**University of Colorado, Boulder – Fall 2021**

**SOCY/WGST 1016 - Sex, Gender, and Society**

**Lectures: T/TH 2:20-3:10PM**

**Zoom Classroom:** [**https://cuboulder.zoom.us/j/94821604573**](https://cuboulder.zoom.us/j/94821604573)

**Recitations: F 9:10-10AM (in-person), F 11:10AM-12:20PM (remote), F 1:50-2:40PM (in-person)**

**Zoom Classroom for Remote Recitation:** [**https://cuboulder.zoom.us/j/91928361223**](https://cuboulder.zoom.us/j/91928361223) **(Passcode: REC102)**

**FACULTY INFORMATION**

**Instructor:** Amanda A. Stewart, PhD (she/her)

**E-mail:** [Amanda.Stewart-1@colorado.edu](mailto:Amanda.Stewart-1@colorado.edu)

**Office Location:** Due to COVID-19 precautions, I will only be available virtually.

**Office Hours: Thursdays – 11AM-1PM (drop by any time)**

* Via Zoom –
  + Zoom Office Link: <https://cuboulder.zoom.us/j/98715864271>
* By appointment

**Instructor Bio**

Amanda Stewart is an Assistant Teaching Professor of Sociology. She earned her PhD in Sociology at the University of Illinois at Chicago in 2019. Amanda received her BA in German at Luther College and her MA in Gender, Sexuality and Cultural Studies at the University of Manchester (UK). Her dissertation research, based on in-depth interviews, considers the experiences of queer and trans women currently living in the rural United States and focuses on the strategies these women use to negotiate the places where they live and the associated challenges. Amanda has worked in higher education since 2006 as an administrator, academic adviser, and instructor of Sociology and Gender and Women’s Studies. She most often teaches courses focusing on gender, sexualities, and families. Amanda is also the Coordinator of the Sociology Honors Program. In this role, she works with advanced undergraduate students as they complete original research and write their honors thesis.

**Teaching Assistant:** Zoe Lefkowitz (they/them)

**Email:** [Zoe.Lefkowitz@colorado.edu](mailto:Zoe.Lefkowitz@colorado.edu)

Office Location: Due to COVID-19 precautions, Zoe will only be available virtually.

**Office Hours: Thursdays – 9-11AM (drop by any time)**

* Via Zoom –
  + Zoom Office Link: <https://cuboulder.zoom.us/j/97786725238>
* By appointment

**Teaching Assistant Bio**

I am a PhD student in Sociology and your TA for this semester! Prior to graduating with my BA in Sociology and Philosophy from Simmons University in 2019, I wrote my undergraduate thesis exploring the practical and theoretical implications of the "third gender" or "gender x" policies implemented in the United States between the years 2017 and 2019. As a sociologist, I am intrigued by the relationship between methods of socialization and the formation and maintenance of social identities and inequalities. My research interests include gender and sexuality, identity construction and language, social inequalities, law and social policy, social theory, and queer theory. I care about my students’ learning and well-being – so please reach out to me for any reason!

**Recitations Statement (from Zoe):**

Recitations for this class meet weekly (please see the time of the REC you are enrolled.) The purpose of recitation is to review material and engage in class discussion. **Attendance and participation makes up 10% of your Final grade in this class**. Please come to recitation having read all the materials assigned for that week along with any questions or comments you may have. If you are unable to attend a session, please let me know ahead of time. This is a space for open and thoughtful dialogue. It is acceptable to disagree - in fact you are encouraged to engage in dialogue which may differ from your ideas - HOWEVER, all conversation will be respectful. No hateful language will be tolerated in class. This course may touch on some serious and personal topics for some folks, **thus recitation lectures MAY NOT be recorded by students**, this includes saving or screenshotting computer screens or other lecture materials.

I am happy to discuss any questions or concerns you may have about the course, college, career prospects, etc. **Please do not hesitate to reach out to me!**

#### University of Colorado Boulder Department of Sociology Statement on Inclusivity

The University of Colorado Boulder Department of Sociology emphasizes the importance of diverse voices and experiences for strengthening our teaching, research, and service to broader communities. As a department committed to justice and equity, our goal is to create an environment that welcomes and supports everyone. We are a member of the American Sociological Association, abide by its Code of Ethics, and expect our faculty, students, and staff to adhere to its code. Here is the department’s [inclusive excellence plan](https://www.colorado.edu/sociology/sites/default/files/attached-files/inclusive_excellence_statement_2016.pdf).

#### Communication

Do you have questions that we haven’t addressed in class? Are you wondering how what you are reading applies to your own life or other courses you are taking? Do you want to check on your progress in the course? Zoe and I are available to meet with students to address any questions or concerns you may have about this class. The best way to reach us is via email. We will typically respond to emails within 24 hours during the week (Monday-Friday) but please allow at least 48 hours for a response on weekends. Please email us from your CU email and **include your name and course within the text of the email**. This will help us to reply in a timelier manner. Emails coming from outside emails accounts are often sent to spam and will slow our replies significantly. If you have not heard back from us in 48 hours, please resend your message or see us before or after our synchronous sessions. Please also make sure that you have the correct email for Amanda (see Faculty Information) as there is another Amanda Stewart on campus.

**COURSE INFORMATION**

**Credit Hours:** 3

**Course Description:** Examines status and power differences between the sexes at individual and societal levels. Emphasizes historical context of gender roles and status, reviews major theories of gender stratification.

**Course Prerequisites:** None

**Class Attributes:**

* A&S Core: Human Diversity
* Arts & Sciences General Education: Distribution – Social Sciences
* Arts & Sciences General Education: Diversity – US Perspective

**COURSE OBJECTIVES / STUDENT LEARNING OUTCOMES**

By the end of this course, my goal is that you will have a greater understanding of gender and will be able to see how gender works within our society to create both inequalities and privilege. In doing this, you will become familiar with sociological theory and research on gender and sexualities. Through in class and online discussions, writing assignments, and presentations, I also hope that you will gain confidence in articulating your ideas and feel able to discuss these ideas thoughtfully with others in your life.

**Required Texts/Materials**

* Textbook (required) - Wade, Lisa and Myra Marx Ferree. 2018. *Gender: Ideas, Interactions, Institutions.* New York: W.W. Norton. [ISBN (paperback) 978-0393667967, (eBook also available)]
* Book (required) – Abelson, Miriam. 2019. Men in Place: Trans Masculinity, Race, and Sexuality in America. Minneapolis, MN: University of Minnesota Press. [ISBN (paperback) 9781517903510, (eBook also available)]
* There will be additional readings not included in the text. These readings will be posted on Canvas and are noted with an \* in the course schedule.
* Computer and internet access

**Method of Instruction - Hybrid Remote/Online** This class will be taught using a combination of online and remote instruction modes. This means that while some coursework may be completed online at a student’s own pace (asynchronous)

#### Student Responsibilities and Class Expectations

All students will complete the coursework according to the course schedule unless other arrangements are made before the due date. All students must attend the synchronous course meetings and recitations unless other arrangements have been made. If students are not able to attend, they should be in contact with the instructor and plan to watch the recordings of any sections they miss. Students should complete all course readings before coming to synchronous course meetings on the day in which they are listed. If you have questions about specific readings, please bring these questions with you to class as I will begin and end each synchronous meeting with time for questions.

**ASSIGNMENTS AND GRADING**

#### Assignments:

**Recitations – Attendance and Participation: 10% of final grade**

* Recitations for this class meet weekly. The purpose of recitation is to review material and engage in class discussion. Please come to recitation having read all the materials assigned for that week along with any questions or comments you may have. If you are unable to attend a session, please let Zoe know ahead of time.

**Quizzes: 20% of final grade**

* Weekly quizzes will be given via Canvas to help ensure that you are keeping up with the readings. Quizzes will include multiple choice questions that are easily answered IF you have completed the readings. There will be no make-up for these quizzes so please make sure that you complete them BEFORE the due date listed. Each quiz will include 2-10 questions and is worth 10 possible points. You will have 20 minutes to complete each quiz (during a single sign on).
  + Quizzes are due by 11:59PM on Fridays. Please see the weekly schedule for all quiz due dates (end of the syllabus).

**Exams: 30% of final grade, 15% each**

* There will be two exams, one for each half of the semester. The exams will contain a combination of multiple choice, vocabulary matching, and short answer/essay questions. Study Guides for each exam will be posted on Canvas at least two weeks before each exam. Exams will be given via Canvas and will be open book/open note. Exam 1 will focus on materials from the first part of the semester. Exam 2 will focus on materials from the second part of the semester (Exam 2 is NOT cumulative). This course does NOT have a final exam.
  + Exam 1 opens Thursday, October 14 at 3:15PM - Due Thursday, October 21 at 11:59PM.
  + Exam 2 opens Thursday, December 2 at 3:15PM - Due Thursday, December 9 at 11:59PM.

**Gender Everywhere Paper: 20% of final grade**

* You will be decoding a gendered aspect of US or global culture by looking at an object that people use every day. The task of this project is to select an object that we use, rely on, or interact with on a regular basis, and undertake a content analysis to study the ways in which gendered qualities are infused into this object. Further information about this assignment will be discussed in class on Tuesday, September 7 and will also be posted on Canvas. You will also have several recitations which will help you to develop and complete this paper.
  + Due Friday, November 5 at 11:59PM

**Group Project: Public Service Announcement (PSA) Video – Understanding Gender, Inequalities, Creating Change: 20% of final grade**

When studying Sociology, students are often troubled by what they learn about inequalities, both locally and globally. The purpose of this assignment is to give you the opportunity to not just learn about and increase awareness about inequalities related to gender, but to also create a video that will inform the public about this issue and how THEY can begin to create change/make a difference.

* Students will work in groups of 4-6 and will choose their own topics and groups.
  + YOU are ultimately responsible for finding your own group, but I can help you find a group during one of our synchronous Zoom sessions.
  + There is also a discussion board on Canvas which you can use to brainstorm topics and search from groups/additional group members.
* This project is 20% of your final grade.
  + As this is a group project, you should be working collaboratively. With this in mind, all members of the group will receive the same grade. Please make sure that the final product is something that everyone has been involved in creating AND is ultimately happy with what you’re presenting.
  + If members of your group are not participating (i.e., responding to emails/messages, attending meetings, etc.), please let me know ASAP so that I can help you to remedy any issues and pull your group back together.
* Groups will select a specific issue related to gender and create a short video to inform a public audience about the issue and discuss how WE can begin to create social change surrounding this issue.
* **Videos should be no more than 2 minutes in length.**
  + You do NOT need to do anything fancy. I recognize that most of these videos will be filmed in Zoom and may include screenshares where you show photos, text, etc.
    - If you do have video production skills, feel free to use them but again, you will NOT be penalized for something that isn’t ‘ready for TV/internet’
    - I expect that most groups will work remotely and will NOT meet in person to film/complete your video.
    - Your PSA video should NOT look like a traditional research presentation. Please be creative and follow the style of the PSA videos that we’ve watched in class.
* As you’re completing the research for your video (Yes, you SHOULD do some research as your video should be informed, contain ACCURATE information, and include citations for specific data/statistics that you’re providing/have found in your research), please think about the following questions:
  + What is the issue you’re exploring?
  + Where can this specific issue be observed?
  + Who is affected?
  + How are people organizing to create change around this issue?
  + What can you/others do to get involved with this issue?
* As you’re creating your video, please think about the following questions:
  + Who is the target audience? Who do we want to reach with this message?
  + What is the message? What do we want our audience to understand?
  + What is the significance of this issue? Why is it important to my audience?
  + What do we want our audience to do as a result of the PSA?
* The above questions should help you to frame the script for your PSA but should NOT become the entirety of your PSA.
  + For example, you should NOT have a slide titled, “How are people organizing to create change around this issue?” but you SHOULD talk about what individuals and organizations are doing to create change. You may want to include a listing of organizations that your audience could connect with if they’re interested in learning more/volunteering/etc.
* One member of each group must upload your group’s topic and a full list of group members (first AND last names) to Canvas (Assignments section) before 11:59PM on Friday, September 17.
* Each group will submit a PSA Video Group Progress Report during the semester. The expectations for this report are on Canvas and will also be discussed during our synchronous sessions. The Progress Report is due at 11:59PM on Friday, October 29.
  + Your PSA Video is due Thursday, December 2 at 11:59PM and is worth 100 possible points.
  + Only **ONE** member of each group must upload your video to Canvas.

#### Submission Policies

All assignments must be submitted via Canvas. For full credit, you must submit your assignment before 11:59PM on the due date listed on the schedule. If you are unable to submit your assignment to Canvas, in the case that the CU network or Canvas itself is having technical issues, please submit your assignment to me via email. Please ALSO submit your assignment via Canvas once the network/system is available. If you do not know how to submit your assignment via Canvas, please see me for assistance. Hard copies of assignments will NOT be accepted. All assignments will be graded within two weeks of the due date.

#### Grading Criteria and Points Breakdown

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| --- | --- |
| Assignment | Percentage Breakdown |
| Recitations – Attendance and Participation | 10% of final grade |
| Quizzes | 20% of final grade |
| Exams | 30% of final grade (15% each) |
| Gender Everywhere Paper | 20% of final grade |
| Group Project: Public Service Announcement (PSA) Video | 20% of final grade |

#### Grading Scale

Grades will be assigned as follows:

| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 94-100 | 90-93 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | <60 |

**COURSE AND UNIVERSITY POLICIES**

**Quizzes:** Weekly quizzes will be given in this course using Canvas. **There will be no make-up for quizzes so please make sure that you complete them BEFORE the due date listed.** Each quiz will be 2-10 questions and will be worth 10 possible points. You will have 20 minutes to complete each quiz (during a single sign on).All quizzes are open book/open note. Please use all resources that you have to your advantage. All quizzes will have time limits (20 minutes) so please make sure that you are spending some time to prepare as you will NOT have time to look up every answer.

**Make-Up Assignments/Exams/Late Work:** Make-Up Assignments and/or extensions will only be given when arrangements have been made **prior** to the due date and/or if proper **documentation** is provided. Late work **will** be accepted. For every day of the week that your work is late, your final grade on the assignment will be lowered one full letter grade. Late assignments will NOT be accepted after 5 days. If you are communicating with me regarding difficulties that you are having, the above is often more flexible.

**Names and Pronouns:** CU Boulder recognizes that students' legal information does not always align with how they identify. Students may update their names and pronouns via the student portal; those names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

**Plagiarism and the Honor Code:** All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the policy may include plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code). All assignments will be submitted via Canvas and will be checked for originality using Turnitin.

**Religious Holidays:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, if you contact me, you will not be penalized for missing the class and you **WILL** have the option to make-up any missed points. If there is an exam or an assignment is due during the absence, please see me in advance in order to make arrangements for making up the exam, submitting the assignment, etc. For more information on the campus policy regarding religious observances, please visit: <https://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>.

**Accommodation for Disabilities:** If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed.  Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance.  If you have a temporary medical condition, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

**Classroom Behavior:** Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](https://www.colorado.edu/sccr/sites/default/files/attached-files/2020-2021_student_code_of_conduct_0.pdf).

**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation:** The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options.

**Campus Resources:**

* **Center for Inclusion and Social Change:** Location: C4C, Suite N320. Phone: (303) 492-0272. Website: [www.colorado.edu/cisc/](http://www.colorado.edu/cisc/)
* **Office of Victim Assistance:** Location: C4C, Suite N450**.** Phone: (303) 492-8855. Website: [www.colorado.edu/ova/](http://www.colorado.edu/ova/)
* **Ombuds Office** (confidental and informal): Location: 4C, Suite N440. Phone: (303) 492-5077. Website: [www.colorado.edu/ombuds/](http://www.colorado.edu/ombuds/)
* **Writing Center:** Location: Norlin E111. Phone: (303) 735-6906. Website: [www.colorado.edu/pwr/writing-center/](http://www.colorado.edu/pwr/writing-center/)

**Requirements for COVID-19:** As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

As of Aug. 13, 2021, CU Boulder has returned to requiring masks in classrooms and laboratories regardless of vaccination status. This requirement is a temporary precaution during the delta surge to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, please let me know and I will work with you so that you are able to complete the requirements for the course as you are able.

**Basic Needs Statement:** It can be difficult to manage everyday life as a college student. It can become increasingly challenging to do your best if you’re having problems meeting basic needs like having a safe place to live and sleep and enough food to eat. If you’re experiencing these, or any other challenges in your life, please know that there are many resources on campus and in the greater community that can help. Please talk to me and we can work together to make sure any needs that you have are met. I am always here to help.

* If you’re facing food insecurity, reach out to [food@colorado.edu](mailto:food@colorado.edu), and they will work with you to find food resources.
* If you’re having trouble paying rent or facing housing insecurity, you can get in touch with these advocates: [Boulder County Housing & Human Services](https://www.bouldercounty.org/families/housing/rental-assistance/#about) at 303-441-1000 or [Off-campus Housing](https://www.colorado.edu/offcampus/) at [och@colorado.edu](mailto:och@colorado.edu) & 303-492-7053.
  + For assistance with landlord-tenant matters, contact [Mediation Services](https://bouldercolorado.gov/community-relations/mediation-program) at 303-441-4364 & [mediation@bouldercolorado.edu](mailto:mediation@bouldercolorado.edu).
* A [**Student Emergency Fund**](https://www.colorado.edu/studentaffairs/student-emergency-fund) has been created to support students experiencing a temporary financial hardship as a result of COVID-19. Other campus resources are available here (including mental health resources and [free therapy](https://www.colorado.edu/counseling/)).
* [Case manager resources](https://www.colorado.edu/studentaffairs/sscm) are also available to help you find appropriate campus and local resources.
* A 24/7 [**Suicide Prevention hotline**](https://www.colorado.edu/resources/suicide-prevention) is available for you: just call 303-492-2277.

#### Netiquette and Zoom Classroom Expectations

The syllabus statement on Classroom Behavior (see below in Course and University Policies section) also applies to the Zoom classroom. You are expected to be professional and respectful, regardless of the space. Here are some additional expectations for our Zoom classroom:

**General**

* Sign in with your **first and last name** AND **include your pronouns** (i.e., Amanda Stewart she/her).
  + If you do not use the name that is listed in the official CU system, please see the Names and Pronouns section of the syllabus below and update your information there so that what I see in Zoom matches what is in Canvas/the grading system.
* Try to limit your online engagement during class to our in class activities. Please close any/all apps that are not relevant to class and turn off any notifications/sounds that may be disruptive.
* If you do not have access to a computer/smartphone with internet access, you may be able to call in. Please contact CU Tech Support for assistance with this option.
  + Please also please let me know so I can also help to troubleshoot any access issues.

**Video**

* Please turn on your video, whenever possible. It’s helpful for everyone to be able to see each other, just as we would in an in-person class.
  + That said, Zoom can be exhausting. It’s okay to turn off video if you need a break. I would rather have you in class with no video, than not have you in class.
  + If you have limited bandwidth or no webcam, it’s also okay to not use video.
  + I understand that privacy is also an issue on Zoom. Please feel free to change your background to give yourself a bit more privacy. There are lots of fun backgrounds available online. That said, please make sure that your background is classroom appropriate.

**Audio**

* Please mute your microphone when you are not talking. This helps to eliminate background noise and allows everyone to concentrate on the current speaker.
* If you have headphones with a microphone, you may want to use them as this often improves audio quality.
* Do your best to find a quiet, distraction-free spot before you log in. I understand that this can be difficult, especially if you are living in a shared space. I understand that the occasional roommate, parent, child, family member, dog, cat, pet, etc. may pop in and that’s okay. This is also a challenge for me. You will very likely see my dog, or at least his ears, make an appearance on Zoom this semester.

**Chat**

* If you use the chat window, please try to stay on topic, as much as possible.
* As expected in all in-person courses, please be respectful. Disrespect and hate speech will not be tolerated.

**Course Schedule and Assignments**

**\*\*Schedule and assignments subject to change at the discretion of the instructor\*\***

**\*\*Readings should always be completed BEFORE coming to class/completing the assignments on the day on which they’re listed. \*\***

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| --- | --- |
| **Dates** | **Assignments/Due Dates** |
| Tuesday, August 24 | **Course Introductions**  **Read:**   * Course Syllabus   **Discuss:**   * Course Expectations, Syllabus, and Canvas * PSA Video Project |
| Thursday, August 26 | **Thinking Critically About Gender (and Other Inequalities)**  **Read:**   * Brookfield – What is Critical Thinking? \* * hooks – Critical Thinking\* * Frye – Oppression\* |
| Friday, August 27 | **No Recitations –**  **Recitations begin on Friday, September 3** |
| Tuesday, August 31 | **Introducing Gender**  **Read:**   * Wade and Ferree – Chapter 1: Introduction |
| Thursday, September 2 | **Feminism and the Production of Knowledge**  **Read:**   * Wade and Ferree – Chapter 2: Ideas |
| Tuesday, September 7 | **Feminism and the Production of Knowledge continued**  **Read:**   * Lorde – The Master’s Tools Will Never Dismantle the Master’s House\*   **Discuss:**   * Gender Everywhere Paper |
| Thursday, September 9 | **Thinking About Bodies and Biology**  **Read:**   * Wade and Ferree – Chapter 3: Bodies |
| Tuesday, September 14 | **Thinking About Bodies and Biology continued**  **Read:**   * Lorber – Believing is Seeing\* * Martin, E. - The Egg and the Sperm\* |
| Thursday, September 16 | **Gender as a Performance**  **Read:**   * Wade and Ferree – Chapter 4: Performances   **Complete:**   * **Quiz 1 – Opens at 3:15PM – Due Friday, September 17 at 11:59PM** * **PSA Topic and List of Group Members – Due Friday, September 17 at 11:59PM** |
| Tuesday, September 21 | **Gender as a Performance continued**  **Read:**   * Ellin (NY Times) – Blame the Princess\* * Flam (Today) – Mom Transforms American Girl Doll into a Boy for Her Son\* * Barry (Harvard Business Review) – What Happens When Men Don’t Conform to Masculine Clothing Norms at Work?\* * Advocate.com – When Cross-Dressing Was a Crime\* |
| Thursday, September 23 | **Gender and Intersectionality**  **Read:**   * Wade and Ferree – Chapter 5: Intersections   **Complete:**   * **Quiz 2 – Opens at 3:15PM – Due Friday, September 24 at 11:59PM** |
| Tuesday, September 28 | **Gender and Intersectionality continued**  **Read:**   * Alinia – On *Black Feminist Thought*: Thinking Oppression and Resistance Through Intersectional Paradigm\* * Purkayashtha - Intersectionality in a Transnational World\* |
| Thursday, September 30 | **Masculinities**  **Read:**   * Wade and Ferree – Chapter 6: Inequality: Men and Masculinities   **Complete:**   * **Quiz 3 – Opens at 3:15PM – Due Friday, October 1 at 11:59PM** |
| Tuesday, October 5 | **Femininities**  **Read:**   * Wade and Ferree - Chapter 7: Inequality: Women and Femininities * Wood, et al – Visibly Unknown: Media Depiction of Murdered Transgender Women of Color\* |
| Thursday, October 7 | **Trans Masculinities**  **Read:**   * Abelson – Introduction and Chapter 1   **Complete:**   * **Quiz 4 – Opens at 3:15PM – Due Friday, October 8 at 11:59PM** |
| Tuesday, October 12 | **Trans Masculinities**  **Read:**   * Abelson – Chapters 2-3 |
| Thursday, October 14 | **Trans Masculinities**  **Read:**   * Abelson – Chapter 4-5   **Complete:**   * **Exam 1 - Opens at 3:15PM – Due Thursday, October 21 at 11:59PM** |
| Tuesday, October 19 | **Gender as an Institution**  **Read:**   * Wade and Ferree – Chapter 8: Institutions |
| Thursday, October 21 | **Exam 1 Workday - Class will NOT meet**  **Complete:**   * **Exam 1 – Due at 11:59PM** |
| Friday, October 22 | **No Recitations – You need a break!** |
| Tuesday, October 26 | **PSA Video Project Workday – Class will NOT Meet**  **Complete:**   * **PSA Video Project Progress Report – Due Friday, October 29 at 11:59PM** |
| Thursday, October 28 | **Gender as an Institution continued**  **Read:**   * Hamilton – Is the “MRS.” Degree Dead?\* * Schilt and Westbrook – Bathroom Battlegrounds and Penis Panics\* * Boykoff - #HandsOffCaster: Why the Policing of Female Athlete’s Testosterone Levels Needs to Stop\* * Elsesser – What Makes an Athlete Female? Here’s How the Olympics Decide\*   **Complete:**   * **Quiz 5 – Opens at 3:15PM – Due Friday, October 29 at 11:59PM** |
| Tuesday, November 2 | **Gender and Social Change**  **Read:**   * Wade and Ferree – Chapter 9: Change |
| Thursday, November 4 | **Gender and Sexualities**  **Read:**   * Wade and Ferree – Chapter 10: Sexualities   **Complete:**   * **Quiz 6 – Opens at 3:15PM – Due Friday, November 5 at 11:59PM** * **Gender Everywhere Paper - Due Friday, November 5 at 11:59PM** |
| Tuesday, November 9 | **Gender and Sexualities continued**  **Read:**   * Hwang and Parreñas – The Gendered Racialization of Asian Women as Villainous Temptresses\* |
| Thursday, November 11 | **Gender and Families**  **Read:**   * Wade and Ferree – Chapter 11: Families   **Complete:**   * **Quiz 7 – Opens at 3:15PM – Due Friday, November 12 at 11:59PM** |
| Tuesday, November 16 | **Gender and Work**  **Read:**   * Wade and Ferree – Chapter 12: Work |
| Thursday, November 18 | **Gender, Families, and Work**  **Read:**   * Miller (NY Times) – Men Say They Want Paid Leave but Then Don’t Use All of It. What Stops Them? \* * Bryant (The Guardian) – More Fathers Are Taking Paternity Leave, but Mothers are Still Doing All the Work\* * Limonic (Contexts) – Pandemic Intensified Motherhood\*   **Complete:**   * **Quiz 8 – Opens at 3:15PM – Due Friday, November 19 at 11:59PM** |
| Monday, November 22 | **Fall Break – No Classes** |
| Tuesday, November 23 | **Fall Break – No Classes** |
| Thursday, November 25 | **Fall Break – No Classes** |
| Tuesday, November 30 | **The Future of Gender** |
| Thursday, December 2 | **The Future of Gender**  **Complete:**   * **Exam 2 Opens at 3:15PM – Due Thursday, December 9 at 11:59PM.** * **PSA Videos Due at 11:59PM** |
| Friday, December 3 | **Optional Exam Review (via Zoom) [during recitations]** |
| Tuesday, December 7 | **The Future of Gender** |
| Thursday, December 9 | **Exam 2 Workday – Class will NOT meet**  **Complete:**   * **Exam 2 Due at 11:59PM** |
| Friday, December 10 | **Reading Day – No Classes** |