April 17-19 Gendered Violence

--Kimmel, Chapter 14

--REVIEW FOR FINAL (Thurs)

***--Reflection 4 due Thursday 11am***

*16. April 24 NO CLASS -- READING DAY*

**17. May 1 (Tues) FINAL EXAM 10:30-1pm**

RESOURCES

Women and Gender Equity Resource Center

*http://fau.edu/owlscare/gendercenter/*