



# Gender in Society

**Instructor: Yvette Young, M.S.**

**Email: Please Use Canvas Email**

**Office: TBD**

**Office Hours: TBD**

**Preferred Pronouns: she/her/hers**





*Feminists Gloria Steinem and Pamela Hughes, 1972.*

## COURSE DESCRIPTION

This course examines gender from institutional, interactional, and individual level perspectives. We will cover a brief history of the women's movement and its implications. A sociological perspective will be used to understand contemporary gender issues, including the social construction of gender, the intersection of work and family, the social construction of masculinity and femininity, gendered relationships, and the gendered process of globalization.

## COURSE OBJECTIVES

This course uses a sociological perspective to examine the topic of gender in society. We will look at a wide range of topics relating to gender. We will emphasize the interactions between society and the gendered individual using examples from the many different societies. The objectives of the course are:

- To understand gender as a social, historical, and interpersonal construct.
- To appreciate how feminism has shaped our discussion of gender today.
- To examine gender as it intersects with race, class, and sexuality.
- To distinguish between the concepts of sex, gender, and sexual orientation.
- To critically examine representations of gender in societies.
- To explore gendered identities in nations and states.
- To identify and evaluate gendered processes of globalization.

## PRONOUNS, CORRECT NAMES, AND INCLUSION

It is your right to be identified by your correct name and pronouns.

I support people of all gender expressions and gender identities and welcome students to use whichever pronouns or names that best reflect who they are. In this spirit, I expect all students to also use the correct pronouns and names of classmates.

Please inform me if my documentation reflects a name different than what you use and if you have any questions or concerns please contact me after class, by email, or during office hours.

## REQUIRED READINGS

All students should have access to the following required textbooks:

**Grewal, Inderpal and Caren Kaplan.** 2006. *An Introduction to Women's Studies: Gender in a Transnational World*. 2nd Edition. San Francisco: McGraw-Hill. ISBN: 978-0-07-288718-1.

**Wade, Lisa and Myra Marx Ferree.** *Gender: Ideas, Interactions, Institutions*. New York: W.W. Norton & Co. ISBN: 978-0-393-93107-5.

All other readings will be posted on Canvas. The readings for the course are taken from a number of sources, both academic and popular. Please come to class prepared to engage in respectful, collaborative, and meaningful discussion.

## COURSE CAVEAT

Keep in mind that in this course you will be expected to learn and use the sociological perspective. We will use a **critical lens** to explore gender within society. Students will be expected to look beyond their everyday experiences to develop a more complex and nuanced understanding of gendered interactions and gendered institutions.

Some of the readings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking.

## COURSE ORGANIZATION

The material for this class is organized on weekly pages on Canvas (<https://westminster.instructure.com/courses/1891434>). A schedule with links to each week's page can be found on the course home page. Each week's page lists the required readings and provides links lecture notes, assignments, and additional resources.

## ANNOUNCEMENTS:

Your instructor will post periodic reminders and clarifications for upcoming assignments and other pertinent course related information.

**In order to receive these weekly announcements in a timely manner, please set-up your Profile on Canvas to forward announcements to your email, SmartPhone, iPad, or other mobile device.**

If the information has been posted as an announcement or sent as a class email it is your responsibility to adhere to any deadlines or requirements contained therein.

## COURSE REQUIREMENTS

This class will combine traditional methods of learning with experiential learning. Traditional learning activities will include lectures, films, discussions, group-work, exams, and writing assignments. Experiential learning activities will include exercises to help students experience alternate perspectives. The final project will involve a community engaged learning project and paper. Detailed descriptions of all assignments will be posted on Canvas and discussed in class.

Your final grade will be based on the following:

- |                               |     |
|-------------------------------|-----|
| • Exams (2)                   | 30% |
| • In-class Assignments (8–10) | 10% |
| • Perspective Exercises       | 15% |
| • Gender Narrative            | 15% |
| • Final Project               | 30% |



## A FEW ASSIGNMENT DETAILS:

### Exams

There will be two take-home essay exams. The exams will have three to four sections with multiple questions on a given theme. You will choose one question to answer for each section and write a three to four page essay answering the question. You will receive the exam questions one week prior to the due date.

### In-class Assignments—Show and Tell

Show and tell is exactly what it sounds like. You will bring an item to class and we will discuss the item as a group. Be prepared to discuss the item using a critical gender lens.

- #1 Bring Your Deoderant
- #2 Bring/wear an Article of Clothing
- #3 Bring a Sexy Ad
- #4 Bring a Chore Chart
- #5 Bring an example of "Cultural Production"
- #6 Bring a Hope for the Future

### Perspective Assignments

- #1 Experiencing Gender
- #2 Gender, Bodies, and Sizism
- #3 Gendering Qualifications

### Gender Narrative

The gender narrative assignment is your opportunity to apply the concepts learned in the this course to your own life. Beginning at childhood, or focusing on a particular part of your life course, you will be able to outline and analyze your own life through a gendered lens. Detailed instructions will be posted on Canvas.

### Final Project

The final project will consist of a community engaged learning experience and a research paper. There will be several options for community engaged learning that take the form of either service or outreach. The community engagement portion can be completed individually or in groups. However, each individual will write their own research paper discussing their project within the framework of relevant academic literature. Project options will be discussed in class and detailed instructions will be posted on Canvas.

### Extra Credit

I will provide three options for earning extra credit in this class. Extra credit is NOT a way to get a good grade if you have not been putting in the effort. It is a way to bump your grade from one letter to another (e.g. B to B+). In order to complete an extra credit assignment you must receive instructor permission!



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## GRADING

Grading will reflect an emphasis on critical thinking and engagement with the readings, films, guest speakers, and other course materials.

The instructor will do her best to post all grades on Canvas within 7-days of submission. It is the student's responsibility to report and discuss grade discrepancies with the instructor as soon as possible.

## LATE ASSIGNMENTS

Late assignments will be accepted at the discretion of the instructor. Late assignments that are turned in within one week of the due date will be penalized at least 10 percent. Any assignment that is more than one week late will not be accepted. The Canvas clock is the final word on the time an assignment was submitted.

## Grading Scale

A	94-100
A-	90-93.9
B+	87-89.9
B	84-86.9
B-	80-83.9
C+	77-79.9
C	74-76.9
C-	70-73.9
D+	67-69.9
D	64-66.9
D-	60-63.9
E	0-59.9

## ACADEMIC HONESTY

Westminster College of Salt Lake City operates on the assumption that all academic work is the honest product of each student's own endeavors. The faculty and staff at Westminster expect such integrity from the students, and violations are cause for disciplinary action, including suspension, probation, loss of credit, or expulsion from the college.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member. Cheating on examinations includes, but is not restricted to, copying from another student's exam paper, using unauthorized notes during an exam, arranging for a substitute to take an examination, or giving or receiving unauthorized information prior to an exam. Cheating on written assignments includes plagiarism, unauthorized collaboration with others or submitting the same material for more than one class without authorization of the instructor.

Plagiarism includes borrowing information or ideas, whether directly quoted or paraphrased, from any source beyond one's first-hand experience and not acknowledging the source. The student must give credit for the material by identifying the source, using one of the generally accepted citation methods.

**Students found guilty of cheating or plagiarism are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course.** The instructor uses the online plagiarism detection service Turnitin.com.

For more information on what constitutes plagiarism see [https://writing.wisc.edu/Handbook/QPA\\_paraphrase.html](https://writing.wisc.edu/Handbook/QPA_paraphrase.html). A PDF containing this information can also be found in the modules.



## ACCOMMODATIONS

As a general rule, please discuss any concerns, absences, or difficulties with the professor before they impede your ability to meet any course requirements.

### INSTRUCTOR CONTACT:

If you need to contact me with any questions or problems please use the Canvas email. This will ensure that I receive and reply to your message in a timely manner.

- I respond to emails Monday through Friday from 8:00 a.m. to 5:00 p.m. However, you should not expect an immediate response. I typically respond 24 hours after I receive an email. Additional time may be required if your query requires considerable thought and/or a lengthy explanation.
- With the previous point in mind, I do not respond to emails within 24 hours of exam or assignment due dates. Any questions or requests for clarification should be made well in advance.

### AMERICANS WITH DISABILITIES ACT (ADA):

Westminster College seeks to provide equal access in higher education to academically qualified students with physical, learning, and psychiatric disabilities. If you need disability-related accommodations in this class, have emergency medical information you wish to share with me, or need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or in my office. Disability Services authorizes disability-related academic accommodations in cooperation with the students themselves and their instructors. Students who need academic accommodations or have questions about their eligibility should contact Karen Hicks, Disability Services Coordinator, in the START Center (801-832-2280) or email [disabilityservices@westminstercollege.edu](mailto:disabilityservices@westminstercollege.edu).

### TITLE IX

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. Westminster is committed to providing a safe and non-discriminatory learning, living, and working environment to all members of the Westminster community and does not discriminate on the basis of sex. This includes on the basis of gender, gender identity, gender expression, or sexual orientation. The College's Title IX policy strictly prohibits sexual assault, sexual harassment, gender-based harassment, gender-based discrimination, sexual exploitation, interpersonal violence (dating violence, domestic violence, stalking), and retaliation for making a good faith report of prohibited conduct or participating in any proceeding under the policy. The policy and accompanying procedures are available at [www.westminstercollege.edu/titleix](http://www.westminstercollege.edu/titleix) and discuss prohibited conduct, resources, reporting, supportive measures, rights, investigations, and sanctions for violations of the policy.

If you want to make a report of prohibited conduct, you may contact Westminster's Title IX Coordinator, Jason Schwartz-Johnson, or report an incident online. Jason can be reached at 801-832-2262, jsj@westminstercollege.edu, or in Malouf 107. You can also reach out to Deputy Coordinators Scott Gust at extension 2449 or Julie Freestone at extension 2573. Please note that to the extent permitted by law, the College aims to protect the privacy of all parties involved in the investigation and resolution of reported violations of the Policy. However, the College has a duty to investigate and take actions in response to reports and cannot guarantee confidentiality or that an investigation will not be pursued. The Counseling Center is a confidential resource, and by law the counselors who work there cannot reveal confidential information to any third party unless there is an imminent threat of harm to self or others.

**As an instructor, I am a responsible employee and am required to report any information I obtain regarding conduct that may violate the policy to the Title IX Coordinator, so that students can receive supportive measures and referrals to resources, they are aware of their options, and the safety of the campus community can be ensured.** If you begin to disclose an incident of prohibited conduct, I may interrupt you because I want to make sure that you have had the opportunity to discuss the incident with confidential resources on and off campus first. If you need supportive measures inside or outside the classroom because of an incident of prohibited conduct, please reach out to the Title IX Coordinator for assistance.

## **TITLE VI**

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in any program or activity receiving federal financial assistance. In addition to these, Westminster policy prohibits discrimination or harassment based on ethnicity, age, religion, veteran status, or genetic information in any of its programs or activities. If you encounter this type of discrimination or harassment, or feel that you have been retaliated against for reporting prohibited conduct or participating in any related proceeding, you can contact the Equal Opportunity Officer, Jason Schwartz-Johnson, at extension 2262. **As an instructor, just as with Title IX, I am a responsible employee and am required to report any information I obtain regarding discrimination or harassment to the Equal Opportunity Officer for further review.**

## TENTATIVE SCHEDULE

 Reading is in a required text 
  Reading posted on Canvas 
  Misc. Link 
  Video

Date	Topics	Assignments
<b>Week 1</b>	<b>Unit One: Introduction and Ideas</b>	
8/24	Introduction and Course Overview	
<b>Week 2</b>	History	
8/29	Ideas	Show and Tell #1
8/31		
<b>Week 3</b>	<b>Unit Two: Bodies</b>	
9/5	<b>Labor Day</b>	Perspective Exercise #1
9/7	Ideas and Bodies—Trans Panel	
<b>Week 4</b>	Bodies	
9/12		
<b>Unit Three: Performances</b>		
9/14	Doing Gender	
<b>Week 5</b>	Performances	Show and Tell #2
9/19	Intersections	
9/21		
<b>Week 6</b>	Masculinities	Exam 1 Due
9/26	Femininities	
9/28		
<b>Week 7</b>	Femininities and the Body	Perspective Exercise #2
10/3	Femininities and Food	
10/7		
<b>Week 8</b>	<b>Unit Four: Sexuality</b>	
10/10	Sexuality	Show and Tell #3
10/12	Hook-up Culture	
10/17	<b>Fall Break</b> (10/17–10/21)	
<b>Week 9</b>	<b>Unit Five: Institutions</b>	
10/24	The Family and Politics of Reproduction	Show and Tell #4
10/26	Intersection of Family and Work	
<b>Week 10</b>	The Institutions and Inequality: Education and Work	Perspective Exercise #3
10/31	The Institutions and Inequality: Sports	
11/2		
<b>Week 11</b>	Gender and the Media	Show and Tell #5
11/7	Gender and Culture	
11/9		
<b>Week 12</b>	Gender and Globalization	Exam 2 Due
11/14	Gender and Globalization	
11/18		
<b>Week 13</b>	Gender and the State	
11/21	Gender and the State: Global Violence/World Peace	
11/23		
11/24	<b>Thanksgiving</b>	
<b>Week 14</b>	Gender and Development	Gender Narrative
11/28	Gender and the Environment	
11/30		
<b>Week 15</b>	Politics and Mobilization	Show and Tell #6
12/7	Politics and Mobilization	
12/9		
<b>Week 16</b>	<b>Final Project Presentations</b>	Final Project
12/14		
12/16		