

Posted 11/15/21

SOCIOLOGY/WMNS 200 Gender in Contemporary Society
Fall 2021 TAUGHT IN PERSON
Tue/Th 11am-12:15pm, Louise Pound Hall 141
Canvas Course Site: <https://canvas.unl.edu/courses/119038>

COVID-19 Protocol:

An individual in this course has a documented need for face coverings to be required in this course. Without divulging personal or identifying information, such a documented need might be that a member of their household is unable to be vaccinated or has a health condition that makes vaccines less effective for them. As a result, the College of Arts and Sciences has determined that *face coverings will be required in this course*. If you are unwilling to comply with this requirement, please visit with your advisor about different sections or possible alternative courses that you might take in lieu of this one.

Dr. Regina Werum

Oldfather Hall 7th floor
Phone: 402-472-3631 (messages)
[email](#) access via Canvas

ZOOM Office Hours

Tu/Th 1-3pm CST
or in person, by appointment
contact: rwerum2@unl.edu

Teaching Assistant:

Ms. Madison Castor, [email](#) in Canvas, Office Hours: Fridays 2-3pm (zoom: 480 247 7491), or by appt.

COURSE OVERVIEW

This course introduces students to the causes and consequences of gender roles and gender stratification – i.e., the ways in which the society in which we live affects *everyone's* life experiences. Students will become familiar with different theories about gender, and with social science concepts that help explain gendered experiences. In the process, we will examine empirically how lifelong gender socialization as well as various social institutions, norms, laws and cultural practices surrounding us create gendered effects in every aspect of our lives. This course takes an explicitly comparative-historical and comparative-international perspective. By the end of the semester, students should have a thorough understanding of how the social context in which we live affects our lives -- as women, as men, or as transgender individuals, and all along the LGBTQ+ continuum. The course also meets ACE 6 and ACE 9 goals, as well as the CAS CDR requirement.

This 200-level class is reading-intensive. If you have questions about course expectations, please feel free to talk with your advisor or with me so we can provide support that facilitate your academic success.

GROUND RULES

Instructor:

I reserve the right to change all aspects of the syllabus. This includes assessment dates/formats. All changes will be announced in class and on Canvas with ample lead time. I am available for scheduled virtual office hours on class days and for individual appointments as needed – during regular business hours (8am-5pm CST) unless students have a compelling reason to request meetings outside those hours. In-person meetings can be arranged if needed. I will strive to provide feedback/respond to emails within 48 hours. However, if you have an urgent subject that you need to discuss you should send me an email (please list as subject line “SOCI 200 urgent”). I will monitor Canvas discussion posts but not respond to them or grade them unless they violate course expectations. While I reserve the right to give “pop quizzes” with little/no announcement should class participation falter, I detest them as much as you do.

Student Feedback and Concerns:

Your experience with learning in this course is important to me. If you have questions, concerns, or positive feedback, please contact me using one of the ways indicated at the top of the syllabus. If I am unable to respond, or you feel I've not adequately addressed your concerns, you can contact our department staff (Lori Ratzlaff (lratzlaff1@unl.edu) or Deborah Schaben (sociology@unl.edu)). If your concern is still not resolved, please contact the department chair, Jolene Smyth (jsmyth2@unl.edu). If all else fails, please contact the College of Arts and Sciences at 402-472-2891.

Student Code of Conduct and Academic Integrity:

By attending this class you agree to adhere to the academic honor code. Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The UNL Student Code of Conduct addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision. The UNL Student Code of Conduct applies to all aspects of the course, whether activities are held in person, hybrid, or online, in a synchronous, real-time or asynchronous manner. You can find it at:

<https://studentconduct.unl.edu/Student%20Code%20of%20Conduct%20May%20Rev%202014%20a.pdf>.

For additional information about plagiarism as a form of academic dishonesty subject to university regulations, please visit <http://www.unl.edu/gradstudies/current/integrity#plagiarism>.

I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful class culture. Each student contributes to an environment that shapes the learning process. Whether we meet in person or virtually/in cyberspace, in small groups or large ones, rules of engagement are important. For information on basic "netiquette" visit <http://www.albion.com/netiquette/corerules.html>. When in doubt, please remember the Golden Rule. Disruptive behavior or discourteous manners and speech, online or in person, will have consequences for your course grade and may carry further consequences if it violates the Student Code of Conduct.

Moreover, any work and/or communication to which you are privy as a member of this course should be treated as the intellectual property of the speaker/creator and is not to be shared outside the context of this course. Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

FERPA/Privacy and Confidentiality:

Before we begin (and you participate in) any class-related activity, please be aware that others, whether enrolled in our course or otherwise, may be nearby during discussions or break-out group activities and may hear/learn everything you say or write.

Similarly, before we engage in virtual one-on one conversations (e.g., during office hours), I know there may be others nearby during our discussion that I cannot see. In the course of our conversation, I might reference academic information that is protected by the Family Educational Rights and Privacy Act (FERPA). In that case, our conversation can only continue provided you feel comfortable with situation. Please alert me *in advance* if there are things you'd prefer I not share in such conversations or share only using the chat function.

Visitors are welcome to attend in-person and virtual (real-time or asynchronous) sessions as personal guests of students *if they have also been invited by the instructor*. Please ask your host to introduce you to me before the start of a class activity you wish to visit/observe. I expect guests to adhere to the same rules that apply to students. For the purpose of this class, the university's Trespass Policy (Regents' Policy 6.4.7) also applies to spaces/activities conducted online. It states: "The areas of University academic, research, public service, and administrative buildings of the University used for classrooms, laboratories, faculty and staff offices, and the areas of University student residence buildings used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on University property and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat., § 28-520 or § 28-521."

Diversity and Inclusion:

As an ACE 9 and CDR class, this course covers frequently charged and sensitive topics. Students from diverse backgrounds and perspectives form its intellectual community. I strive for all students to benefit from the course and am committed to presenting material in ways that are respectful of all imaginable forms of diversity, while supporting those who have traditionally been marginalized. I encourage and appreciate your suggestions for improvement.

Services for Students with Disabilities:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall; 402-472-3787.

Gender-Neutral Bathrooms: Visit involved.unl.edu/unl-gender-neutral-bathrooms.

Lactation Rooms: Visit <http://www.unl.edu/chancellor/policymemoranda/20090901-Lactation-Policy>.

COURSE GOALS

The goal of this course is to provide you with an overview of this particular substantive area within the discipline of Sociology. This includes learning about the concepts, theories, and methods used to conduct research in this substantive field. The course will expose you to historical trends and changes, current empirical data and research and to new directions the field is taking. Throughout the semester, you will practice analyzing course materials critically, using your ever growing substantive and theoretical know-how. The course will provide opportunities for students to learn about patterns and inequalities in the US and globally, to reflect on their own and others' experiences, and to engage in exercises designed to tackle gnarly social problems.

COURSE OBJECTIVES

1. Disciplinary Objectives:

By the end of the semester, students in this Sociology class will learn to:

- Define key sociological concepts related to this topic/field.
- Compare/contrast theoretical arguments related to this topic/field.
- Find reliable empirical data or other credible information and interpret it using said concepts/theories.
- Analyze the theoretical perspectives of others (authors, peers).
- Critique others' and their own perspectives.
- Design policy or applied interventions aimed at mitigating inequalities in specific areas of life.

2. Institutional Objectives:

2.1 Achievement Centered Education (ACE) Designation:

As an Achievement-Centered Education (ACE) certified class, *SOCI/WMNS 200 Gender in Contemporary Society* will facilitate **ACE Learning Outcome #6** (using knowledge, theories, methods, and historical perspective appropriate to the social sciences to understand and evaluate human behavior).

Objectives: Following the completion of this course, students will be able to:

- Explain the impact of social processes (social institutions, social structure, culture, groups, etc.) on the lives of individuals, including yourself
- Define and apply fundamental sociological theories and concepts to human behavior
- Identify empirical patterns and causes of social inequality in the United States related to social class, race and ethnicity, and gender

This course, *SOCI/WMNS 200 Gender in Contemporary Society*, will also facilitate **ACE Learning Outcome #9**: “Exhibit global awareness or knowledge of human diversity through analysis of an issue.”

Objectives: Following the completion of this course, students will be able to:

- Employ the “sociological imagination,” as it addresses the relationship between individuals and society. View human diversity through this sociological lens.
- Explain the connection between social inequality (broadly defined) and human diversity, including the role of social construction and reproduction.
- Explain how social inequality impacts various groups, and how institutional arrangements influence groups’ social status or position(s).
- Identify how the intersections of ascribed statuses such as age, ability, class, ethnicity, nationality, race, sexuality affect a variety of individual and group-level outcomes.
- Identify patterns of social inequality in Nebraska, the United States, and around the world.

2.2 College Distribution Requirement (CDR) – Diversity in U.S. Communities Designation:

This course, *SOCI/WMNS 200 Gender in Contemporary Society*, also meets a **College Distribution Requirement (CDR)** in the College of Arts and Sciences, specifically on the issue of ***Diversity in U.S. Communities***.

Objectives: The course will facilitate learning material that helps students

- Gain knowledge about human diversity.
- Examine practices and customs, or norms in the United States that shape inequalities.
- Provide opportunities for students to self-reflect.
- Develop capacity to listen and discuss.

Opportunities to meet ACE and CDR Learning Outcomes: Class attendance/participation, lectures, exercises, reading assignments, as well as written assessments and other pedagogical tools used in this class are calibrated to assist students in their efforts to meet the learning outcomes described above. I reserve the right to change the dates, format, and manner in which assessments are administered. Student learning outcomes will be assessed via 3 multiple-choice and essay-based exams, attendance and participation in class, participation during in-class problem-solving exercises, written reflections.

Recipes for Success -- Best strategies to use, if you are interested in earning a high grade:

Students should plan to spend approximately 9 hours per week on course-related work (lectures, reading, studying, assignments). Regardless of delivery (in person or online), standard guidelines for a 3-credit hour class specify that every credit hour is expected to require approximately 3 hours of effort/time on the student's part. Of course, this varies a bit by student. For freshmen and transfer students it may take longer than for seniors or majors with background in the field. To optimize time management, please make yourself a schedule that devotes time to this class.

- I recommend ~2 hours per day to this course. "Cramming" is a notoriously bad idea (and boring).
- I recommend students attend lectures and complete readings first (Mo-Th). Then complete individual & group assignments (Th-Fri) that require mastery of the week's material.
- I anticipate students will spend 2.5 hrs/week with lecture content; 2 hrs/week reading; 0.5 hrs/week in zoom pod/chat; 2 hrs/week studying material; 2 hrs/week completing written assignments/assessments (exams, reflections).
- Students should *prepare* before attending class-related activities. This includes having read the assigned materials for each meeting" class beforehand.
- Students should *take their own notes* during lecture and need to master lecture content on their own. Do not rely purely on instructor-provided handouts or lecture outlines posted. Students who need assistance should contact the instructor, who can help find a peer mentor/study buddy or additional assistance.
- Students should *review* material posted on Canvas in advance of each scheduled assessment/assignment.
- Students should demonstrate punctuality in completing assignments and participation-based activities.
- I actively encourage students to study in pairs/groups before exams in a manner that fits their style and capacity/situation. If you need assistance finding a suitable "study buddy" please let me know.
- Students should seek one-on-one consultations with my assistant and me during office hours/skype/email as needed.

ASSESSMENTS AND GRADE COMPONENTS

The Academic Honor Code applies to all aspects of the course. I take it seriously. So should you.

1. Three exams. 66% of your final course grade.

Each of the 3 exams will be administered via our course CANVAS site. Details on Canvas in the **Assignments** Module. Exams will be preceded by an opportunity to ask review questions in class, and/or consult with the TA or me during office hours/on zoom. I encourage you to study in groups (be “study buddies”), and to use individual meetings with the T.A. and me during office hours for matters not of interest to your peers.

Each exam contributes 22% to your final grade. Together, the three exams comprise 66% of your final course grade. The syllabus is organized accordingly: Content for Exam I will include lectures/readings assigned prior and up to Exam I. Content for Exam II will include lectures/readings assigned after Exam I and prior and up to Exam II. Content for Exam III will include lectures/readings assigned after Exam II and prior and up to Exam III. Exams generally are not cumulative, except with regard to the theories.

Each exam is based on a 100-point scale and consists of two parts: multiple-choice questions and short-answer essay questions. The essay-based portion will also contain extra credit options. You can earn these extra credit points by completing additional, non-required readings that are clearly indicated *in italics* on the syllabus. Points earned this way go towards the exam component of your grade.

The time period for Exam 1 is **Friday, 9/24 to Sunday 9/26/21**. The time period for Exam 2 is **Friday 10/29 to Sunday 10/31/21**. The final exam takes place during the finals period: **Monday 12/13 to Wednesday 12/15/21**. Each exam component (MC, essays) is accessed separately on Canvas. You will have one attempt per exam component. While each exam is available in Canvas over several days, you will have a total of 4 hours per exam to complete both components/all questions. Exams are timed and have deadlines (Central Standard Time Zone). Late submissions are not accepted, except by permission of the instructor. Make-up policy requires proof that you were unable to take the exam in the regularly scheduled time frame for reasons beyond your control. Please see me before an exam if you have any further questions. I will do my best to grade exams within a week of the submission deadline and post grades on Canvas. Details on Canvas in the **Assignments** Module.

Student Code of Conduct and Academic Integrity expectations apply. *Turnitin will be activated for the essay portion. Respondus is required. Please download it prior to the first exam.* Respondus will be calibrated so you can access only SOCI/WMNS 200-related **open notes and readings**. **Course-related notes, plus lecture materials and readings posted on Canvas** are allowed for all exams. Accessing other sources or assistance, online or otherwise, is disallowed. Caveat: The time limits associated with exams make it unwise to rely extensively on the “open notes/books” option. Instead, students are advised to prepare well in advance. I reserve the right to change the dates, format, and manner in which tests/assessments are administered.

2. Attendance and Participation. 34% of your final course grade.

5 Written Assignments. They comprise 14% of your final course grade.

- Three written assignments. They are required but ungraded, meaning that simply completing and turning them in will earn you full credit. The first one is due in Week 1, **Friday, August 27**. The second one is due in Week 2, **Friday, September 3**. The third one is due Week 15, **Friday, December 3**. These three reflections can be submitted early, if you wish. Together they comprise 9% of your final course grade. Details on Canvas in the **Assignments** Module.
- Two essays called “Credible News Exercise” or “CNE.” They are required and graded, meaning that in addition to completing and turning them in, a grading rubric will be used.

However, only the better of the two will count. The first one is due in Week 4, **Friday, September 17**. The second one is due in Week 12, **Friday, November 12**. Worth 5% of your final course grade. Details on Canvas in the **Assignments** Module.

Regular attendance in class. This comprises 10% of your final course grade. You will sign an attendance sheet each day. If you miss more than three classes during the semester, I reserve the right to lower your grade for poor attendance. I expect all of us to be punctual. Late arrival will be counted as an absence. At the same time, regular attendance will help your academic standing, especially if you are "borderline" (e.g., between an A- and a B+). Also, if you know in advance that you will miss a class, please talk to me beforehand. It is your responsibility to obtain lecture notes from your fellow students.

Active participation in class. This comprises the remaining 10% of your final course grade. It includes being attentive and participating constructively in class discussions. I expect students to come to class prepared. It also includes active participation in your "zoom pod" at least during the second week of the semester. Details discussed in class. *Should we pivot to (a)synchronous format, expectations remain the same: Attendance gauged by zoom presence; participation based on chat and break-out room or other forms of engagement.*

Grading Scale:

97 – 100% = A+			
93 – 96% = A	83 – 86% = B	73 – 76% = C	63 – 66% = D
90 – 92% = A-	80 – 82% = B-	70 – 72% = C-	60 – 62% = D-
87 – 89% = B+	77 – 79% = C+	67 – 69% = D+	0 – 59% = F

UNL does recognize a D- as a passing grade. However, to count this class for your major, you need a "C" (=75) average in all aspects of the course -- including assessments and participation.

Discussion Boards: AKA "The Bane of Our Existence"

The live "zoom pods" described above form the prime mode of interaction among students. No official discussion boards (asynchronous, written communication) will be established in Canvas. You may of course engage on discussion boards, especially associated with your "Zoom Pod Group". Unless indicated otherwise, posting on class-related discussion boards is NOT required and will not affect your course grade. However, students who use discussion boards inappropriately (see GROUND RULES above) may face a reduction in course grade or worse if it involves a breach of the Student Code of Conduct. Please use them judiciously. For example, they are great for interactions at your discretion: finding a pre-quiz study buddy in your small group, or alerting your peers to an interesting documentary or article you've encountered. They are not the place for asynchronous discussions of sensitive topics, ad hominem attacks, and the like.

READINGS

The **required book** can be ordered online with your favorite vendor (new/used) or via the UNL bookstore. It is also available for free via Canvas (in MODULES/Readings – Library Electronic Reserves).

Gilman, Charlotte Perkins. 1979. Herland. New York: Pantheon.

Required and Extra Credit Readings:

All assigned articles/chapters are placed on e-reserves and available for free via our CANVAS course site (in MODULES/Readings – Library Electronic Reserves). If you have questions, please contact me.

You are expected to master reading comprehension on your own.

- Pace yourself. Please read the assigned materials for each class *before* we meet, whether in person/synchronously, or otherwise.
- *Please note that reading loads can be uneven across weeks -- and plan accordingly.*
- Most of the readings assigned are peer-reviewed social science articles. Please read all assigned readings for content and for the author's theoretical perspective. Exception: Please read the newspaper clips/hyperlinks for content only. Use the readings template.
- At the beginning of the semester, we will practice "how to read" science articles (using one of the assigned readings to practice). But then you are responsible for mastering the readings on your own. Assigned readings typically are NOT discussed in lecture. Exception: The novel Herland by C.P. Gilman will be discussed extensively in class. You will receive a reading/study guide prior to the group discussion.
- Please read the articles marked *in italics* only if you are interested in earning "extra credit" points on the exams.
- Make sure to access all supporting materials posted under Modules on Canvas, including weekly handouts and study guides, designed to help you prepare for exams.
- If you need assistance, please talk to me before or after class, during office hours, or make an appointment. Contact info at top of syllabus.

TECHNOLOGY NEEDS

For this class, you will need steady internet access (to get into Canvas and UNL websites) plus access to several types of software: Microsoft Office, PowerPoint, PDF, Vidgrid, Zoom. Ideally, you will access course material via a laptop/tablet and not your phone.

NAVIGATING CANVAS

Canvas is your life line. You will access everything via the *red tabs on the left side* of your course site. For example:

- Start by going to the Canvas Course Site, also listed at the top of p. 1 here.
- The red tab called HOME provides you with a **ROADMAP** of where to find what. Make sure you read this first and watch the brief introductory videos.
- The red tab ANNOUNCEMENTS contains announcements/reminders from the instructor.
- The red tab SYLLABUS contains the most recent version of – you guessed it!
- The red tab ASSIGNMENTS contains the actual assignments that are used to calibrate your course grade and that you need to complete, usually on a weekly basis.
- The red tab MODULES contains all the content related to each week/unit (e.g., lectures and handouts, links to audio-visual clips, links to assigned readings via library electronic reserves, descriptions of assignments and their grading rubrics, and other course-relevant materials).

WEEK	DATES		TO DO LIST
			<i>PART I: CONCEPTS & THEORETICAL PERSPECTIVES</i>
1	8/23-27 first week of classes	LECTURES READ ASSIGNMENT	<p><i>Introduction</i> (lecture outlines in Canvas, under MODULES/Lecture Material)</p> <p>Gould, "X - A Fabulous Child's Story" Glenn, "Yearning for Lightness: ... Consumption of Skin Lighteners"</p> <p><i>Extra Credit:</i> Ramirez, "Latino Masculinities in the Post-9/11 Era" Steinem, "If Men could Menstruate"</p> <p>(readings in Canvas, under MODULES/Library Course Reserves)</p> <p>First, (re)read the syllabus. Complete the "First Week – to-do list for students" posted under the MODULE "Assignments (Instructions Only)" in Canvas. Take Zoom Pod Survey. Consult reading and study guides posted.</p> <p>Then complete Assignment #1 (required, ungraded): ~300-word/1-page reflection due in Canvas by 11:59pm CST on Friday 8/27/21. (find basic instructions in Canvas under MODULES/Assignments; all actual assignments in Canvas under ASSIGNMENTS tab).</p> <p>During class time on 8/26/21: Work on Assignment #2 on your own.</p>
2	8/30-9/3	LECTURES READ ASSIGNMENT	<p><i>Theories: Basics and Functionalist Theories</i></p> <p>Gilder, "Suicide of the Sexes" Bettelheim, "Fathers Shouldn't Try to Be Mothers"</p> <p>*** Start reading the novel: Gilman, Charlotte Perkins. <u>Herland</u>. (Please read the entire novel, including the foreword.)***</p> <p>REMEMBER YOUR FIRST ZOOM POD GROUP DISCUSSION IS THIS WEEK!</p> <p>Submit Assignment #2 (required, ungraded): Take Implicit Assumptions Test online and write ~150-300 word reflection, due in Canvas by 11:59pm CST on Friday 9/3/21 (instructions on Canvas).</p>

3	9/7-9/10 9/6 Labor Day	LECTURES READ ASSIGNMENT	<p>More Theories: Feminist Theories</p> <p>Trebilcot, "Sex Roles: The Argument from Nature" Collins, "Defining Black Feminist Thought" Snyder, "What is Third-Wave Feminism?" McIntosh, "Unpacking the Invisible Knapsack" https://www.racialequitytools.org/resourcefiles/mcintosh.pdf</p> <p>*** Complete reading the novel <u>Herland</u>.***</p> <p><i>Extra Credit:</i> MacKinnon, "Sex and Violence"</p> <p>n/a</p>
4	9/13-9/17	LECTURES READ ASSIGNMENT	<p>RECAP (Theories): Class Discussion of <u>Herland</u> Gender Socialization</p> <p>Kivel, "The Act-Like-A-Man Box" McGuffey, "Playing in the Gender Transgression Zone" Gastil, "Generic Pronouns and Sexist Language"</p> <p><i>Extra Credit:</i> Jordan & Cowan, "Warrior Narratives"</p> <p>Assignment #3 (required, graded): ~500-word essay due in Canvas by 11:59pm CST on Friday 9/17/21(Canvas instructions: "Credible News Assignment #1")</p>
			<p><u>PART II: SOCIAL INSTITUTIONS</u></p>
5	9/20-9/24	LECTURES READ ASSIGNMENT	<p>Gender & Education</p> <p>Dwyer et al. "Gender, Debt and Dropping out of College" Riegle-Crumb & Humphries. "Exploring Bias in Math Teachers' Perceptions of Students' Ability by Gender and Race/Ethnicity." https://mobile.nytimes.com/2017/01/26/well/family/why-young-girls-dont-think-they-are-smart-enough.html</p> <p><i>Extra Credit:</i> Weitzer & Kubrin, "Misogyny in Rap Music"</p> <p>Take MC AND ESSAY EXAM IN CANVAS (weeks 1-5). EXAM OPENS AT 6AM CST on Friday 9/24/21 and is due by 11:59pm CST Sunday 9/26/20.</p>

6	9/27-10/1	LECTURES READ ASSIGNMENT	<p><i>Gender & Immigration</i></p> <p>Steinberg. "Why the Irish Became Domestic and Italians and Jews Did Not." Gallo, "The Effects of Gendered Immigration Enforcement on Middle Childhood and Schooling" Enriquez, "Gendering Illegality: Undocumented Young Adults' Negotiation of the Family Formation Process." <i>Extra Credit: Lee, "Where the 'Danger' Lies..."</i></p> <p>n/a</p>
7	10/4-10/8	LECTURES READ ASSIGNMENT	<p><i>Gender & Family Dynamics</i></p> <p>Shelton and John, "Ethnicity, Race, and Difference... Household Labor Time" Civettini & Glass, "The Impact of Religious Conservatism on Men's Work and Family Involvement" <i>Extra Credit: Moore, "Gendered Power Relationships Among Women"</i></p> <p>n/a</p>
8	10/11 - 10/15	LECTURES READ ASSIGNMENT	<p><i>Gender & Work/Labor Market Dynamics</i></p> <p>Schilt, "Just one of the Guys?" Hochschild, "Between the Toe and the Heel: Jobs and Emotional Labor" Williams, "The Glass Escalator"</p> <p><i>Extra Credit:</i> Britton, Dana. 2017. "Beyond the Chilly Climate."</p> <p>n/a</p>
	10/18-10/19		FALL BREAK – NO CLASSES

9	10/20-22	LECTURES READ ASSIGNMENT	Gender & Public Policy Harrington Meyer, "Gender, Race and the Distribution of Social Assistance" Daly, "Rethinking Judicial Paternalism" Dworkin, "Masculinity, Health, and Human Rights" <i>Extra Credit:</i> <i>Espiritu, "All Men are not Created Equal..."</i> n/a
10	10/25-29	LECTURES READ ASSIGNMENT	Gender & Violence/Crime Welsh et al., "I'm Not Thinking of It as Sexual Harassment" Boswell & Spade, "Fraternities and Collegiate Rape Culture" Rios, "The Consequences of the Criminal Justice Pipeline..." <i>Extra Credit:</i> <i>Burt, "Rape Myths and Acquaintance Rape"</i> <i>Beneke, "Men on Rape"</i> TAKE MC AND ESSAY QUESTIONS IN CANVAS (weeks 6-10). EXAM OPENS AT 6AM CST on Friday 10/29/21 and is due by 11:59pm CST Sunday 10/31/21.
			<i>PART III: HISTORICAL TRENDS AND SOCIAL CHANGE</i>
11	11/1-11/5	LECTURES READ ASSIGNMENT	Sexualities http://www.bbc.com/future/story/20170315-the-invention-of-heterosexuality Odem, "The 'Delinquent Girl' and Progressive Reform" Westbrook & Schilt, "Doing Gender, Determining Gender: Transgender People, Gender Panics, ..." Davidson & Taylor, "Fantasy Islands" <i>Extra Credit:</i> <i>Rochlin, "The Heterosexual Questionnaire" (ML art.29)</i> n/a

12	11/8-11/12	LECTURES READ ASSIGNMENT	<p><i>Gender & Medicine</i></p> <p>Martin, “The Last Person You’d Expect to Die in Childbirth” Mintz, “At Any Cost: Corporate Greed, Women, and the Dalkon Shield” Corea, “The Reproductive Brothel” Rosenberg, “Village Health Workers: Necessary Angels.”</p> <p><i>Extra Credit:</i> Bell, “It’s Way out of My League”</p> <p>Assignment #4 (required, graded): ~500-word essay due in Canvas by 11:59pm CST on Friday 11/12/21 (Canvas instructions: “Credible News Assignment #2”).</p>
13	11/15-19	LECTURES READ ASSIGNMENT	<p><i>Gender & Social Movements</i></p> <p>Luker, “World Views of the Activists” UNCSW, “The Role of Men and Boys in Achieving Gender Equality” Paxton et al. “The International Women’s Movement...” Blee, “Women in the 1920’s Ku Klux Klan Movement”</p> <p>n/a</p>
14	11/23 11/25-26	LECTURE READ ASSIGNMENT	<p>.... STILL CATCHING UP</p> <p>n/a</p> <p>Watch documentary <i>The Provider</i> (IN CLASS OR ASYNCHRONOUSLY; SEE CANVAS FOR INSTRUCTIONS)</p> <p>THANKSGIVING BREAK</p>
15	11/29-12/3	LECTURE READ ASSIGNMENT	<p><i>The Big(ger) Picture: Global Gender Dynamics</i></p> <p>Nagel, “Masculinity and Nationalism” Nikolic-Ristanovic, “War, Nationalism, and Mothers in the Former Yugoslavia”</p> <p>COURSE EVALUATION REQUESTED</p> <p>Assignment #5 (required, ungraded): Family Biography, 300-word reflection due in Canvas by 11:59pm CST on Friday 12/3/21.</p>

16	12/6-12/10 12/11/21	LECTURE LAST DAY OF CLASS ASSIGNMENT	<p><i>The Big(ger) Picture: Global Gender Dynamics</i> Watch one of two documentaries on Afghanistan (WATCH ASYNCHRONOUSLY; SEE CANVAS FOR INSTRUCTIONS)</p> <p>READ Gorney & Sinclair, "Too Young to Wed: The Secret World of Child Brides" National Geographic, June 2011: http://ngm.nationalgeographic.com/2011/06/child-brides/gorney-text <i>Extra Credit:</i> Phelps, "Gawain and the Lady Ragnell"</p> <p>COURSE EVALUATION REQUESTED</p>
	12/13-12/17/21	FINALS WEEK	TAKE FINAL EXAM: MC AND ESSAY QUESTIONS IN CANVAS (weeks 11-16). EXAM OPENS AT 3:30pm CST on Monday December 13. Due in Canvas by 11:59PM CST on Wednesday, December 15, 2021.

COURSE RULES AGREEMENT PAGE

PLEASE COMPLETE AND RETURN THIS PAGE TO INSTRUCTOR VIA CANVAS

**Fall 2020
Sociology/WMNS 200
Dr. Werum**

By signing this statement, I acknowledge that I have received and read Dr. Werum's syllabus. I pledge to follow the rules and norms outlined therein, as well as amplifications explained in class/on Canvas. I understand that breaching the rules may affect my course grade, regardless of my academic performance.

Signature

Date

PRINT NAME