

# **SOCY/WMST 1016.003.004: Sex, Gender, & Society 1**

**Monday/Wednesday 3:00 -4:15 PM**

**Benson Earth Sciences (BESC) 1850**

**Fall 2016 Course Syllabus**

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**Office Hours:** Mondays 9:00-11:00 & by appointment

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## **COURSE PERSPECTIVE:**

In this course, we will be using a sociological framework to better understand the dynamic, multifaceted realities of gender at various levels of society: individual interactions, social institutions, and broad-based ideologies. Because sex and gender are socially-constructed categories that form part of our common knowledge, many of us enter adulthood with a sense of certainty regarding the way that these identities and processes affect our lives and the lives of others. However, as we will uncover in our class, much of this common knowledge is received by us *uncritically* beginning from the time we are born. This course will challenge us to completely rethink most everything we know about sex and gender.

## **LEARNING GOALS:**

- To understand what gender *is* and what it *does*
- To conceptualize gender as a set of ideas and processes that produce and reproduce social inequality
- To identify the social spaces and institutions in which gender is constructed and given meaning
- To grasp the dynamic and ever-changing meanings of gender from a historical and cross-cultural perspective
- To understand ways in which social class, race, ethnicity, age, sexuality, and immigration status influence the process and experience of gender
- To develop our sociological imaginations to identify the many ways in which gender shapes our own personal realities

## **TEACHING PHILOSOPHY:**

I firmly believe that every student in this class has the ability to receive an A. To earn an A, some students will have to work harder than others. It is my responsibility to help foster a learning environment that is conducive to discussion and intellectual growth while challenging students to ask questions and push the boundaries of their thinking. Students in the class must be willing to participate in class discussions, group work, keep up on assigned readings, and prepare for exams. I put a great deal of time and passion into teaching this course and expect students to show up and participate in creating a collaborative learning community. I will make every attempt to be available and to accommodate students while setting clear guidelines and holding high expectations.

## TEACHING DELIVERY:

This class will incorporate several different types of teaching methods. Some of these are as follows:

*Lectures:* Traditional lectures with PowerPoint slides will be used to guide students through course material. These will not be posted so be sure to make a friend in class to get notes from if you are absent.

Classmates' Contact Info:

1. \_\_\_\_\_
2. \_\_\_\_\_

*Documentary Films & Media:* Documentary films and a variety of media formats will be utilized during and outside of class throughout the semester to provide visual representations of course topics. These are to be treated as part of lecture material and should be taken as required material that will show up on exams.

*Class Discussions and Projects:* I am an advocate of participatory and interactive learning. Class discussions and projects allow students to engage with the material and learn from one another. This mode of learning will be implemented each week. Providing insight and asking clarifying questions is always welcome.

*Readings:* The majority of the class readings will come from our required textbook. Any reading listed in the schedule that is not from the textbook can be found in the D2L content browser in .pdf format or via an internet link. It is recommended that you take notes on all of the readings and pay special attention to the linkages among concepts or ideas across the readings. **Readings must be completed prior to Monday's class in order to take the weekly reading quiz on D2L.**

*D2L:* On a regular basis, students must access the *Desire2Learn* website, also referred to as *D2L*, at **learn.colorado.edu** in order to retrieve non-textbook reading assignments, videos, view course announcements, monitor grades, and find other important materials. It is your responsibility to check D2L regularly for grades and announcements. Unless otherwise indicated, and you will need to turn in all class assignments via D2L's Dropbox. ***\*All assignment files uploaded to D2L MUST be in a compatible .doc or .pdf file extension. Please be aware that other file types (e.g., .pages files created on Macs) tend to be incompatible with D2L and I will not accept late work based on submitting an incompatible file type.***

*Twitter:* There will be a class Twitter feed available that we will use throughout the semester to post current events and comments related to course material.

## REQUIRED READINGS:

### Textbook:

Wade, Lisa and Myra Marx Ferree. 2015. *Gender: Ideas, Interactions, Institutions*. W.W. Norton and Company. ISBN: 978-0-393-93107-5.

NOTE: This text is available for our course on reserve at Norlin Library and can be checked out for 2 hours at a time.

### Articles:

In addition to the text above, supplemental readings will be posted on D2L. It is your responsibility to visit D2L on a regular basis for updates and to check for weekly assigned readings.

## COURSE WORK REQUIREMENTS

<i>ASSIGNMENTS<sup>a</sup></i>	<i>% POINTS</i>
Participation <sup>b</sup>	20
D2L Reading Quizzes	25
Projects/Essays	25
Midterm Exam	15
Final Project	15
Total	100

<sup>a</sup> Students are required to keep all returned assignments to verify a grade in the case of a discrepancy.

<sup>b</sup> **Excused Absence Policy:** Participation points are only able to be made up with an excused absence with the following documentation: a doctor's note, documented death in the family, a letter from the athletic department for an athletic event, or documentation regarding your participation in a religious holiday. If you miss a day and have legitimate documentation, there is no need to email me. Instead provide me with documentation during class on the day of your return and I will provide you instructions on how to make up your points for the missed class.

## GRADING

**Overall course grades will be assigned on the following scale:**

Grade	Overall %	Grade	Overall %	Grade	Overall %	Grade	Overall %
A	94-100%	B	84-86.9%	C	74-76.9%	D	64-66.9%
A-	90-93.9%	B-	80-83.9%	C-	70-73.9%	D-	60-63.9%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	F	0-59.9%

### ***Participation: 20% of grade***

Each week, we will conduct conversations as a class and in small groups, view films and/or do in-class projects. Your participation in all of our classroom activities is mandatory and your satisfactory compliance with this requirement is worth twenty percent of your final grade. To track attendance and participation, a sign in sheet will be administered each class period or students will be graded by handing in assigned in-class projects at the end of the class period. Students will be penalized in their participation grade for such infractions such as sleeping in class, using cell phones for unofficial reasons, arriving late to class, packing up too early, talking with friends during lecture, and failing to consistently engage in the class in a participatory manner. Each day students can earn up to 5 points for their daily attendance and participation. Two missed days will be dropped; i.e. you have two unexcused absence/freebie days.

### ***D2L Reading Quizzes: 25%***

Each week prior to Monday's class, you will be required to take a reading quiz on D2L that will cover general reading comprehension for the upcoming week's readings. Quizzes are 10-15 true/false or multiple choice questions and you will have 30 minutes to complete each quiz. Quizzes begin Monday, August 29th (**the first quiz covers weeks 1 & 2 readings**) and will open each Friday at noon and must be completed prior to 2:30 p.m. on Mondays, with NO EXCEPTIONS (Note: this excludes Quiz #2 that closes on Wednesday 9/7 due to the Labor Day Holiday). Students only have to complete 10 of the 12 quizzes for full credit; i.e. your two lowest quiz grades will be dropped.

### ***Projects and Essays: 25%***

Each student will conduct three projects/essays related to the course materials. These projects will require a written component, and the satisfactory completion and submission of these written components will be worth twenty-five percent of your final grade. More detailed information and instructions for each project will be made available in class and on the D2L Content Browser under the title "Project/Essay Guidelines" as dates approach throughout the semester.

### **Midterm Exam: 15%**

One exam will be given during the semester which will cover the first half of the course materials. The midterm may present you with a combination of any of the following formats: multiple choice, matching, true/false, short answer, and essay questions. I do not provide lecture slides or a study guide in preparation for the exam. I feel it is of value to learn how to prepare your own study guide based on your notes taken during class. I encourage you to form study groups with classmates to review course materials prior to the exam.

### **Final: Gender Identity Reflection Project: 15%**

To wrap up the semester, each student's final will include a gender identity reflection project worth fifteen percent of your overall grade. More detailed information and instructions for the project will be made available in class and on the D2L Content Browser under the title "Final Project and Instructions" as the date approaches.

### **CLASSROOM POLICIES:**

- **Laptops/tablets/web-enabled mobile devices are not permitted to be used unless specifically being used for a project.** You may be permitted to use your laptop or tablet in class if you have a valid disability which necessitates your use of the device and is documented by Disability Services. That said, please make sure that you bring such a device every day and have it handy for when we conduct in-class research or projects that will necessitate internet access. **IF I OBSERVE YOU USING YOUR CELL PHONE IN CLASS FOR AN UNOFFICIAL PURPOSE, I WILL DOCK YOUR DAILY PARTICIPATION GRADE.**
- We will begin class on time each day and use the entire class period to discuss material. Arriving late or leaving early without prior approval affects the learning environment of the class as a whole. **IF I OBSERVE YOU REPEATEDLY COMING TO CLASS LATE, I WILL DOCK YOUR DAILY PARTICIPATION GRADE.**
- Academic dishonesty will not be tolerated on any level. *Please know that a plagiarism detection tool will be used to review all of your written assignments for originality.* For definitions and University regulations regarding academic dishonesty, familiarize yourself with—and adhere to—the University Honor Code: [www.colorado.edu/academics/honorcode](http://www.colorado.edu/academics/honorcode) and the University's Policy on Classroom Behavior: [www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html).
- Respect of others is not only expected, but required. This includes valuing others' opinions, no matter how wrong some may believe those views to be, and allowing others to speak without interruption. Naturally, racial or sexual harassment or other forms of harassment will not be tolerated and will be dealt with authoritatively. The University of Colorado policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment within the university setting based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the **Office of Institutional Equity and Compliance (OIEC)** at 303-492-2127 or the **Office of Judicial Affairs** at 303-492-5550.
- In addition, the CU-Boulder Office of Victim Assistance (OVA) offers free confidential information, support, advocacy, and short-term counseling to students at CU, including their significant others. OVA is a separate office, not connected to the police department. The OVA primarily focuses on situations involving traumatic events, including, but not limited to physical assault and hazing, bias motivated incidents, death, discrimination and harassment including sexual harassment, intimate partner violence, serious accidents, sexual assault, and stalking. OVA may be reached at 303-492-8855, or visit them in person at C4C S440 on the fourth floor. Their website can be found at <http://cuvictimassistance.com>
- **Student Disability Services:** If you qualify for accommodations due to disability, please let me know during **the first two weeks of the semester**. It is your responsibility to contact Disability Services and obtain documentation. The Disability Services Office is in Willard 322 and can be contacted at (303) 492-8671 or through <http://www.colorado.edu/disabilityservices>

### Daily Calendar of Topics, Readings, and Assignments

**\*I reserve the right to modify the above syllabus and schedule during our course, so it is each student's responsibility to remain aware of any announcements in class, and/or posted on D2L regarding changes.**

<b>Class Dates</b>	<b>Topic and Readings/Videos</b>	<b>Assignments</b>
<b>Week 1: Aug 22 &amp; 24</b>	<b>Introduction/Basic Concepts</b> 1. Wade and Ferree Chapters 1 and 2 (pgs. 1-33)	<b>1. Review Pinterest Boards for Chapters 1 and 2</b>
<b>Week 2: Aug 29 &amp; 31</b>	<b>Gender Theory: Social Constructionism</b> 1. Kimmel "The Social Construction of Gender Relations"	<b>1. Reading Quiz 1 due Aug. 29 at 2:30 p.m. [NOTE: This quiz covers material from weeks 1 &amp; 2!]</b>
<b>Week 3: Sep 7 (NO CLASS SEP 5)</b>	<b>The Embodiment of Gender</b> 1. Wade and Ferree Chapter 3 (pgs. 34-57) 2. Video: "Growing Up Trans" (84 min) 3. Optional Video: "Diagnosing Difference" (64 min)	<b>1. Reading Quiz 2 due Sep. 7 at 2:30 p.m. 2. Review Pinterest Boards for Chapter 3</b>
<b>Week 4: Sep 12 &amp; 14</b>	<b>Gendered Performances: "Doing Gender"</b> 1. Wade and Ferree Chapter 4 (pgs. 58-81) 2. West and Zimmerman "Doing Gender" 3. Video: "Toy Ads and Learning Gender" (8 min) 4. Video: "The Codes of Gender" (72 min)	<b>1. Reading Quiz 3 due Sep. 12 at 2:30 p.m. 2. Review Pinterest Boards for Chapter 4 3. Toy Store Project due Sep. 16 at 11:59 p.m.</b>