

## Gender in Society

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Sociology 3410

Spring 2018

Tuesdays and Thursdays 4:00-5:30 pm, Seigle L002

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Email:	c.collins@wustl.edu
Office hours:	Thursdays 2-3:30 pm
Office location:	Seigle 218 (in the Sociology Dept. Seigle 213)
Course Assistant:	Sydney Curtis
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Office hours:	Mondays 12-1 pm
Office location:	Sociology Dept. Seigle 227 (in the Sociology Dept. Seigle 213)

### Course Description:

This course is an introduction to the sociological study of gender. The primary focus is U.S. society, but we will also discuss gender in an international context. From the moment of birth, boys and girls are treated differently. Gender structures the experiences of people in all major social institutions, including the family, the workplace, and schools. We will explore how gender impacts our lives and life chances. The central themes of the course are historical changes in gender beliefs and practices; socialization practices that reproduce gender identities; how race/ethnicity, class, and sexuality shape the experience of gender; and the relationship between gender, power, and social inequality.

### Required Texts:

C.J. Pascoe. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, CA: University of California Press.

Kristen Schilt. 2010. *Just One of the Guys? Transgender Men and the Persistence of Gender Inequality*. Chicago, IL: University of Chicago Press.

Susan Thistle. 2006. *From Marriage to the Market: The Transformation of Women's Lives and Work*. Berkeley, CA: University of California Press.

Mary Erdmans & Timothy Black. 2015. *On Becoming a Teen Mom: Life Before Pregnancy*. Berkeley, CA: University of California Press.

Sharmila Rudrappa. 2015. *Discounted Life: The Price of Global Surrogacy in India*. New York: New York University Press.

Students are required to attend all lectures and complete all reading assignments prior to the first class of each topic listed below so that you are well versed in the material we will discuss together. You are assigned to read approximately 50-100 pages per week. It is *essential* that you complete the reading; it is the foundation of the course. Some of the readings for the class are difficult so you should not underestimate the amount of time necessary to finish your assignments. I suggest that you read actively: underline, highlight, take notes, and comment in the margins.

**Evaluation:**

Exam 1 (Feb. 20)	20 points
Exam 2 (Apr. 5)	20 points
Exam 3 (Apr. 26)	20 points
Writing Assignments	25 points
In-Class Participation	<u>15 points</u>
	100 points

Note that there is no cumulative final exam for this class. Exam 3 will cover material discussed in the final third of the course.

Your grade in this class is based on your written work, including three in-class exams and five writing assignments, and your in-class participation.

Written work: Your writing will be evaluated based on both the quality and your mastery of the material. The writing assignments require you to write two-page essays. Assignments are posted to Blackboard and must be uploaded to Blackboard by the *start* of class on the date stated on the syllabus. Assignments submitted after class begins (even one minute later, since Blackboard time stamps submissions!) on their assigned day will be docked one full letter grade, and will continue to be docked another letter grade for each subsequent day they are late. No assignments will be accepted via email.

Effective written communication is one of the primary skills you should acquire at Washington University. If you would benefit from additional assistance (everyone would!), I encourage you to head to the Writing Center on campus (<http://writingcenter.wustl.edu/>). Your tuition pays for it already, so take advantage of this resource! It's a great idea to bring copies of your written assignments to the Center before submitting them in order to turn in your very best work.

Participation and attendance: Participation means attending class, demonstrating that you have read the assigned readings, contributing productively to class discussion, and asking relevant questions.

Attendance is essential. Come to class and be on time. We take daily attendance and note tardy arrivals and early departures. Two absences are excused. If you miss more than two classes, I will deduct points from your participation grade accordingly. Absences for university-sponsored events, legal obligations, and religious observances will not count towards your two absences. If these circumstances apply to you, please email Sydney to let her know *before* the class you will miss.

Final grades:

	B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9	F = 60 and below
A = 93-100	B = 83-86.9	C = 73-76.9	D = 63-66.9	
A- = 90-92.9	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9	

I do not curve individual exams, assignments, or final grades. There is no opportunity for extra credit or makeup work. The grade you receive in this class is the grade you earn. If you are concerned about your grade, come meet with me.

**Class Environment:** Our class environment will be one of mutual respect and professionalism between instructor and students. To ensure a stimulating, tolerant, lively, safe class discussion, please bear in mind the following points:

- We are all knowledgeable in different ways. Each of us has something to learn and something to teach. Respect one another's knowledge and life experiences.
- Be aware of the particular set of knowledge and assumptions you bring to the classroom, and approach discussions with an open mind.
- Hostile, damaging words and actions will not be tolerated—this includes racist, sexist, classist, homophobic, transphobic, ageist, or ableist language.
- Speak one at a time and refrain from interrupting.
- We demonstrate professionalism and respect for our classmates and the instructor by maintaining our focus on the lectures or discussions. Therefore, cell phones should never come out of your pocket or backpack during class. Laptops may be used for the purpose of taking notes only. I take this point very seriously.
- Appreciate different styles of learning, sharing, and participating. Try to draw out quieter students, but respect people's comfort levels and appreciate those who are active listeners, even if they do not participate vocally. Those who are more assertive should refrain from dominating the conversation.
- Please ask questions! If one student is confused, others likely are as well. There are no silly questions, and it improves everyone's understanding when you ask questions.
- Show up on time, and show up prepared. Regular attendance, reading, and note taking are expected. You will be held accountable for all lecture material and I will not provide class notes to absent students.
- The class environment is much more pleasant when we know one another's names; please make an effort to learn each other's first names so we can address one another.

**Office Hours:** I maintain weekly office hours to meet with you and address any questions you may have about the class. Sydney does as well. *I strongly encourage you to take advantage of these office hours.* In rare cases you may schedule an appointment to meet with me if you have a course that falls during my regular office hours.

**Using Blackboard:** Students are expected to regularly check Blackboard. The syllabus, assignments, grades, announcements, and course documents will be posted here.

**Email Policy:** Please check your email regularly; I will occasionally email course announcements. Please email Sydney if you have a question about an assignment, exam, or the course material.

If you have a question that you cannot answer via 1) another student, 2) your class notes, 3) Blackboard, or 4) contacting Sydney, you are welcome to email me. You can expect replies to emails within 24 hours, 9 am-5 pm, Monday-Friday. For example, if you write us at 9 pm on Friday, you can expect to hear from us by 5 pm on Monday. We may not check email in the evenings and on weekends.

**Laptop Policy:** You may use laptops in class only for the purpose of taking class notes. Turn off your Wi-Fi and keep your browser and email closed for the duration of class. It is disrespectful to

your fellow students and to me if you use class time as an opportunity to shop, email, chat, or otherwise disengage from the lecture or discussion. Your participation grade will suffer should I discern that you are distracted on your computer. I will ban laptops from the class if they begin to detract from our learning environment.

**Help amongst Classmates:** Use your fellow classmates as a resource throughout the semester. Please turn to the person seated to your right and left, and exchange names and email addresses here. Contact one another when you need clarification about assignments, missed class and need notes, want to study before exams, etc. Help one another!

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Email: \_\_\_\_\_

## COURSE SCHEDULE

### Unit 1. Sex and Gender

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- January 16: INTRODUCTION  
→ In-class film: We Should All Be Feminists Ted Talk
- January 18: SEX, GENDER, AND SEXUALITY
- January 23: GENDER SOCIALIZATION AND POPULAR CULTURE  
Reading: Pascoe, *Dude, You're a Fag*, pp. 1-83 (Ch. 1-3).  
→ In-class film: Killing Us Softly
- January 25, 30: GENDER EDUCATION IN SCHOOLS  
Reading: Pascoe, *Dude, You're a Fag*, pp. 84-174 (Ch. 4-6).
- January 30: \*\*Writing Assignment 1 due\*\*

### Unit 2. Gender Differences at Work

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- February 1, 6: ECONOMIC INEQUALITY  
Reading: Schilt, *Just One of the Guys?*, pp. 1-87 (Ch. 1-3).
- February 8, 13, 15: GENDERED ADVANTAGES AND DISADVANTAGES AT WORK  
Reading: Schilt, *Just One of the Guys?*, pp. 88-175 (Ch. 4-7).
- February 15: \*\*Writing Assignment 2 due\*\*
- February 20: **First exam**

### **Unit 3. Gender Differences at Home**

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- February 22, 27: HISTORICAL CHANGES IN THE GENDER DIVISION OF LABOR  
Reading: Thistle, *From Marriage to the Market*, pp. 15-78 (Ch. 2-4).
- March 1, 6, 8: FEMINIZATION OF POVERTY  
Reading: Thistle, *From Marriage to the Market*, pp. 79-184 (Ch. 5-8).  
→ In-class film: Poor Kids
- March 8: \*\*Writing Assignment 3 due\*\*
- March 13, 15: Spring Break, no class
- March 20, 22: TEENAGERS, SEX, AND PREGNANCY  
Reading: E & B, *On Becoming a Teen Mom*, pp. 1-76 (Ch. 1-2).
- March 27, 29: SEXUAL VIOLENCE  
Reading: E & B, *On Becoming a Teen Mom*, pp. 77-142 (Ch. 3-4).  
→ Guest speaker: TBA  
→ In-class film: Tough Guise 2
- March 29: \*\*Writing Assignment 4 due\*\*
- April 3: POLICIES TO ADDRESS TEEN PREGNANCY  
Reading: Erdmans and Black, *On Becoming a Teen Mom*, pp. 143-225  
(Ch. 5-6, Conclusion).
- April 5: **Second exam**

### **Unit 4. Gender and Globalization**

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- April 10, 12: THE GLOBAL LABOR MARKET FOR SURROGATE MOTHERS  
Reading: Rudrappa, *Discounted Life*, pp. 1-80 (Introduction, Ch. 1-3).  
→ In-class film: The True Cost
- April 17, 19: COMMERCIALIZING PREGNANCY AND CHILDBIRTH  
Reading: Rudrappa, *Discounted Life*, pp. 83-174 (Ch. 4-7, Conclusion).
- April 19: \*\*Writing Assignment 5 due\*\*
- April 24: WRAP-UP AND REVIEW
- April 26: **Third exam**

## SEMESTER TIMELINE

	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>	<b>Sat</b>	<b>Sun</b>
<b>Jan 15-21</b>	MLK Day	Introduction		Sex, Gender, Sexuality			
<b>Jan 22-28</b>		Gender Soc and Pop Culture		Gender Ed in Schools			
<b>Jan 29 - Feb 4</b>		Gender Ed in Schools <i>*HW 1 due*</i>		Economic Inequality			
<b>Feb 5-11</b>		Economic Inequality		Gendered Adv/Dis at Work			
<b>Feb 12-18</b>		Gendered Adv/Dis at Work		Gendered Adv/Dis at Work <i>*HW 2 due*</i>			
<b>Feb 19-25</b>		<b>EXAM 1</b>		History of Gender Div of Labor			
<b>Feb 26 - Mar 4</b>		History of Gender Div of Labor		Feminization of Poverty			
<b>Mar 5-11</b>		Feminization of Poverty		Feminization of Poverty <i>*HW 3 due*</i>			
<b>Mar 12-18</b>	Spring Break						
<b>Mar 19-25</b>		Teens, Sex, and Pregnancy		Teens, Sex, and Pregnancy			
<b>Mar 26 - Apr 1</b>		Sexual Violence		Sexual Violence <i>*HW 4 due*</i>			
<b>Apr 2-8</b>		Policies to Address Teen Pregnancy		<b>EXAM 2</b>			
<b>Apr 9-15</b>		Global Labor Market for Surrogates		Global Labor Market for Surrogates			
<b>Apr 16-22</b>		Commercializing Pregnancy, Childbirth		Commercializing Pregnancy, Childbirth <i>*HW 5 due*</i>			
<b>Apr 23-29</b>		Wrap-Up and Review		<b>EXAM 3</b>			

## RESOURCES FOR STUDENTS

**Disability Resources:** If you have a disability that requires an accommodation, please speak with the instructor and consult the Disability Resource Center at [Cornerstone](#). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you.

**Writing Assistance:** For additional help on your writing, consult the expert staff of [The Writing Center](#) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc. The [Engineering Communication Center](#) offers students in the School of Engineering and Applied Sciences help with oral presentations, writing assignments, and other communications projects, as well as job-search documents such as resumes and cover letters.

**Wash U's Preferred Name Policy**, with additional resources and information, may be found [here](#).

**Sexual Assault:** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb ([kim\\_webb@wustl.edu](mailto:kim_webb@wustl.edu)), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

**Sexual Assault Reporting:** If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University's Title IX Director. If you would like to speak with Ms. Kennedy, she can be reached at (314) 935-3118, [jwkennedy@wustl.edu](mailto:jwkennedy@wustl.edu), or by visiting her office in the Women's Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

**Bias Reporting:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's [Bias Report and Support System \(BRSS\) team](#).

**Mental Health:** [Mental Health Services'](#) professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression.