Gender in Society
Sociology 3410
Spring 2017
Tuesday and Thursday 10:00-11:30, [Class location]

| Professor:   | Caitlyn Collins |
| Email:      | c.collins@wustl.edu |
| Office hours: | Seigle 218 (in the Sociology Dept. Seigle 213) |

Catalog Description:

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 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. Prerequisite: introductory course in sociology or consent of the instructor.

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:


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:**

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<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>25</td>
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<tr>
<td>Exam 2</td>
<td>25</td>
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<tr>
<td>Exam 3</td>
<td>25</td>
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<tr>
<td>Writing Assignments</td>
<td>25</td>
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<tr>
<td></td>
<td><strong>100</strong></td>
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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 5 writing assignments. You will be evaluated based on both your mastery of the material and the quality of your writing. The homework assignments require you to write two-page essays. Assignments will be posted to Blackboard at least one week before their due date, 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 strongly 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.

**Final grades:**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
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<tr>
<td>B-</td>
<td>80-82.9</td>
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<tr>
<td>C</td>
<td>73-76.9</td>
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<tr>
<td>C-</td>
<td>70-72.9</td>
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<tr>
<td>D</td>
<td>63-66.9</td>
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<tr>
<td>D-</td>
<td>60-62.9</td>
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<tr>
<td>F</td>
<td>60 and below</td>
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I do not curve individual exams, assignments, or final grades. The grade you receive in this class is the grade you earn. If you are concerned about your grade, meet with me immediately.

**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. *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 are unable to meet during my regular office hours.

**Using Blackboard**: Students are expected to regularly check Blackboard. Course readings (not found in the textbooks), the syllabus, assignments, grades, announcements, and course documents will be posted here.

**Email Policy**: Please check your email regularly, and write me with any questions about assignments or the course material. You can usually expect replies to emails within 24 hours, 9 am-5 pm, Monday-Friday. For example, if you write me at 9 pm on Friday, you can expect to hear from me by 5 pm on Monday. I may not check email in the evenings and on weekends.

**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: ______________________________

Keep in mind, however, that work that you submit under your name must be your own. I also guide teaching assistants to turn down requests along the lines of “could you take a look at this essay to see if I am on the right track?” Whether you are talking with a classmate, a teaching assistant, or the instructor it would be better to ask about a specific concept if it is unclear.
Course Schedule

Unit 1. SEX AND GENDER

January 17: Introduction
January 19, 24: Gender Socialization and Popular Culture
   Reading: Pascoe, Dude, You’re a Fag, pp. 1-83.
January 26, 31: Gender Education in Schools
   Reading: Pascoe, Dude, You’re a Fag, pp. 84-174.

Unit 2. GENDER DIFFERENCES AT WORK

February 2, 7: Economic Inequality
   Reading: Schilt, Just One of the Guys?, pp. 1-87 (Chapters 1-3).
February 9, 14, 16: Policy Responses to the Wage Gap
   Reading: Schilt, Just One of the Guys?, pp. 88-175 (Chapters 4-7).
February 21: First examination

Unit 3. GENDER DIFFERENCES AT HOME

February 23, 28: Historical Changes in the Gender Division of Labor
   Reading: Thistle, From Marriage to the Market, pp. 15-78.
March 2, 7, 9: Feminization of Poverty
   Reading: Thistle, From Marriage to the Market, pp. 79-184.
March 14, 16: Spring Break, no class
March 21, 23: Teenagers, Sex, and Pregnancy
   Reading: Erdmans & Black, On Becoming a Teen Mom, pp. 1-76.
March 28, 30: Sexual Violence
   Reading: Erdmans & Black, On Becoming a Teen Mom, pp. 77-142.
April 4: Policies to Address Teen Pregnancy
   Reading: Erdmans and Black, On Becoming a Teen Mom, pp. 143-225.
April 6: Second examination

Unit 4. GENDER AND GLOBALIZATION

April 11, 13: The Global Labor Market for Surrogate Mothers

April 18, 20: Commercializing Pregnancy and Childbirth

April 25: Wrap-Up and Review

April 27: **Third examination**