SOC 107: Sociology of Gender
Westminster College, Spring 2018

**Instructor:** Kristenne M. Robison  
**Room:** PH 105

**Office:** 306 Patterson Hall  
**Meeting Times:** MWF 2-3 pm

**Email:** robisokm@westminster.edu  
**Office Hours:** MF 10:45-11:45, W 1-1:45 or by appt.

**Course Description:** This course is an introduction to the sociological study of gender. Gender pervades our lives. We make hundreds of decisions every day based on our and others’ perceived gender identity. This course will encourage you to think about and analyze the many ways that gender shapes yours and others’ lives. Over the course of the semester we will discuss how men and women are constructed to be different, the gender binary, the interaction of biology (sex) and gender, cross-cultural conceptions of gender, gender socialization, the role of social institutions in shaping and reinforcing gender, gender as a process, and ways in which gender interacts with other categories of identity.

**Student Learning Objectives:** At the conclusion of this course each student should be able to:

- Define and differentiate the concepts of sex, gender, and sexuality (Exam)
- Compare, contrast, and apply the theoretical and interpretive frameworks discussed in class to examine social constructions of gender (Exam, Final Project, Class Discussion).
- Identify and evaluate the historical, social, political, and economic conditions that have produced gendered bodies (Final Project, Exam, Class Discussion).
- Analyze the relationship between social institutions, such as education and sports, and gender (Library Project, Exam).
- Examine the intersections of gender with race, social class, and other social categories, such as disability and sexual orientation (Exam, Class Discussion).
- Relate, compare and contrast experiences of gender through interaction with written/video narratives, course readings, and/or representations of gender in popular culture (Final Project, Reflection Papers).
**Academic Integrity:** “Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.” It is expected that students turn in original academic work and cite all sources. For more details please go to the following website:

http://www.westminster.edu/staff/corsokf/SPE_111/Documents/academic%20integrity_student_handbook_FL07.pdf

**Individuals with Disabilities:** Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of the Office of Disability Resources, located in 209 Thompson-Clark Hall. phone: 724-946-7192 e-mail: craigfa@westminster.edu. For more details please go to the following website: https://my.westminster.edu/ICS/Campus_Life/Campus_Groups/Disability_Resources/

**Other Available Support Services:** Westminster College has a variety of support services. Some of them are:

- Library Instruction: Reference Librarian, Eloise Stevens, x-7325
- The Learning Center: Director, Jamie Kohler, X-6703

**Classroom Expectations & Environment:** It is the expectation of the instructor that all students are here to learn, be engaged in course material, and regularly attend class. Class will primarily take the form of a seminar. Students are expected to read the assigned course readings and actively participate in discussions of those readings. I greatly appreciate students refraining from using their cell phones in class. I do not use my cell phone during class so I expect the same courtesy from you. If you must take a call please step outside in the hall. Timeliness is important to the instructor so please be on time for class.

The sociology classroom is a great space for discussion. Sociology readings can bring up personal feelings for many of us so I encourage you all to think about that as you read and discuss the course material. At times, you may disagree with another student. If you disagree do so respectfully by repeating what you heard and pointing out the specific statement that you disagree with. Gender is a personal issue and is often central to how one defines self. I encourage you to not assume how someone identifies and to respect their wishes in how they want to be identified. You will be challenged this semester, and with challenge, comes growth. Welcome to the Sociology of Gender.
Required Course Materials:

*A few readings can be found on our course D2L page

Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<td>D</td>
<td>60-66</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>F</td>
<td>0-59</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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Assignments & Grading:

Class Participation (10%): It is the expectation of the instructor that all students will regularly attend class and participate in class discussions. This class will take a discussion format where classroom discussion will be generated by both faculty and students. Class participation opportunities include engagement in large and small group discussion, generating discussion posts on our course discussion forum, emails to the instructor, attending office hours, sharing discussions that occur outside of the classroom, and sharing of media or other artifacts that relate to our course material.

Exams (45%): Three exams will be given over the course of the semester. Each exam will cover approximately 4 weeks of class. Exams will consist of multiple choice, short answer, and essay questions. A study guide will be provided.

Content Analysis Group Project (20%): Students will be assigned to small groups to create a content analysis of representations of gender in the Holcad or Argo. Students will be given class time to begin this process, but students should also meet outside of class to complete the project.

Final Project (25%): Every student must complete a final project for the class. More details will be given out later in the semester, but I encourage you to pay attention to course material that sparks your interest.
Course Reading Schedule:

**Introduction to Gender**
Wed., January 17th  Introduction to class
Fri., January 19th  Introduction, pgs. 1-7
                       Gender Glossary and Genderbread Person (D2L)

**Ideas about Gender**
Mon., January 22nd  Idea, pgs. 9-32
Wed., January 24th  Fausto-Sterling (D2L)
Fri., January 26th  Martin (D2L)

**Bodies and Gender**
Mon., January 29th  Bodies, pgs. 35-57
Wed., January 31st  The Gender Similarities Hypothesis (D2L)
Fri., February 2nd  Blevins (D2L)

**Performances of Gender**
Mon., February 5th  Performances, pgs. 59-81
Wed., February 7th  Doing Gender (D2L)
Fri., February 9th  Gender Advertisements (D2L)

**Intersections with Gender**
Mon., February 12th  Intersections, 83-111
                       Preschool Observation #1
Wed., February 14th  Online Class Discussion – VDAY
Thurs., February 15th  Preschool Observation #2
Fri., February 16th  EXAM #1
Mon., February 19th  Intersections, 83-111 continued
Tues., February 20th  Preschool Observation #3
Wed., February 21st  The Gender Wage Gap (D2L)
Preschool Observation #4

**Inequality: Men and Masculinities**
Fri., February 23rd  
Inequality, pgs. 114-137  

Mon., February 26th  
Televised Sports Manhood Formula (D2L)  

Wed., February 28th  
Video: The Mask You Live In  

Fri., March 2nd  
Video: The Mask You Live In  

SPRING BREAK!!!

**Inequality: Women and Femininities**
Mon., March 12th  
Inequality, pgs. 139-161  

Wed., March 14th  
Heidman Blog (D2L)  
Beyond the Bechdel Test (D2L)  
http://bechdeltest.com homework due  

Fri., March 16th  
Girls Just Aren’t that Interested (D2L)  

**Institutions**
Mon., March 19th  
Institutions, pgs. 163-187  

Wed., March 21st  
Gendering Bodies (D2L)  
Introduce Library Project  

Fri., March 23rd  
Work on Group Projects in Library  

Mon., March 26th  
Ingraham Chapter (D2L)  

Wed., March 28th  
**Exam #2**  

Fri., March 30th  
No Class – Easter Break  

Mon., April 2nd  
No Class – Easter Break
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<thead>
<tr>
<th>Date</th>
<th>Course</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Tues., April 3rd</td>
<td>Gender and Change</td>
<td>Change, pgs. 190-219</td>
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<tr>
<td>Wed., April 4th</td>
<td>Gender and Change</td>
<td>Change, 190-219 continued</td>
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<tr>
<td>Thurs., April 5th</td>
<td>Arlie Hochschild, 7 pm in Chapel (required)</td>
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<td>Fri., April 6th</td>
<td>Gender and Change</td>
<td>Hochschild Discussion</td>
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<td>Mon., April 9th</td>
<td>Sexualities</td>
<td>Sexualities, pgs. 222-245</td>
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<td>Wed., April 11th</td>
<td>Sexualities</td>
<td>Sexualities, pgs. 222-245</td>
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<td>Fri., April 13th</td>
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<td>Video: Don Jon</td>
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<tr>
<td>Fri., April 13th</td>
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<td>Video: Don Jon</td>
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<td>Mon., April 16th</td>
<td>Gender in Families</td>
<td>Families, pgs. 247-279</td>
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<td>Wed., April 18th</td>
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<td>URAC – No Class</td>
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<td>Fri., April 20th</td>
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<td>How Involved is Involved Fathering? (D2L)</td>
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<td>Mon., April 23rd</td>
<td>Gender and Work</td>
<td>Work, pgs. 281-313</td>
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<td>Wed., April 25th</td>
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<td>Work, pgs. 281-313 continued</td>
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<td>Fri., April 27th</td>
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<td>Exam #3</td>
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<td>Mon., April 30th</td>
<td>Gender Politics and Onward We Go</td>
<td>Politics, pgs. 315-342</td>
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<tr>
<td>Wed., May 2nd</td>
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<td>Onward We Go, pgs. 345-351</td>
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<td>Fri., May 4th</td>
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<td>Open Office Hours</td>
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<tr>
<td>Wed., May 9th</td>
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<td>11:30 am-2 pm Final Exam Period</td>
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