



northern *State* university

Sociology of Gender Roles
SOC-483-N01 MWF 9:00-9:50am, TC 006
Term: Fall 2015

Instructor Information

Instructor Name: Kristi Brownfield
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Office Hours: MW: 12PM-1:45PM
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Other times available by appointment

Course Information

Catalog Description: Female and male roles in relation to one another in a changing world are foci of this course. The nature of gender roles, their origin and maintenance, institutional features, and their variations over time and across cultures are examined.

Course Prerequisites: SOC 100 or SOC 150

Required Textbooks and Materials:

Kramer, L. and A. Beutel (2015). *The Sociology of Gender: A Brief Introduction*. New York, Oxford University Press.

Nagel, J. (2003). *Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers*. New York, Oxford University Press.

Spade, J. Z. and C. G. Valentine, Eds. (2011). *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*. Los Angeles, CA, Sage.

Response Time Expectations

E-mail Response Times: M-F: Within 12 hours
Weekends: Within 24 hours

Grading Response Times: 24-48 hours

Course Goals and Objectives

The goals for this course are:

Students will be able to: (a) demonstrate an understanding of such concepts as gender, discrimination, feminism, and patriarchy; (b) display basic knowledge of gender's significance in U.S. history, culture, and social structure; (c) demonstrate critical thinking about the dialogue emerging from different theories and perspectives pertaining to gender, race, class, and sexuality; and (d) apply concepts from personal and/or family experience to analyze gender as a form of human mutuality that must be understood to enhance the common good.

The objectives for this course are:

Gender is in everything we do: what we wear, what media we consume, our interactions and relationships, and even in who we believe ourselves to be. This course is designed to introduce you to a new way of looking at the world – and the instances of gender in it – than you may have been previously exposed to. When you leave this class at the end of the semester, you should be able to think critically and question the assumptions you had about gender and what “being a man” or “being a woman” means. We will explore what we know about gender and how we know what we know through readings, discussions, observations, movies, and online blogs and other websites.

Instructional Methods

This is a writing intensive class. Class time will be spent in discussion, during which we concern ourselves with understanding the readings and with learning how to "read" and analyze all sorts of other things, including snapshots, ads, fashion, grocery store shelves, rock videos, public performances, social norms, blockbuster movies, and Starbucks—to name just a few!

In order to be prepared for class, thus, you will need to spend your time outside of class doing a lot more than just reading. You will need to be writing and also be "out-in-the-world" doing some data collection of your own. You will also need a way to take pictures that can be shared with the class. A camera, or a cell phone equipped with a camera, will do nicely.

Electronics are welcome and, on some days, will be encouraged in this class. However, your electronics use should be *related to* this class and should not be disruptive to other students. This means please turn off cell phone ringers. Do not play music or videos. No headphones. Be respectful of the classroom as a learning environment. Please note that if you're being disruptive or I notice your inattention you will be required to write a thousand-word essay about a sociological concept of my choosing.

Attendance Policy

The attendance policy for this course is: I expect students to attend class every day and to come to class on Mondays having reviewed the assigned readings for that week, which we will discuss as the week progresses. I keep track of attendance, participation in classroom discussions, and visits to my office, all of which I take into consideration if your final grade is borderline. The more often you are here, participate, and come see me if needed, the more likely I am to raise a borderline grade. The more frequently you are absent without telling me why, or you come in late, the less likely I am to raise a borderline grade.

Do not be late for class. Being late is disruptive and disrespectful. If you are not on time, you will not be recorded on the attendance sheet and will receive an absence. If you have a legitimate concern about being on time regularly, please come talk to me as soon as possible!

All students are required to complete the online “Attendance Confirmation” through WebAdvisor at the start of the fall and spring semester. No Financial Aid refunds will be processed until Attendance Confirmation is completed and registrations will be cancelled if not done by Friday, September 4, 2015.

Tuition and fees must be paid in full by Friday, September 4, 2015.

Please contact the Finance Office in the Krikac Administration Building, (605)626-2566 or email nsustudentaccounts@northern.edu if you have any questions.

Academic Success Support/Starfish

As your instructor, I am personally committed to supporting YOUR academic success in this course. For that reason, if you demonstrate any academic performance or behavioral problems which may impede your success, I will personally discuss and attempt to resolve the issue with you. I may also refer your case using Starfish, which is an online student success program. Starfish will allow me to send you various performance updates, concerns, and referrals. If you receive a “flag” in Starfish, please come see me or seek assistance and support from your advisor or other resource staff member on campus. Please make sure to update your Starfish profile at the beginning of each semester (including a photo and up-to-date contact information). The Starfish link is located in D2L at the very top left corner of the homepage. My goal is to make your learning experience in this course as meaningful and successful as possible.

If you have questions regarding Starfish, please contact the Student Success Center at 605.626.2633 or studentsuccess@northern.edu.

Academic Dishonesty

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

Above all, be sure that everything you write is in your own words. When you do use the words and ideas of others, cite them properly. Passing other's words and ideas off as your own is dishonest and the essence of plagiarism. Stick to your primary sources, and your analysis of

them, and you'll be fine. See Chapter 3 of Storey and the Northern State University Student Handbook regarding plagiarism and other forms of academic dishonesty. The consequence for cheating and academic dishonesty in this class is failing the course

Evaluation and Assignments

Midterm Exam: 100 points
 Final Exam: 100 points
 Weekly Analysis: 10 points each x 12 weeks = 120 points
 Response Papers: 20 points each x 4 papers = 80 points
 In-class Exercises, Quizzes: 50 points
 Presentations: 25 points each x 2 presentations = 50 points
 Total possible points: 500 points

Grading Scale:

450 or above – A
 400 to 449 – B
 350 to 399 – C
 300 to 349 – D
 299 or below – F

Midterm and Final Essays:

There will be two short take-home essay exams in the course. Exams should be typed using 12-point, double-spaced font. The short answer questions will cover material from the readings, lectures, class discussions, movies, or online materials and *will be cumulative*. You are expected to do your own work! No blocks of quotes from the course materials! No use of Wikipedia! You will be given the option to either take the “traditional” written midterm/final exams OR take a “creative” option. More information (and past examples) about this option will be available as we get closer to the dates of the exams.

Midterm essay: 10/09/2015

Final essay: TBD (either December 7 or during the scheduled final exam period)

Weekly Analyses:

Students are expected to finish all the readings before class and participate in the discussion of the reading materials in class. In addition to in class discussions, the readings will be posted weekly on the class D2L site. Everyone is expected to a 200-word response analyzing aspects of the readings due by 12pm on Fridays. Some suggested topics to write about:

Questions the readings raised for you

Videos, articles, or other interesting internet-based material that is related to the readings (along with a discussion of how they are related)

Applying sociological theories and ideas in the readings to gender in your life (e.g., how you act, popular culture you consume, etc.)

Responses and thoughts – connected to the readings – to things other people have posted to the group

You are required to post to a reading response at least twelve times over the course of the semester. These assignments are read and will be given comments to help you improve your analytical abilities but will be solely graded on the following criteria:

- (a) Does the writing assignment meet the required length?
- (b) Does the writing assignment address the prompt?

If both (a) and (b) are complete, you will receive the full ten points. If, for example, (b) is complete but you only write 180 words, you will receive partial credit. If (a) is complete but your writing does not address the topic, you will receive partial credit. You will receive a zero for weeks in which the assignment is not completed. The most credit you can receive for completing these assignments is 120 points so any responses beyond the twelve will be read but left ungraded.

Analysis Papers:

There will be four short out-of-class writing assignments, each worth 20 points, this semester as well. These assignments will range from 250-750 (1-3 pages) words long. These are reflective writing assignments based on pop culture artifacts I assign you.

Analysis One: Due 09/11/2015

Big Hero 6

Analysis Two: Due 10/23/2015

The Lizzie Bennet Diaries - <http://www.pemberleydigital.com/the-lizzie-bennet-diaries/>

Analysis Three: Due 11/06/2015

Beyoncé by Beyoncé

Analysis Four: Due 11/23/2015

Jupiter Ascending

Group Project and Presentation:

You will be asked to give two presentations throughout the course of the semester: a short, 3-5 minute presentation and a longer 5-7 minute presentation. These presentations will be timed so please make sure you are prepared.

The first presentation will be on an element of popular culture relating specifically to the concept we are discussing that week (e.g., gender, race, culture, social norms, etc.) you wish to share with the class. This could be a clip from a movie, a segment from a television show, song lyrics, a book, advertising, a set of clothing or an outfit, or even a video game. Your presentation should include a sample from your source (lasting no more than 90 seconds if this is a video clip) and then a short discussion of: (1) how your element relates to the course and (2) what you thought of the element. I will demonstrate the format during the first week of class. Time during class on Fridays will be set aside for presentations. I will ask for volunteers to go the third week (09/11/2015) and will assign students a date after that.

You will work on your longer presentations as a pair and they will follow the same format as the individual presentations, but I will assign each pair a particular concept we have or will have discussed in the course. Students must then find an element they think is a good example of that concept. So, for example, if you are assigned the concept of “power,” you might want to talk about the presentation of a president on the television show *24*. In your presentation, your group must discuss: (1) a brief introduction to the element, (2) a brief introduction and discussion of the concept, and (3) how the element you chose illustrates the concept. These presentations will take place during the second half of the semester.

At the time you are scheduled to present you must turn in a typed sheet of paper with your name, the element you are presenting (with appropriate links, if it is available online), and a brief (no more than a paragraph) summary of your presentation.

I ask that students turn their work in digitally through D2L. If you have issues uploading or accessing D2L, you may also email an attached copy of your work to [kristi.brownfield@northern.edu]. All work should be sent by 9:00am on the day that it is due. Assignments should be turned in as PDF or Word (.doc or .docx) files. No other formats will be accepted.

Student Expectations

It is vitally important that you play an active role in the learning process. As a result, your participation in class discussions threads is required.

The 4 P’s of student involvement in class are:

1. Preparation (read the assigned material)
2. Presence (routinely log in to D2L and attend class)
3. Promptness (post thoughts, ideas, comments, etc. regularly) and
4. Participation (get actively involved).

The student is expected to participate in the course via e-mail exchanges (or other communication) with the instructor, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing assignments in a timely fashion. Students are expected to check their e-mails daily and the announcements at least every 48 hours.

ADA Statement

ADA Statement: Northern State University is committed to providing reasonable accommodation for students with physical, learning, mental health and/or other types of disabilities. Accommodations for students with disabilities are made only in consultation with the Director of Disability Services. If you believe you have a disability, either temporary or permanent, requiring accommodation in this or any course, contact Doris Stusiak (contact information below). NSU can show you how to secure proper documentation and help you arrange appropriate accommodations with your instructors as mandated by the Americans with Disabilities Act.

Doris Stusiak, Director of Disability Services

Student Center Room 240 – 2nd Floor
Phone 605-626-2371
Fax 605-626-3399
Email Doris.Stusiak@northern.edu

Please contact Ms. Stusiak (2371) or email Doris.Stusiak@northern.edu if you have any questions.

Diversity Statement

Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all. During the semester students will be able to share thoughts, opinions, and beliefs about their own experiences. We will also read articles and books that will offer academic perspectives. The differences in these perspectives will add depth and richness to this course. Please be respectful of those differences. Here are some ground rules for discussion I expect people to follow in class:

1. Acknowledge your privilege! We all have advantages and information we have been given that colors our perceptions of the world and how the world works. Understand and acknowledge those privileges, from white privilege, to male privilege, to class privilege, to able-bodied privilege, to heterosexual privilege, and many other types of privileges.
2. Be willing to listen to the perspective of others – *especially* when they come from different backgrounds and experiences.
3. Acknowledge that discrimination – both individual and institutional – exists. Acknowledge that racism, sexism, classism, homophobia, ableism, and other such prejudices exist and affect the lives of people every day.
4. We do not blame victims for their experiences of oppression.
5. We do not demean or put down anyone in this class for their experiences.
6. Anecdotes are not the best form of evidence to use for your claims. Anecdotes are a *type* of evidence and should be judged alongside other evidence such as scientific research or collected testimonials. If your claim begins with “I saw someone once” or “I knew someone who” be ready to back your claim up with other evidence.
7. The classroom will be a safe space to discuss issues that are often sensitive and the cause of strong emotions. If a student within the class makes a comment they do not wish repeated outside of the classroom, please preface your remarks saying so and the class will agree to the student’s wishes.

Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for

learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

Tentative Course Schedule

The tentative schedule for this course is outlined below. Please note, the instructor reserves the right to modify the schedule at any time.

KOG: Kaleidoscope of Gender

SOG: Sociology of Gender

Nagel: Race, Ethnicity, and Sexuality

Week 1 (Aug 24, 26, 28): Course introduction

Readings: SOG Introduction, Nagel Introduction

Week 2 (Aug 31, Sept 2, 4): Introduction to sex and gender

Readings: KOG: 1 (Risman), 2 (Lucal), 3 (Preves), 4 (Sapolsky)

View: Barbie & Ken & American Girl doll pictures

[<http://www.flickr.com/photos/22691138@N05/sets/72157603693131721/>]

Listen to: <http://www.studio360.org/2009/feb/13/barbie/> – NPR's American Icon show on Barbie

Week 3 (Sept 9, 11): Learning and doing gender

Readings: SOG 3, Pascoe: Becoming Mr. Cougar (D2L), KOG: 19 (Gilbert)

View: Jane Austen Fight Club [<http://www.funnyordie.com/videos/efeb4dc1b6/jane-austen-s-fight-club>]

Due: Analysis Paper #1 (Sept 11)

Week 4 (Sept 14, 16, 18): Gender and intersections

Readings: KOG: 7 (Collins), 8 (Pyke and Johnson), 9 (McCall), Nagel: 1

View: black womyn: leah

[http://www.youtube.com/watch?playnext=1&index=0&feature=PlayList&v=ICWODR_bnCs&list=PL613F012A0DEB5826]

Week 5 (Sept 21, 23, 25): Gender and culture

Readings: SOG 2, KOG: 17 (Baker-Sperry and Grauerholz), 20 (Ezzell), 21 (Nelson), 22 (Nakano Glenn), 24 (Kim and Chung), Nagel: 2

View: Collection of Twilight parodies and spoofs [<http://www.squidoo.com/twilight-spoof>],

Ladies, Don't Let Anyone Tell You You're Not Awesome by Sarah Rees Brennan

[<http://sarahtales.livejournal.com/188663.html>]

Week 6 (Sept 28, 30 Oct 2) : Gender and (other) culture

Readings: KOG: 10 (Helliwell), 11 (Newland), 13 (George), 14 (Lepowsky), Nagel: 3

Read: Yes, This Woman is a "Mail-Order Bride" [<http://www.glamour.com/sex-love-life/2009/06/yes-this-woman-is-a-mail-order-bride>]

Week 7 (Oct 5, 7, 9): Gender and the body

Readings: KOG: 26 (Mernissi), 27 Sasson-Levy), 30 (Lois), Nagel: 4

View: Onslaught/Beauty Pressure [<http://www.youtube.com/watch?v=Ei6JvKOW60I>],

Due: Midterm (Oct 9)

Week 8 (Oct 14, 16): Gender and sexuality

Readings: KOG: 12 (Collins), 23 Calasanti and King), 28 (Trautner), 29 (Gavey, McPhillips, and Doherty), 40 (Dunne), Nagel: 5

Read: More women than men being dismissed from the military for being gay

[http://www.cnn.com/2009/US/10/09/military.gays.dismissals/index.html?eref=rss_topstories]

View: Classic Disney Movies [<http://www.cracked.com/funny-4485-classic-disney-movies/>]

View: The 10 Most Important Things They Didn't Teach You in School

[http://www.cracked.com/article_18611_the-10-most-important-things-they-didnt-teach-you-in-school.html]

Week 9 (Oct 19, 21, 23): Gender and family

Readings: SOG 4, KOG: 16 (Kane), 25 (Firminger), 37 (Tichenor), 38 (Hill), 39 (Coltrane, Parke, and Adams), 41 (Shows and Gerstel)

Read: Raising Katie [<http://www.thedailybeast.com/newsweek/2009/04/22/raising-katie.html>]

Due: Analysis Paper #2 (Oct 23)

Week 10 (26, 28, 30): Gender and education

Readings: SOG 5, KOG: 15 (MCGuffey and Rich), 18 (Carter), Nagel: 6

View: NSU's statistics: <http://www.northern.edu/about/pages/ir/profiles.aspx> (look at the archives as well)

Week 11 (Nov 2, 4, 6): Gender and work

Readings: SOG 6, KOG: 31 (Acker), 32 (Roth), 33 (England), 34 (McKay), 35 (Moore), 36 (Gerson), Nagel: 7

Read: A Labor Market Punishing to Mothers

[<http://www.nytimes.com/2010/08/04/business/economy/04leonhardt.html>]

Due: Analysis Paper #3 (Nov 6)

Week 12 (Nov 9, 13): Gender and technology

Browse: [Feministing.com](http://www.feministing.com); [Angry Black Woman](http://www.angryblackwoman.com); [Jezebel](http://www.jezebel.com); [Exposing Feminism](http://www.exposingfeminism.com)

Read: [9 things real female gamers hate about gaming](http://www.9thingsrealfemalegamershateaboutgaming.com)

Read: [Women and Children Last: The Discursive Construction of Weblogs](http://www.womenandchildrenlast.com)

[http://blog.lib.umn.edu/blogosphere/women_and_children.html]

Listen: [Why Do Girl Gamers Get So Little Respect?](http://www.whyyoudoingirlgamers.com)

Week 13 (16, 18, 20): Gender and politics

Readings: SOG 7, Nagel: 8

Week 14 (Nov 23): Gender and boundaries

Readings: KOG: 42 (Armstrong, Hamilton, and Sweeney), 43 (Messner and Bozada-Deas), 44 (Anderson and Umberson), 45 (Quinn), Nagel: Conclusion

Due Analysis Paper #4 (Nov 23)

Week 15 (Nov 30, Dec 2, 4): Undoing gender

Readings: SOG 8, KOG: 46 (Desai), 47 (Smith), 48 (Connell), 49 (Johnson)

Week 16 (Dec 7): Synthesis / Final Exam