

Course Materials

There is no textbook for the course. Required readings including research articles, analytical essays, and popular press articles will be linked under “Content” on the course D2L website. You are encouraged to bring a digital or hard copy of the readings to class discussions – in some case I may specifically require it. Unless otherwise indicated, all reading for this course is required and must be completed at the time listed (see Course Schedule below).

Course Requirements

Class Introduction & Upload Picture	10pts
Attendance	10pts
“Just in Time” D2L Submissions	20pts
<i>Vagina Monologues/The Mask You Live In</i> Paper	10pts
Semester Paper (Draft 10pts, Final Draft 20pts)	30pts
Exams (2 at 10pts each)	<u>20pts</u>
	100pts

A	more than 89pts
B	80-89pts
C	70-79pts
D	60-69pts
F	less than 59pts

Class Introduction & Upload Picture

Go to the “Discussion” tab on D2L then post a short introduction to yourself under “Introductions.” Items I’d like you to include are detailed in the topic description. This will help me to get to know you as students and also for students to get acquainted with one another.

Upload a classroom-appropriate portrait of yourself on D2L. You may do so through the D2L profile system or under the “Picture” folder of “Dropbox” tab. This will help me to connect names with faces – so make sure I can see your face clearly in the picture. If you don’t have a(n appropriate) picture to post or need help uploading your picture, please come to office hours.

Attendance

Due to the discussion-oriented nature of this course, I will regularly assess attendance for this class. Attendance for 20 or more days will receive full credit. Attendance for fewer than 20 days will result in partial or no credit for attendance, at my discretion.

“Just in Time” D2L Submissions

To encourage keeping up with the readings in a timely manner that also allows time for reflection on the readings prior to class, each student is required to complete 20 uploaded submissions on D2L throughout the duration of the semester. *You should also bring a copy of*

your post to class for your reference during discussion. Each post is worth 1% of your final grade and must be at least 200 words. Correct grammar and spelling is expected of all postings. Posts should be submitted by **8:00am** the day of class. For example, for the Feb 6 class posts may be posted any time up until Tuesday, Feb 6 at 8:00am. Posts should include at least one question related to discussion or clarity. For example, you might pose questions related to:

- How other people related to some aspect of the reading personally
- How the readings relate to some current or historical event or issue
- What perspectives on this information you would like to hear more about from others
- Something about the readings do you not understand, or are not clear about

Vagina Monologues/The Mask You Live In Paper

Write a minimum 750 word response to the *Vagina Monologues* and/or *The Mask You Live In*. There will be a KU performance of the *Vagina Monologues* in mid-February (Feb 22 & 23 in Schaeffer Auditorium) – you must purchase a ticket to attend the performance. *The Mask You Live In* is available via KU library streaming services and is also currently available on other streaming services such as Netflix. Make connections between the readings, class discussion, and/or other course content and the performance/film, along with your personal response. An electronic copy of these papers will be due no later than April 27 to maximize opportunities to connect with course content.

Semester Paper

You will turn in a paper of at least 1500 words length (about 5-6 pages double-spaced) based on a topic from the course. There will be two drafts of the Semester Paper turned in for credit. The first draft is worth 10% of your final grade. The final draft is worth 20% of your final grade. See the tentative schedule for due dates. Also, all work turned in for credit must be original work. Turnitin software will be used on D2L to ensure originality. Originality reports resulting in a percentage higher than 15% will result in a reduction of a grade equivalent to a deduction of 1% for every number above 15% and may constitute plagiarism (and thus be subject to protocol for violations of academic honesty). For example, if the originality report concludes that 25% of your paper is not original, then 10% of your points will be deducted from your final grade for the paper. Directions for the semester paper will be distributed later in the semester.

Exams

Exams will test knowledge and comprehension of key concepts and main arguments presented in readings, lectures, and discussion. There will be two essay exams (see dates for exams on Course Schedule). All material covered in the course is fair game for the exams, although focus will be on required readings.

NOTE: If at any point during the course you find that you are not doing as well as you hoped or expected, you are encouraged to contact me and meet with me immediately; do not wait until the end of the semester.

Course Policies

Absences and Late Work

It is your responsibility to attend and participate in class as well as to ensure course requirements are submitted properly and on time. Do verify any submissions to the D2L system have in fact uploaded properly. Do not wait until the last minute. That said, I understand that during the semester some students may face obstacles to completing course requirements due to such things as personal illness, computer or internet problems, or family/work responsibilities.

If you miss a class session (excused or not), do not ask me for notes or a personal tutorial regarding information covered in the missed class. You should make arrangements with one or more classmates in regard to sharing notes or other information missed because of absences. This makes it a good idea to exchange contact information with fellow students early in the course.

Students should make an effort to notify me *beforehand* if assignments will be submitted late. If this is impossible, please contact me *as soon as possible*. Students that make arrangements within a reasonable time frame will receive full credit. Otherwise, assignments may be accepted for partial credit on a case-by-case basis. **I do not accept unsolicited emailed assignments – late assignments should be submitted to the “Late Box” on D2L.**

Exams may be made up only under *unusual* circumstances. Students should make an effort to notify me *beforehand* to request approval of a make-up exam. If this is impossible, please contact me by email *as soon as possible*. Students that make arrangements with me within a reasonable time frame will receive full credit. Otherwise, an opportunity to earn partial credit may be awarded at my discretion.

Academic Honesty

You are responsible for familiarity with the Kutztown University Academic Honesty Policy: <http://www.kutztown.edu/about-ku/administrative-offices/student-conduct/policies-and-procedures/academic-honesty/academic-honesty-faq.htm>
At a minimum, academic dishonesty will result in a failing grade.

During exams, all personal items should be put away other than the exam materials (exam sheet, answer sheet(s), and writing implement). Hats and caps with brims must be turned around or removed. Unapproved use of any electronic device for any reason during an exam may be considered unauthorized assistance and a breach of the Academic Honesty Policy.

Accommodations

If you anticipate the need for reasonable accommodations to meet the requirements of this course (for example, due to disability, physical injury, PTSD, or TBI), please contact the Disability Services Office (215 Stratton) and/or contact me privately so that I can assist you and preserve confidentiality. Please plan to meet with me to discuss accommodations and how my course requirements may affect your ability to fully participate. More information is available at: <http://www.kutztown.edu/about-ku/administrative-offices/disability-services.htm>

Classroom Behavior

It is my policy to maintain a respectful, safe classroom and it is everyone's responsibility to help maintain such an atmosphere. A respectful, safe classroom ensures a positive learning environment in which everyone can explore class ideas fully. Respectful good practices include such things as coming to class on time and turning off cell phone ringers. (It is also good to practice these habits since they will be expected behaviors by most employers and graduate school supervisors.) Distracting or rude behavior may result in you being asked to leave the classroom. Consistently disruptive behavior will result in you being dropped from the course.

We all have different points of view, different personal values, different life experiences, and different personal preferences that we bring with us to the classroom. Course material may challenge attitudes and assumptions, exposing you to ideas that will require you to think critically, and perhaps differently. You may encounter ideas of which you have never heard or that make you feel uncomfortable. Each student has the right to respectfully disagree with an idea, concept, or opinion that is written or expressed by myself or other learners. While disagreement is expected, hostility is not. A climate of tolerance and respect is essential. Harassment, intimidation, or derogatory comments toward any individual or group will not be tolerated and will result in you being dropped from the course.

Extra Credit

Please share any on-campus or off-campus events that relate to sociology (that covers a lot: topics touching on institutions such as the family, education, politics, and the economy, or social categories such as race, class, gender, and sexuality, for example, are likely to be relevant to sociology) and I will be happy to announce such activities in class. I rely on students' knowledge of such activities as one source for extra credit opportunities. Any extra credit opportunities will be announced as such in class and the opportunity to earn extra credit will be available to all students. Do not request individual extra credit for this class.

Extreme Weather

If severe weather becomes an issue, you should check the Kutztown University website or hotline (610-683-4649) for information concerning the campus-wide cancellation of classes. I may also post a specific announcement on D2L.

Questions

If you have questions about this course, please check this syllabus or D2L for answers. If you ask me a question that is answered in the syllabus or on D2L, I will refer you to those sources.

Tentative Course Schedule

Note: I reserve the right to modify the schedule as deemed appropriate during the semester. Some things are bound to change due to class needs, how quickly students grasp material, and class dynamics. Any changes will be announced in the course website "News" section.

WEEK 1 (Jan 23 & 25) – Course Introduction; Intro to Gender, Sex, & Sexuality

Introductory Reading for Tuesday

- D2L – Syllabus, “Introduction to your professor”

D2L Assignment for Tuesday

- Post a picture of yourself on D2L
- Post an introduction to yourself under the “Discussion” tab

Reading

- Thurs: Lorber – Beyond the Binaries: Depolarizing the Categories of Sex, Sexuality, and Gender

WEEK 2 (Jan 30 & Feb 1) – Intro / Social Construction of Gender

Reading

- Tues: Preves – Sexing the Intersexed: An Analysis of Sociocultural Responses to Intersexuality;
- Thur: Sapolsky – The Trouble with Testosterone: Will Boys Just Be Boys?

F Feb 2 LAST DAY TO POST INTRODUCTIONS (by 11PM D2L Submission)

WEEK 3 (Feb 6 & 8) – Social Construction of Gender / It’s Not Just About Gender

Reading

- Tues: Collins – Defining Black Feminist Thought & Staples – Just Walk On By: A Black Man Ponders His Power to Alter Public Space;
- Thur: Thompson – A Way Outa No Way: Eating Problems Among African American, Latina, and White Women

WEEK 4 (Feb 13 & 15) – Gender, Socialization, Culture, and Media

Reading

- Tues: Espada – The Puerto Rican Dummy and the Merciful Son & Wilkins – Masculinity Dilemmas: Sexuality and Intimacy Talk Among Christians and Goths;
- Thur: Lucal – What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System

WEEK 5 (Feb 20 & 22) – Gender, Socialization, Culture, and Media

Reading

- Tues: Green & Van Oort – We Wear No Pants: Selling the Crisis of Masculinity in the 2010 Super Bowl Commercials;
- Thur: McCabe et al – Gender in 20th Century Children’s Books: Patterns of Disparity in Titles and Central Characters & Nelson – The Pink Dragon is Female: Halloween Costumes and Gender Markers

R FEB 22 KU PRESENTATION OF VAGINA MONOLOGUES (Schaeffer, 7pm)

F FEB 23 KU PRESENTATION OF VAGINA MONOLOGUES (Schaeffer, 7pm)

WEEK 6 (Feb 27 & Mar 1) – Gendered Harassment, Abuse, and Violence

Reading

- Tues: Hlavka – Normalizing Sexual Violence: Young Women Account for Harassment and Abuse;
- Thur: Jauk – Gender Violence Revisited: Lessons from Violent Victimization of Transgender Identified Individuals

WEEK 7 (Mar 6 & 8) – Midterm

T Mar 6 In-Class Review for Midterm Exam

R Mar 8 NO CLASS – MIDTERM EXAM – Available 7:00am-7:00pm @ D2L

Quizzes

HALFWAY POINT OF THE SEMESTER

WEEK 8 (Mar 13 & 15) – SPRING BREAK – NO CLASSES

WEEK 9 (Mar 20 & 22) – Gender, Intimate Relationships, and Family

Reading

- Tues: Hamilton & Armstrong – Gendered Sexuality in Young Adulthood: Double Binds and Flawed Options
- Thur: Lamont – Negotiating Courtship: Reconciling Egalitarian Ideals with Traditional Gender Norms

WEEK 10 (Mar 27 & 29) – Gender, Intimate Relationships, and Family

Reading

- Tues: Munsch – Her Support, His Support: Money, Masculinity, and Marital Infidelity;
- Thur: Moore – Gendered Power Relations Among Women: A Study of Household Decision Making in Black Lesbian Stepfamilies

WEEK 11 (Apr 3 & 5) – Gender, Intimate Relationships, and Family

Reading

- Tues: Rahilly – The Gender Binary Meets the Gender Variant Child: Parents’ Negotiations with Childhood Gender Variance;
- Thur: Rehel – When Dad Stays Home Too: Paternity Leave, Gender, and Parenting

WEEK 12 (Apr 10 & 12) – Gender, Work, and the Economy

Reading

- Tues: Wharton – (Un)Changing Institutions: Work, Family, and Gender in the New Economy;
- Thur: Charles – What Gender Is Science?

F Apr 13 SEMESTER PAPER FIRST DRAFT DUE @ 11PM (D2L submission)

WEEK 13 (Apr 17 & 19) – Gender, Work, and the Economy

Reading

- Tues: Denissen & Saguy – Gendered Homophobia and the Contradictions of Workplace Discrimination for Women in the Building Trades;
- Thur: Burke – Hegemonic Masculinity at Work in the Gay Adult Film Industry

WEEK 14 (Apr 24 & 26) – Gender, Work, and the Economy

Reading

- Tues: Wingfield – Racializing the Glass Escalator;
- Thur: Schilt & Connell – Do Workplace Gender Transitions Make Gender Trouble?

F Apr 27 VM/MYLI PAPER DUE @ 11PM (D2L submission)

WEEK 15 (May 1 & 3) – The Future / Wrap-Up

Reading

- Tues: Duncanson – Hegemonic Masculinity and the Possibility of Change in Gender Relations & Loza – Hastag Feminism, #SolidarityIsForWhiteWomen, and the other #FemFuture

R May 3 In-Class Review for Final Exam

F May 4 SEMESTER PAPER FINAL DRAFT DUE @ 11PM (D2L submission)

EXAM WEEK

T May 8 SEC 020 - FINAL EXAM (CHAP 6-10) – Available 7:00am-7:00pm @ D2L

R May 10 SEC 010 - FINAL EXAM (CHAP 6-10) – Available 7:00am-7:00pm @ D2L