**SOCY-WGST 1016-001,004:Sex Gender & Society 1**

**SOCY-1016: Sex, Gender, and Society**

Spring 2021

Lecture: Mondays and Wednesdays 1:50pm-2:40pm Mountain Time on Zoom: <https://cuboulder.zoom.us/j/98688326601> (Passcode: 2222)

Instructor: Professor Amanda Stevenson (she/her), [amanda.stevenson@colorado.edu](mailto:amanda.stevenson@colorado.edu)

Office hours: Mondays 12:30pm-1:30pm and Tuesdays 4pm-5pm on Zoom: <https://cuboulder.zoom.us/j/97497847740>(Passcode: 3333)

Teaching Assistant: Tara Streng Schroeter (she/her), [streng.schroeter@colorado.edu](mailto:streng.schroeter@colorado.edu)

Recitation 101 (8-8:50am) : <https://cuboulder.zoom.us/s/96726813068> (Passcode: 101)

Recitation 103 (9:10-10am): <https://cuboulder.zoom.us/j/93068909498> (Passcode: 103)

Recitation 102 (3-3:50pm): <https://cuboulder.zoom.us/j/93038085959> (Passcode: 102)

Office hours: Thursdays 8:45am-9:45am and Fridays 10:15am-11:15am on Zoom <https://cuboulder.zoom.us/j/94516266115> (Passcode: 4444)

**Course Description**

What is gender? Does it still matter in the 21stcentury? If so, how and why does it matter? This course will undertake a sociological examination of the role of gender in society.  We will examine how gender shapes our identities (e.g. how we learn gender), how it shapes our interactions with others (e.g. within romantic relationships), and how it shapes and is shaped by interactions with institutions (e.g. the media, the family, the government).  We will look not only at ways in which our gender privileges us, but also ways in which we are both subject to and participate in producing gender inequality in our everyday lives.

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 Goals**

* Be able to define and understand what gender is and how it relates to sex
* Understand the variety and construction of different gender roles
* Be able to analyze the role of gender in a specific institution
* Develop a historical understanding of gender
* Understand the ways in which gender inequality plays out in the household, the workplace, and intimate relationships

**Readings**

This course has one required text book, which may be purchased in the CU Bookstore or however you prefer. You may also rent it online from the publisher at [https://digital.wwnorton.com/gender2 (Links to an external site.)](https://digital.wwnorton.com/gender2)The older edition is fine:

* Wade, Lisa, and Myra Marx Ferree. *Gender: Ideas, interactions, institutions*. Second Edition. WW Norton, 2019.

In addition, supplementary readings will be made available on Canvas.

**Course Requirements and Grading**

*Class meetings*. Classes will be held on Zoom. Class time will include lectures and discussion. Students are required to complete assigned readings before each class meeting. I encourage you to respectfully express your opinions about course material, ask questions, and present outside information to facilitate your learning. Attendance is not graded, but exams will include material presented in class, not all of which is in the readings. Lecture slides will not be posted, but I will make every effort to record our Zoom lectures and make them available on Canvas. The schedule of readings and assignments may change to accommodate the course's progress and such announcements will be made in class.

*Lecture reading analyses.*Students must post reading analyses for each reading before class on most days.  Guidelines for these analyses is at the end of the syllabus and will be covered in class.  No late reading assignments will be accepted, but the lowest four scores will be dropped from your final grade. (Note that four scores will be dropped in order to give students additional flexibility during the pandemic as well as to allow students to forgo reading analyses during the "spring pause.")

*Op-ed assignment*. Students will write an op-ed on a subject related to gender. Specific instructions, guidelines, and grading rubric will be provided in class. An alternative to the op-ed will also likely be offered.

*Recitation reading questions.*Before each recitation meeting with a reading assignment, students will post two questions about or arising from the reading under discussion. These questions may include self-reflection about the reading, convey the student’s questions about how to interpret the reading, and/or express questions about the relationship between specific course material and the reading.  To receive credit, the questions must convey that the student has completed the assigned reading. General questions that are not related to the reading itself are insufficient.

*Journal assignments*. Students will submit journal assignments whose purpose is reflection on the material in this course. They may include self-reflection and/or applications of course material.  They may be relatively informal in style, but they must not use abusive language.

*Exams*. Exams will be administered online and will not be timed (for example, the midterm is designed to take 50 minutes to complete, but students will be given 24 hours during which to complete it.) Exams will cover both the readings and materials presented in class. The final is cumulative. No make-up exams will be given, except in documented extenuating circumstances.

Midterm exam: Available Noon March 3 - Noon March 4 (Designed to be completed in 50 minutes, but students may complete it at their own pace during the period of availability)

Final exam: Available Noon May 1 - Noon May 3 (Designed to be completed in 1.5-2 hours, but students may complete it at their own pace during the period of availability)

*Grade composition*

|  |  |  |
| --- | --- | --- |
|  | **Percent of grade** | **Points** |
| Lecture reading analyses | 25% | 100 |
| Op-ed assignment | 10% | 40 |
| Recitation reading questions | 15% | 60 |
| Journal assignments | 10% | 40 |
| Midterm exam | 20% | 80 |
| Final exam (cumulative) | 20% | 80 |
| **Total** | **100%** | **400** |

Assignment of letter grades based on percentages of total points will be as follows, employing standard rounding when percentages fall between whole numbers: 94%+ = A; 90%-93%=A-; 87%-89%=B+; 83%-86%=B; 80%-82%-B-; 77%-79%=C+; 73%-76%=C; 70%-72%=C-; 67%-69%=D+; 63%-66%=D; 60%-62%=D-; 59% & below=F.

**Course Policies**

If you miss a class, please get notes from a classmate rather than asking the TA or instructor for notes. You are responsible for all information communicated in class, whether or not you are in attendance. We have set up recording for our Zoom lectures and will post them on Canvas, but storage limitations and technical problems may sometimes prevent this. Therefore, we advise students not to count on all lectures being available in recorded form.

Importantly, information on scheduling changes, assigned work, and grades will be emailed and/or posted on Canvas. Make sure to check your CU email regularly.

All assignments must be completed on time and handed in on Canvas by the stated due date and time. Emailed documents will not be accepted except in extraordinary circumstances. Written work must be spell-checked, grammar-checked, and proofread. The quality of your writing will impact your grade.

I will not give incompletes in this course except under extremely unusual, well-documented circumstances.

Please come to instructor or TA office hours if you have any questions about the material covered in this course.

We want you to do well in this class. If you become concerned about your progress, please see us immediately. Do not wait until the end of the semester when you have no more work to complete that can raise your grade. When we return written work to you with a grade, take some time to read the comments. If you have concerns, make an appointment during office hours and bring your specific questions or comments.

**Communication**

If you email us about the course, use “SOCY-1016” in the subject line. I will check course email once per day on weekdays.  I will strive to respond to your course emails within 24 hours during the work week.

Important information will be communicated over email via Canvas, so make sure that you regularly check the email address listed for you in CU’s administrative system. The course web page is on Canvas, accessed at canvas.colorado.edu. The syllabus, schedule, handouts, assignments, grades, and other information will be posted on the website, and you will turn in assignments there. The most recent course information will be available here, as information that is on this syllabus may be changed over the course of the semester. You must regularly log into Canvas so that this important information can reach you.

Because of privacy, we cannot discuss grades over email, so come to office hours Zoom if that is your subject of concern. Please be aware that email is not a secure method of communication.

**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 and the Student Code of Conduct.

**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. Required safety measures at CU Boulder relevant to the classroom setting include:  
● maintain 6-foot distancing when possible,  
● wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,  
●  clean local work area,  
●  practice hand hygiene,  
●  follow public health orders, and  
● if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert CU Boulder Medical Services.  
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 COVID-19 Health and Safety and classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.  
All students who are new to campus must complete the COVID-19 Student Health and Expectations Course. Before coming to campus each day, all students are required to complete the Buff Pass. {Faculty, add if applicable: In this class, you may be reminded of the responsibility to complete the Buff Pass and given time during class to complete it.}  
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, you may notify the instructor and TA via email. You are not required to, nor should you feel any need to, share any details about your illness. Please ask for what you need and we will try to accommodate you.

**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. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance.  If you have a temporary medical condition, see Temporary Medical Conditions on the Disability Services website.

**PREFERRED STUDENT NAMES AND PRONOUNS**CU Boulder and I both recognize that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred 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.

**HONOR CODE**All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. 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); 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.

**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. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.  
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 options for reporting and support resources.

**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, students must notify the instructor and TA at least two weeks before a required accommodation for a religious holiday or observance.  
See the campus policy regarding religious observances for full details.

**BASIC NEEDS**

I believe that in order to learn, students need to have their basic needs met: food to eat and a safe place to live. If you're having trouble with either, the campus has some resources for you. If you're facing food insecurity, reach out to 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 at 303-441-1000 or Off-campus Housing at och@colorado.edu & 303-492-7053. For assistance with landlord-tenant matters, contact Mediation Services at 303-441-4364 & mediation@bouldercolorado.edu.  A 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). Case manager resources are also available to help you find appropriate campus and local resources. A 24/7 Suicide Prevention hotline is available for you: just call 303-492-2277. Please don't hesitate to also approach me if you have trouble negotiating these resources.

**SPRING PAUSE**

The week of March 22-26 will be used in this class as a “spring pause” to provide us all with a safe and supportive way to promote health, wellness and learning without leaving campus. During this week, we won’t have any exams and I have increased the number of reading analysis grades dropped from 2 to 4 so that students may opt to not do the reading analyses during the pause and still have two analyses dropped from their grades. We will still have class and we will cover material which is not in the textbook but which will be on your final exam. Attendance is still required for all class sessions that week, since we do not have any class meetings on the campus-wide wellness day on Thursday, March 25. I wish we could take a regular spring break, but public-health concerns prevent us from doing so. I would like to emphasize that it is still important for you all to behave responsibly. Do not use the week to travel or engage in risky behavior that could result in an outbreak on campus.

**Preliminary reading schedule**

The reading schedule on Canvas at the outset of the class is preliminary: Check back here and listen to announcements in class to make sure you’re doing the correct reading. Readings will be added and may be changed in order to facilitate the progress of the course.

Note abbreviation for course text:

**GII**is short for *Gender: Ideas, interactions, and institutions 2ndEdition*

All other readings will be available on Canvas.

**Reading Analysis Instructions**

Engaging with the readings each week is an essential part of this course.  To prepare for class, demonstrate your engagement with the material, and enhance your analytical reading skills, you will prepare and submit a 1-paragraph reading analysis for each reading before class every time we have assigned readings.  Please note: Each chapter of a textbook, as well as each separate assigned reading is considered a “reading”.  **If there are two or more readings, choose one and respond to it.** State which one you have selected in your response.

As you are reading, pay close attention to the main argument or point that the author is making.  Be sure to state this argument/s in your own words in your reading analysis.  Also pay attention to terminology or definitions and include these if relevant, particularly if definitions are central to the argument being made.  A critical part of analysis is the practice of uncovering the reasons for our reactions, so if you agree or disagree with the arguments in a reading you may express or hypothesize about *why*you react the way you do.  Simply stating that you agree or disagree is not sufficient.

Reading analyses will be submitted on Canvas and are due before class begins. Your four lowest reading analysis grades (including zeroes) will be dropped from your reading analysis score.

Reading analyses will be graded on a per-class basis using the following scale:

0 – not submitted

1 – submitted but does not follow guidelines for length (too short or too long), does not include a paragraph for every reading, or does not summarize main arguments/definitions

2 – submitted and includes analysis paragraphs for each reading following length guidelines but either does not accurately or completely summarize main arguments/definitions or includes reactions but does not analyze reasons for reactions

3 – submitted, follows guidelines, including a paragraph for each reading, each containing a summary of main arguments and definitions and potentially expressions of your reactions to the readings and your analysis of *why*you react the way you do.