

SOCY 1016  
SPRING 2005  
ENARSON

Dr. Elaine Enarson  
Spring 2005 MW 9:00-9:50

UCB Department of Sociology  
Fine Arts N141

**SEX, GENDER AND SOCIETY**  
**Sociology 1016, Section 010**  
**Women's Studies 1016.3**

**Overview:** This course engages women and men in critical thinking about gender in everyday life and the broader society. While most of our readings focus primarily on the contemporary US, we will develop a sociological approach that encompasses historical changes and cross-cultural experience. Through readings, lecture, video and discussion we will explore the social construction of gender relations and consider a broad range of strategies for social change toward free and equal relationships between and among women and men.

**Course process and structure:** I teach from a feminist perspective, by which I mean that women's and men's lives are equally valuable and that knowledge of how gender relations are constructed, maintained and challenged can be empowering. My approach is international and intersectional, linking gender with cross-cutting concerns and contemporary social trends. What is your approach to gender and gender equality? One goal of the course is to help you answer this question. Each of us brings unique life experience and ethical and political values to the classroom, and it is vital that the diversity of our ideas be respected. In this classroom, no question is too 'hot' to ask and no view too 'incorrect' to be expressed and considered. There is one exception: While personal experience is always a part of scholarly life, I expect observations and debate to be based on critical thinking about assigned readings.

**Recitation sessions:** You are also enrolled in a 50-minute discussion group which will be conducted by Kris Hoyt, your teaching assistant this term. You will receive a separate syllabus for recitations and attendance will be taken. Often, recitation will be used to view and discuss videos, but this is also a time for your questions and concerns and a chance to ask for help on assignments or preparing for exams. Kris and I are both here to help you succeed in this course. E-mail is the best way to reach us ([Elaine.Enarson@colorado.edu](mailto:Elaine.Enarson@colorado.edu); [Kristofer.Hoyt@colorado.edu](mailto:Kristofer.Hoyt@colorado.edu)) but do remember we don't check e-mail late at night or on weekends, nor can we promise instant responses.

**Required Texts:** Both texts are available at the woman-owned bookstore *The Word is Out* located at 2015 10<sup>th</sup> Street just off the Pearl Street Mall (303.449.1415). The bookstore is open Mon-Sat 10-7 and Sun 12-5 and easy to reach by bus. While the texts can be purchased elsewhere, buying from *Word Is Out* helps an independent bookstore stay in business and supports women's publishing. Here, your money can make a real difference.

**Thinking About Women: Sociological Perspectives on Sex and Gender.**  
Margaret Anderson, 6<sup>th</sup> edition. Allyn and Bacon, 2003.

**Reconstructing Gender: A MultiCultural Anthology.** Estelle Disch (ed.),  
3<sup>rd</sup> edition. McGraw Hill, 2003

**Office Hours:**

Gates Woodruff Women's Studies Cottage #103  
Wednesday 3:30-4:30, and Friday 12:30-1:30

**Teaching objectives:** In addition to providing a forum for the full and free expression of ideas, I intend this course to help you:

- develop a sociological approach to analyzing sex, gender and gender relations
- increase your knowledge about the social status of women and men in contemporary US society
- develop a framework for comparing issues and change across time periods and cultural contexts
- integrate gender analysis in a broader sociological approach to ethnicity, race, social class, sexuality, age, and physical ability
- develop and strengthen research, analysis and writing skills
- gain confidence in expressing and defending your ideas

**Expectations:** The teaching assistant and I will come to class every day prepared to discuss the ideas raised by assigned readings, videos, guest speakers and other class material. We expect the same of you. Readings are organized on a weekly basis with a new topic beginning every Monday. This means that *every Monday* you are expected to have read the assigned pages in the Anderson text and *every Wednesday* the selections from the Disch reader.

Exams will be based on all materials assigned though we do not have time to discuss all topics in lecture or discussion. Some material may only be covered in class so attendance is important.

**Accommodations:** If you qualify for accommodations because of a disability, please submit a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services [ [www.Colorado.EDU/disabilityservices](http://www.Colorado.EDU/disabilityservices) ] determines accommodations based on documented disabilities [303-492-8671, Willard 322]. I shall make every effort to reasonably accommodate students whose religious obligations conflict with course assignments or exams if you communicate these to me in writing by the end of the second week of class.

**Honesty:** Studying together can be useful but always submit your own work. When in doubt, credit your sources and provide a full citation. Don't have the text or article in front of you as you write—this will help you express ideas in your own words. Please review the CU honor code at <http://www.colorado.edu/academics/honorcode/Code.html>.

**Incompletes:** I expect you to complete work for this course within the term. If extraordinary circumstances arise, see me immediately to discuss the option of taking a grade of Incomplete but know that I use this option very rarely.

**Attendance:** *You cannot receive an A in this class with poor attendance.* You can also, at our discretion, *lose attendance points* by being present but demonstrating a lack of respect for others. Attendance will be taken randomly during the term on lecture days and regularly during recitation classes. As every student is allowed several missed days, regardless of the circumstances, it is not necessary that you let me know when or why you cannot attend lecture on Monday/Wednesday. These decisions are yours to make. However, you are responsible for consulting WebCt, the syllabus, and/or other students to determine what you missed. What work can be made up? See below.

**Using the class listserv:** At the beginning of the term, you will be asked to sign up for the class listserv. If you do not, you will miss important information that will only be circulated in this way. Let me know immediately if you have problems accessing or using the listserv.

**Late or make-up work:** Make the most of the money, time and energy you are investing in college now by planning ahead to anticipate problems. Have back-up plans in place for last-minute changes in your work shift or child care arrangements, unreliable printers and computers, on-their-last-leg cars, etc. E-mailed papers are only accepted with prior agreement. Check with me first.

In the event of an *anticipated conflict* with class, such as a family wedding, desirable travel plans, or other conflicts:

Missed papers can be submitted up to one week later with a *grade penalty* of a half grade for every late day. Submitting work early is a better option. Missed exams cannot be made up. In class free-writing assignments, pop quizzes, and responses to guest speakers cannot be made up or submitted late. Class videos can be viewed on your own at Norlin's Media Library.

In the event of an *unavoidable conflict* such as a funeral, accident or illness, or sporting event (supported with documentation):

Missed papers can be submitted up to one month later with *no grade penalty*. Missed exams can be made up by arrangement if I am notified as soon as possible. However, in-class free-writing assignments, pop quizzes, and responses to guest speakers cannot be made up or submitted late. Class videos can be viewed on your own at Norlin's Media Library.

**Grading and Evaluation:** Your work in this course will be assessed regularly and in different ways and all final grades assigned on a traditional scale: 89, 88=B+, 87-83=B, 82,81, 80=B-, and so forth; a grade of 59 or below is an F. It is always a good idea to back up your computer-generated documents and keep all returned and graded papers and exams in one safe place. Exams will be based on all assigned materials though we will not always have time to discuss every subject or reading in detail. Midterms and finals are required of all students including those registered P/NP.

Are you falling behind? Concerned about a particular assignment? Uncomfortable with a particular idea or reading? Come see us early and often so we can help. If you have a specific question about your grade, contact Kris directly.

**Suggestions:** Don't let sloppy writing get in the way! I strongly suggest you take advantage of all campus resources and use your assignments this term as an opportunity to build strong writing skills. For information about signing up for writing tutoring through the Student Academic Services Center, call 492.3730 or e-mail Catherine Altman ([altman@colorado.edu](mailto:altman@colorado.edu)). Visit their webpage for more ideas.

#### **Evaluation [0-1000 points]:**

##### **A. Attendance: 160 points**

120: Recitation class attendance

40: Attendance will also be taken on four randomly selected lecture days

##### **B. Quizzes: 50 points**

2 @ 25

These short quizzes will be given on random days. My intention is to remind you to complete the reading assignments on time every week.

##### **C. Short free-writing assignments: 40 points**

4 @ 10

Occasionally you will be asked for a quick written response to a subject or speaker. These are not quizzes but opportunities for self-expression on course materials. *Free writing is graded pass/no pass.*

##### **D. Video response papers: 150 points**

3 @ 50

You will write a one-page sociological comment on your choice of several videos. Guidelines will be provided for this assignment.

**E. Examinations: 300 points**

2 @ 150

The midterm and final exams combine multiple choice, short-answer and essay questions. They are not cumulative but test only those materials covered in the preceding half of the semester.

**F. Anderson project paper: 300 points**

You will write a 4-5 page paper based on your choice of one of the projects described at the end of each chapter in the Anderson text (“Discussion Questions/Projects for Thought”). Guidelines will be provided for this assignment.

**G. Extra credit: up to 25 points (5 @ 5 points)**

Extra credit points are used to calculate your final grade *if your point total is near a cut-off point*. Anytime during the term, you may submit brief written commentary (1/2 to 1 page, typed) linking course materials to relevant current events, films, books, cartoons, art shows, political campaigns, websites, research reports, etc. Extra credit can be submitted in lecture or recitation but must be received no later than April 22 for consideration. I encourage you to share your extra credit responses in class.

**TOPICAL COURSE OUTLINE**

**NOTE:** For the most part, you will be reading about 50 pages each week of material varying in complexity and style. Read ahead whenever possible as occasionally more than 50 pages are due—and occasionally, there are no assigned readings.

**READ AHEAD FOR THE FIRST CLASS MEETING**

**Week 1: January 10-14**

**Introduction and Overview**

Monday: Anderson, Chapter 1

Wednesday: Disch, General Introduction, pp.1-18

Recitation: Discussion

**Week 2: January 19-21**

**How is gender produced?**

Monday: **No class. Enjoy Martin Luther King’s birthday!**

Wednesday: Anderson, Chapter 2

Recitation: Read Disch: Chapters 7, 10, 28

**Week 3: January 24-28**

**How do we learn about gender and power?**

Monday: Anderson, Chapter 3

Wednesday: Disch, Chapters 18, 11

Friday: *Spin the Bottle* (video)

**Week 4: January 31-February 4**

**Beyond biology? Sex and sexuality as cultural productions**

Monday: Anderson, Chapter 4

Wednesday: Guest speakers. Read Disch: Chapters 37, 14 and/or 15, 24

Recitation: *Paradise Bent* (video)

**FIRST VIDEO RESPONSE DUE FEBRUARY 7**

**Week 5: February 7-11**

**Gender, work and employment**

Monday: Anderson, Chapter 5

Wednesday: Disch, Chapters 50,52,55

Recitation: Discussion

**Week 6: February 14-18**

**Haven in a heartless world? Women and men in families**

Monday: Anderson, Chapter 6

Wednesday: Disch, Chapters 38, 39,43

Recitation: *Beyond Killing Us Softly* (video)

**Week 7: February 21-23**

**Does gender make us ill? Our mental and physical health**

Monday: Anderson, Chapter 7

Wednesday: Disch, Chapters 36,65,67

Recitation: Review for midterm

**MIDTERM EXAM February 28**

**Week 8: February 28-March 4**

**Monday: Midterm exam**

Wednesday: *Behind the Veil* (video)

Recitation: Read one article of your choice in Disch.



**Week 9: March 7-11**

**Equality in faith? Engendered religious texts and practice**

Monday: Anderson, Chapter 8

Wednesday: Midterm review/course feedback

Recitation: Read one article of your choice in Disch.

**SECOND VIDEO RESPONSE DUE MARCH 14**

**Week 10: March 14-16**

**Deviant or normal? Gender relations in the criminal justice system**

Monday: Anderson, Chapter 9

Wednesday: Disch, Chapters 57,58,59

Recitation: Discussion

**ENJOY SPRING BREAK! March 21-25**

**Week 11: March 28-April 1**

**Teaching gender privilege or challenging it?**

Monday: Anderson, Chapter 11

Wednesday: Disch, Chapters 45, 47, 49

Recitation: *Silence Broken* (video)

**ANDERSON PROJECT DUE APRIL 4**

**Week 12: April 4-8**

**Gender politics of the state**

Monday: Anderson, Chapter 10

Wednesday: Disch, Chapters 63,64,74

Recitation: Discussion

**Week 13: April 11-15**

**Women's and men's movements for change**

Monday: Anderson, Chapter 12

Wednesday: Guest lecture. Read Disch: Chapters 3,32,34,73

Recitation: *Fatherhood USA* (video)

**THIRD VIDEO RESPONSE DUE APRIL 18**

**Week 14: April 18-22**

**Theoretical frameworks for liberation**

Monday: Anderson, Chapter 13

Wednesday: Disch, Chapters 8, 71, 76

Recitation: Discussion

**Week 15: April 25-29**

**Conclusions and questions about social change.**

**Class evaluations Monday.**

Monday: *The Way Home* (video excerpts)

Wednesday: Disch, Chapters 2, 4, 5, 22, 70

Recitation: Final exam review

**FINAL EXAM: Thursday, May 5, 7:30-10:00 am**

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**SUMMARY OF IMPORTANT DATES:**

First Video Response: February 7

Second Video Response: February 28

Midterm Exam: March 14

Anderson Project: April 4

Third Video Response: April 18

Final Exam: May 5, 7:30 am!

Friendly reminders: My e-mail address is: [Elaine.Enarson@colorado.edu](mailto:Elaine.Enarson@colorado.edu) and my office hours are on the first page of this syllabus. Right before or after class is a hard time to talk to more than one person at a time. Visit me during office hours or e-mail me for help or to talk over your work or ideas. I don't check e-mail late at night or on weekends, nor can I promise instant responses. I will not respond to last-minute requests for help or questions about the midterm, final or papers—but please do ask these questions in class so everyone can benefit from the discussion.