



University of Wisconsin
Stevens Point

STEVENS POINT • MARSHFIELD • WAUSAU

SOC 320: Sociology of Gender (3cr.)

Fall 2023

Instructor

Dr. Ann Herda-Rapp
Professor of Sociology

Contact info

aherdara@uwsp.edu

304 North Hall (Wausau office)
B327 Science Building (Stevens Point office)
Marshfield office (location TBD)

Course meeting time, days, and location

9:30-10:45 Mon. and Wed.
D320 Science Building, Stevens Point campus

Office hours

12:30-1:30 Mon., Stevens Point office or by Zoom (email instructor for link)
11:00-12:00 Tues., Wausau office or by Zoom (email instructor for link)
11:00-12:00 Wed., Stevens Point office or by Zoom (email instructor for link)
11:00-12:00 Thurs., Marshfield office or by Zoom (email instructor for link)
Or by appointment

Course description, overview, and learning outcomes

[From the UWSP course catalog] Examine the role of gender in everyday life, how gender influences social institutions such as family, government and mass media and the effect of gender inequalities both in American society and cross-culturally.

This course seeks to understand gender ideologies, performances, identities, and interactions, and the ways gender is built into institutions, thereby reinforcing and reproducing gender and gender inequalities. In addition, we will examine how gender identities and experiences with gender interact with other axes of identity and experience. We will use the tools of sociology to explore how gender is conceived, produced, reproduced, and potentially transformed.

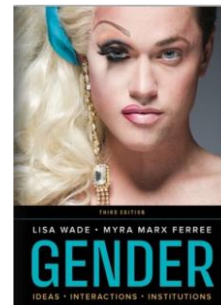
This course carries the “U.S. Diversity” (USD) and “Social Science” (SS) designators for the General Education Program (GEP). As such, the course will meet these USD and SS course learning outcomes:

- USD L.O. #1 - Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.
 - Students in SOC 320 will describe the interactional processes of gender identity formation and change and gender performance, as well as the ways gender identities intersect with other identities.
- USD L.O. #2 - Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality.
 - Students in SOC 320 will use a variety of sources – course readings, disciplinary scholarship, and research tools – to describe the nature of and experiences with gender inequality and discrimination across multiple social institutions and examine the ways individuals respond to those forces.

- **USD L.O. #3** - Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.
 - In engaging course materials and by “doing sociology”, students in SOC 320 will, individually and collectively, document the diversity of experiences with gender in the United States.
- **SS L.O. #1** - Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.
 - **Course learning outcome #4** – SOC 320 students will explain and apply key concepts, methods and theories in sociology to investigate, analyze, and predict human experiences with gender.
- **SS L.O. #2** - Examine and explain how social, cultural, or political institutions influence individuals or groups.
 - **Course learning outcome #5** – SOC 320 students will examine how gender is built into and thereby reproduced (and sometimes challenged) through social institutions.

Required Texts

Wade, Lisa, and Myra Marx Ferree. 2023. *Gender: Ideas, Interactions, Institutions*, 3rd Edition. NY: Norton.



*** Additional required readings will be posted in Canvas.

Course Requirements

Assignment dates (see pgs. 3-4) and the course structure are subject to change.

Total course points = 350 total points

- **Exams (2)** – 180 total points
 - Exam 1 = 80 pts.
 - Final exam = 100 pts.

Two in-class exams will be administered over the course of the semester, one a mid-term exam and the other a comprehensive final exam (see pgs. 3-4 for dates of exams). Both exams will consist of multiple-choice and essay questions.

- **“Doing Sociology” Exercises** – 4 @ 35 points each = 140 total points
To explore the concept of “doing gender,” students in the course will “do sociology:” through four different assignments, students will use different social research methods to explore gender in the real world:
 - DS #1 – Content analysis of birth congratulations cards
 - DS #2 – Participant observation and gender norms
 - DS #3 – The art of the interview and the household division of labor
 - DS #4 – Personal reflection on “doing gender”

Full descriptions of these assignments, as well as the grading rubric for each, will be posted in Canvas. Grades for these assignments will be based on the detail provided and the student’s ability to integrate/discuss course ideas, especially from the text. Due dates for each are included later in this syllabus.

- **“Article Shares”** – 2 @ 15 points each = 30 total points
For 2 of the 5 specialized topic areas we cover after laying out the course’s theoretical perspective, students will present a scholarly article that relates to the topic. That involves finding a scholarly article, getting it approved by the instructor by an assigned date, writing up a summary (following guidelines that will be posted in Canvas), and “presenting” the article and summary to the class. Each student will

do this for 2 of the 5 specialized topic areas. A full description of this assignment will be posted in Canvas.

- *Class Participation*

While there are no points allotted for class participation, this class will flop without it. We all have a vested interest in making this a lively and intellectually engaging class. Since this class is structured around the readings – we use them organizationally and as points of discussion – you **MUST** come to class prepared. Plan on spending at least a few hours reading (i.e., studying) each week. And come to class ready to talk about those readings.

Grade Scale

The following grade scale will be used in this course, with final course grades based on total points earned.

90-100%	A	326-350
	A-	315-325
80-89%	B+	305-314
	B	291-304
	B-	280-290
70-79%	C+	270-279
	C	256-269
	C-	245-255
60-69%	D+	235-244
	D	210-234
59% or lower	F	0-209

Each assignment carries a specific point value from which the letter grade can be determined. For instance, to receive 30 of the 35 points available on one of the “doing sociology” exercises would be to receive a B. However, only points are recorded in Canvas and the final course grade is determined based on total points earned.

Course Outline and Schedule

Read the assigned readings by the day they are assigned unless otherwise stated in class. This schedule of readings and assignments is subject to change at the instructor’s discretion.

Date	Topic	Assignment
9/6	Intro. to course	
9/11	Intro. to Sociology	Reading: <ul style="list-style-type: none"> • Introduction in text
9/13, 9/18, 9/20	Gender as Ideology	Reading: <ul style="list-style-type: none"> • Chapter 1 (Ideas) in text <p>9/14 - the last day to drop a course without it appearing on transcripts.</p> <p>In class on 9/20, we’ll talk about how to find articles for your “article shares”</p>
9/25, 9/27	Gendered Bodies	Reading: <ul style="list-style-type: none"> • Chapter 2 (Bodies) in text <p>“Doing Sociology” Exercise 1 due in Canvas by 9:00 a.m. 9/27</p>

10/2, 10/4	Gender as Performance	Reading: <ul style="list-style-type: none"> Chapter 4 (Performances) in text <p>Last day to submit “article share” articles for approval.</p>
10/9, 10/11	Gender as Interaction	Reading: <ul style="list-style-type: none"> Chapter 5 (Intersections) in text
10/16	EXAM 1	Administered in-class. See Canvas (Assignments) for the exam study guide.
10/18, 10/23	Gender Inequalities	Reading: <ul style="list-style-type: none"> Chapter 6 (Inequality - Masculinities) in text Chapter 7 (Inequality – Femininities) in text <p>“Doing Sociology” Exercise 2 due in Canvas by 9:00 a.m. 10/23</p>
10/25, 10/30	Gendered Institutions and Change	Reading: <ul style="list-style-type: none"> Chapter 8 (Institutions) in text Chapter 9 (Change) in text
11/1, 11/6	Specialized Topic Area 1: Sexualities	Reading: <ul style="list-style-type: none"> Chapter 10 (Sexualities) in text <p>Article share (choose 2 of 5 specialized topic areas)</p>
11/8, 11/13	Specialized Topic Area 2: Families	Reading: <ul style="list-style-type: none"> Chapter 11 (Families) in text Reading by Daminger – “De-Gendered Processes, Gendered Outcomes” (in Canvas) Reading by Rubin – “The Transformation of Family Life” (in Canvas) <p>Article share (choose 2 of 5 specialized topic areas)</p> <p>[11/10 – the last day to drop a course (though the course still appears on your transcript as a Withdrawal).]</p>
11/15, 11/20, 11/22	Specialized Topic Area 3: Work	Reading: <ul style="list-style-type: none"> Chapter 12 (Work) in text Reading by England – “The Gender Revolution” (in Canvas) Reading by Williams – “Revisiting the Glass Escalator” (in Canvas) Reading by Wingfield and Myles – “Still a Man’s World?” (in Canvas) <p>Article share (choose 2 of 5 specialized topic areas)</p> <p>“Doing Sociology” Exercise 3 due in Canvas by 9:00 a.m. 11/22</p>
11/27, 11/29, 12/4	Specialized Topic Area 4: Violence	Reading: <ul style="list-style-type: none"> Reading by Stroud – “Good Guys with Guns” (in Canvas) Reading by Anderson and Umberson – “Gendering Violence” (in Canvas) Reading by Wypijewski - “A Boy’s Life” (in Canvas) Reading by Hesse – “A Young Mother Disappeared 13 Years Ago... (in Canvas) <p>Article share (choose 2 of 5 specialized topic areas)</p>
12/6, 12/11	Specialized Topic Area 5: Politics	Reading: <ul style="list-style-type: none"> Chapter 13 (Politics) in text <p>Article share (choose 2 of 5 specialized topic areas)</p>
12/13	Course wrap-up	Reading: <ul style="list-style-type: none"> Chapter 14 (Conclusion) in text <p>“Doing Sociology” Exercise 4 due in Canvas by 9:00 a.m. 12/13</p>
12/19	FINAL EXAM – 10:15-12:15	Administered in-person during our scheduled exam time. See Canvas (Assignments) for the exam study guide.

Course Policies

Canvas

All students will be required to use Canvas to do the following:

- To access required material, including...
 - The course syllabus
 - Assigned readings not included in the course text
 - Additional materials, posted as necessary
- To submit their “Doing Sociology” assignments and “article shares”
- To submit articles for approval (for “article shares”) and to submit interview questions
- To access grades

Use of Technology

Laptops and phones may not be used during class. If a student has an accommodation plan that permits such use, they should speak with the instructor to make arrangements.

Any form of audio or video recording in the classroom is strictly prohibited. If a student has a legitimate need to record the instructor’s lecture in audio or video format, then the student shall obtain the pertinent accommodation authorization *AND* the instructor’s permission beforehand.

Classroom Etiquette

The classroom is a learning environment and community, and as such, it is expected that students do their best to minimize disruptions that can distract from their learning and that of their peers. Students are expected to come to class on time and not to leave except in the case of emergency situations.

The instructor reserves the right to request a student to leave the classroom or have the security personnel remove the student from the classroom if the student behaves in a way that interferes with the academic or administrative functions of the class.

Academic Integrity

Academic integrity is central to the mission of this institution. Academic dishonesty in any form, including submitting AI-generated work, is not acceptable in a university course and will receive disciplinary sanctions per the UWSP policies. The UWSP policies regarding student academic standards and disciplinary procedures can be found here: <https://www3.uwsp.edu/dos/Pages/Student-Conduct.aspx>. If I observe academic misconduct, or if suspicions of academic dishonesty are reported to me, I will request that the identified parties come to my office to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed.

Diversity and Inclusion

UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

Disability Support Services

The Americans with Disabilities Act (ADA) requires educational institutions to provide reasonable accommodations for students with disabilities. Students who have a disability and require classroom and/or exam accommodations, should register with the Disability Resource Center and then contact me at the beginning of the course. More information can be found here:

<https://www.uwsp.edu/disability-resource-center/>.

Attendance

Attendance is not figured into the grade explicitly, though attendance records will be kept for financial aid reporting purposes. Since a significant portion of the material is conveyed during class time, failure to attend will affect one’s grade. Those who miss class are responsible for accessing the missed material; missed material will not be made available from the instructor.