

Course Syllabus

Course Information

GENDER ROLES SOCIOLOGY 3352

Professor Contact Information

(Professor's name, phone number, email, office location, office hours, other information)

INSTRUCTOR: MERYL G. NASON

OFFICE: GR 2.612

OFFICE HOURS: MW 11:30—1:45PM and R 3:15-3:45 and by appointment

OFFICE PHONE: (972) 883-6722

E-MAIL: Mnason@UTDallas.edu

Course Pre-requisites, Co-requisites, and/or Other Restrictions

(including required prior knowledge or skills)

none

Course Description

The study of gender has emerged as one of the most important trends in the discipline of Sociology in the twentieth century. The purpose of this course is to study the “social construction of gender.” In addition, we will explore how gender intersects with other social categories, such as race, social class, ethnicity, religion, age and sexuality. Topics to be explored include gender and the media, the economy, health issues, politics, education, and crime and deviance. We will discuss how the various sociological perspectives have viewed gender issues with particular emphasis on feminist theory. We will also discuss how men and masculinity are viewed.

Student Learning Objectives/Outcomes

1. Demonstrate an awareness and understanding of the sociological perspectives on gender and recognize the differences between gender and sex.
2. Explore a variety of gender related issues and see how they impact your personal, professional and academic lives.

3. Demonstrate an awareness that men's identities and practices are gendered and that masculinity varies among cultures and within cultures over time.
4. Recognize that gender roles are not a uniform set of expectations and outcomes.

Required Textbooks and Materials

The major texts for the course will be: Margaret L. Andersen, Thinking About Women: Sociological Perspectives on Sex and Gender, 8th edition, Allyn and Bacon, 2009.

Estelle Disch, Reconstructing Gender: A Multicultural Anthology, 5th edition, McGraw-Hill, 2009.

Themes of the Times for Sexuality and Gender, Allyn and Bacon, 2005.

Suggested Course Materials

Assignments & Academic Calendar

(Topics, Reading Assignments, Due Dates, Exam Dates)

RESEARCH PROJECT

You will be required to select two short papers. The papers **must be a minimum of 5 pages**. Each paper will be worth 15% of your grade for a total of 30%. You will be able to choose which projects you want to do; however, you may not complete a project once

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its due date has passed. One Paper must be completed before October 9th or you will receive a zero for one paper. You may choose from the following projects:

1. **DUE SEPTEMBER 18th**

Write a 5 page paper that involves a systematic analysis (use your notes, text and readings) of presentations of gender in one of the following:

- Music lyrics (pick a particular genre such as rock, folk, country, rap, etc.)
- A preschool book series (i.e. Dr. Seuss, the Berenstein Bears) or an elementary school reading series
- A magazine series aimed at children or young adults

OR

For this exercise, you are required to investigate the ways in which the popular media portray gender in stereotypical ways. Look for stereotypes associated with women or men as a whole and/or stereotypes associated with particular groups of women or men based on race, class, sexual orientation, physical ability, etc. You may choose to do one of the following: listen to a radio station for one hour, listen to 10 songs by one group or artist, listen to once CD, watch TV for one hour and focus on either the commercials or the programming, watch one movie, look at articles or ads in one magazine, read one book/story, choose four video games, or select 10 greeting cards. How do the stereotypes portray women versus men? Discuss how the stereotypes portray particular categories of women or men to be the subordinates of those from dominant groups. Be sure to include sociological theory in your analysis.

2. DUE OCTOBER 16th

Gender segregation in the workplace: Students will examine 15-20 “help wanted” ads from a major US newspaper and assign each ad to a “male,” “female,” or “neutral” category.

Students should write a 5 page paper answering the following questions:

- How did you make the decisions to categorize each of the want ads? What criteria did you use?
- Do the requirements for the job vary for each of your categories?
- What is the occupational prestige of the occupations?
- Is there a gender pattern in the prestige of the occupations?
- Among the ads that mention a specific salary, is there a gender pattern?
- Are there more jobs for women in one sector of the economy than another?

What about for men? Gender neutral jobs?

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OR

For this assignment, you may use your own household, or that of someone you know well. Try to use a household that includes small children. Describe the members of your household – gender, race/ethnicity, social class, and age. What percentage of each person’s time is spent on paid work? What percentage of the household income is contributed by each person who does paid work? Who pays

the bills? Who decides how the household's surplus income is spent? Who does most of the following jobs?

child-care (feeding, bathing, dressing, putting to sleep, playing with, taking to school/daycare, driving to activities, doing homework)

- meal preparation
- bed-making
- vacuuming/dusting
- cleaning kitchen/bathroom
- taking out garbage
- mowing lawn
- gardening
- car maintenance
- pet care

If shared, about how many times per week does each person do the job?
Write a 5 page paper using sociological theory to analyze your findings.

3. DUE NOVEMBER 13th

Attend a service of a Christian denomination or religion other than your own. Determine the extent of male/female participation and leadership. Analyze your findings using sociological theory and readings. Be sure to discuss clergy, prayer book and rituals. Write a 5 page paper using sociological theory to analyze your findings.

OR

Find articles on rape and sexual assault in the local newspaper. How is the victim portrayed? How is the assailant portrayed? What does the combined information tell us about sexual assault? Myths about sexual assault? Attitudes toward sexual assault? What does this tell us about gender roles? Analyze your findings using sociological theory and your readings. Make sure to clip all the articles, editorials, cartoons, sport stories etc. that relate to rape and sexual assault. Write a 5 page paper using sociological theory to analyze your findings.

4. DUE DECEMBER 4th GENDER ROLES—VIOLATING A NORM

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Gender roles are comprised of a set of norms or expectations about behaviors that are appropriate for women or men. Norms may be prescriptive and specify what men or women should do in social situations. Norms also may be descriptive and indicate how women or men customarily behave in social situation. In this exercise, you will identify some of the norms associated with your gender roles and then violate a norm by behaving in a manner that deviates

from the norm. Then you will evaluate the results of this exercise through the series of questions that follow.

Before you begin this assignment, be certain you study the following guidelines:

A. Select a norm common in our society. Be CERTAIN it is a folkway and not a more.

B. BREAK the norm in a social setting, OBSERVE the reactions of others and yourself, and RECORD as quickly as possible those reactions (both verbal and nonverbal).

C. **DO NOT:**
Break any laws or cause anyone else to break the law.
Cause harm to yourself or anyone else.
Do anything that is legally or morally questionable, or that could bring negative sanctions against yourself, the department, the college or your instructor.

The following format is to be followed as you write up this exercise. This paper should be 4-5 pages in length, **double-spaced and typewritten.**

Questions to be answered:

- 1) What is the norm associated with your gender role that you chose to violate? Why do you feel that this is a norm that is strongly tied to gender?
- 2) What exactly did you do to violate the norm?
- 3) How did violating this norm make you feel? What purpose do you think the norm serves?
- 4) How did other people react to your behavior? Did they try to restore gender role "normalcy"? If so, how?
- 5) How did you respond to these reactions from other people?
- 6) How strong of an influence do you think gender roles have on behavior? Do you think this influence might vary across time and situations? If so, how?
- 7) How does the enforcement of this norm tend to benefit certain groups while disadvantaging others?

OR

The purpose of this paper is to allow you to become an advocate for a specific policy related to women. The paper should have two parts. The first part should focus on the background of the issue. Examine recent governmental activity on the issue, including a brief history of federal or state efforts for handling the issue and various proposals for action. A good analysis will also include a discussion of what values these policies promote, which interests support or oppose current policies, and if, and why, these policies are inadequate. The second part should advocate a specific policy in the area. Discuss why this policy is necessary and how it would address current problems or inadequacies. In doing so, you will want to be clear about the underlying values you are assuming.

CLASS SCHEDULE AND READING ASSIGNMENTS

Week 1 8/21	INTRODUCTION
Week 2 8/24-8/28	STUDYING WOMEN Andersen (A): Chapter 1 Disch (D): Introduction, 2, 5 Themes Of The Times (T): 15
Week 3 8/31-9/4	WESTERN HISTORY AND THE CREATION OF GENDER ROLES D: 9
WEEK 4 9/7-9/11	SEXUALITY AND INTIMATE RELATIONS A: Chapter 4 D: 15, 23 NO CLASS MONDAY, SEPTEMBER 7th
Week 5 9/14-9/18	SOCIAL CONSTRUCTION OF GENDER A: Chapter 2 D: 11-13 T: 2, 4 PAPER #1 DUE—FRIDAY, SEPTEMBER 18th
WEEK 6 9/21-9/25	GENDER, CULTURE AND THE MEDIA A: Chapter 3 D: 25, 26, 29, 55
WEEK 7 9/28-10/2	EXAMINATION #1 ESSAY QUESTIONS DUE—WEDNESDAY, SEPTEMBER 30th MULTIPLE CHOICE—FRIDAY, OCTOBER 2nd
WEEK 8 10/5-10/9	GENDER, WORK, AND THE ECONOMY A: Chapter 5 D: 47-49 T: 11, 13, 14, 22, 24
WEEK 9 10/12-10/16	GENDER AND FAMILIES A: Chapter 6 D: 27, 36, 39, 40 T: 20, 21 PAPER #2 DUE—FRIDAY, OCTOBER 16th
WEEK 10 10/19-10/23	WOMEN IN GLOBAL PERSPECTIVE D: 73 T: 18, 19

- WEEK 11 WOMEN, HEALTH AND REPRODUCTION
 10/26-10/30 A: Chapter 7
 D: 18, 63-65
 T: 3, 9, 23
- WEEK 12 **EXAMINATION #2**
 11/2-11/6 **ESSAYS DUE—MONDAY, NOVEMBER 2nd**
 MULTIPLE CHOICE—WEDNESDAY, NOVEMBER 4th
- WEEK 13 WOMEN AND RELIGION
 11/9-11/13 A: Chapter 8
 D: 8, 72
 PAPER #3 DUE—FRIDAY, NOVEMBER 13th
- WEEK 14 WOMEN, CRIME, AND DEVIANCE
 11/16-11/20 A: Chapter 9
 D: 45, 59, 61
 T: 12, 26
 EXTRA CREDIT DUE, MONDAY, NOVEMBER 16th.
- WEEK 15 GENDER, EDUCATION AND SCIENCE
 11/23-11/27 A: Chapter 10
 D: 41-44
 T: 5, 16, 25
 NO CLASS FRIDAY, NOVEMBER 27th
- WEEK 16 WOMEN, POWER, AND POLITICS
 11/30-12/4 A: Chapter 11
 D: 62
 PAPER #4 DUE—FRIDAY, DECEMBER 4th
- Week 17 **ESSAY QUESTIONS DUE—MONDAY, DECEMBER 7th**
 12/8 **MULTIPLE CHOICE—MONDAY, DECEMBER 7th**

Grading Policy

(including percentages for assignments, grade scale, etc.)

Grades will be determined on the basis of the following point scale:

Three Exams each worth 200 points	600 points
2 Writing Assignments each 150 pts	300 points
Class Participation	100 <u>points</u>
TOTAL POSSIBLE	1000 points

1. Exams: There will be three examinations for the class, the first the week of September 28th, the second the week of November 2nd, and the third on December 7th. Each exam will count 20% toward the final grade.

Exams will consist of multiple choice, matching, true/false and essays unless otherwise instructed. They will cover only the material since the last exam (i.e. non-comprehensive). The essay portion will be take home.

Exam material will come from lecture and assigned readings. Any handout materials supplied by the instructor may also appear on that section's exam. Prior to the exam, a part of the class will be devoted to questions and answers as a review.

2. Research Project: There will be TWO short papers required. Each paper will be worth 15% of your grade for a total of 30%. More information will be forthcoming on the papers.

3. Participation: Class participation will be worth 10% of your grade. You should plan to attend class regularly, come prepared, and participate in class discussions.

Course & Instructor Policies

(make-up exams, extra credit, late work, special assignments, class attendance, classroom citizenship, etc.)

MAKE-UP EXAMS:

The dates of exams and other assignments are indicated on the class schedule. Only extreme and unusual physical or emotional circumstances will be considered as an excuse for not taking an exam or completing assignments by the due date, or receiving an Incomplete grade in the course. You MUST either telephone or e-mail me on the day of an exam if you will be absent in order to discuss the possibility of a makeup. If you fail to take an exam or turn in a paper or assignment without reasonable excuse, you will receive an "0" for that item. Late papers will be penalized one letter grade per day. No make-up exams will be given except in rare cases, with written documentation needed. Students who request Incomplete grades must do so in writing by the last regularly scheduled meeting of the class.

SCHOLASTIC DISHONESTY

Cheating is defined as the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance,

using someone else's work for assignments as if it were your own, or any other dishonest means of attempting to fulfill the requirements of the course.

Plagiarism is defined as the use of an author's work or ideas as if they were one's own without giving credit to the source, including but not limited to failure to properly acknowledge a direct quote or paraphrase. Punishment for cheating and/or plagiarism is outlined in the Scholastic Dishonesty section of the current Undergraduate catalogue. Students are expected to read and understand their rights and responsibilities under the Code.

Any student in this class accused of cheating or plagiarism will be given an automatic grade of "0" (zero) on the test or assignment and will be turned over to the appropriate college authorities for possible further disciplinary action (which could include suspension or expulsion from the college). Cheating and plagiarism are very serious offenses and will not be tolerated.

CLASS FORMAT AND INSTRUCTOR'S EXPECTATIONS:

The format will be lecture/discussion with the addition of visiting speakers and films. The instructor of this course makes several assumptions about the students enrolled in this course. As a student in this course, you will be expected to:

1. Attend class on a regular basis.
2. Be prepared for class (i.e., have a writing instrument and paper or a computer in your possession; have read the assigned materials prior to class).
3. Participate in class. Students are expected to actively participate and will be assigned a grade for participation (10% of final grade). If something is covered in lecture or in the text or readings which you do not understand, ASK A QUESTION (chances are at least one or more of your colleagues will have the same or similar question). You will be held responsible for the assigned materials on the examinations, so it is in your best interest to ask questions.
4. Be present and prepared for all examinations. The term "prepared" in this context means not only having studied the materials you are to be tested on and showing up at the appropriate time, but also having a BLUE BOOK, SCANTRON, and a Blue or Black Pen in your possession on the day of the exam.

Field Trip Policies

Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the

Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.