

## SOCL 1260 Gender in a Changing Society

Department of Sociology & Anthropology  
Northeastern University

Fall 2015

2:50pm – 4:30pm Mondays and Wednesdays

Instructor: Ethel Mickey

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Office Hours: Mondays 1:00-2:00pm; Wednesdays 4:45-6:00pm; or by appointment

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### Course Description

Considers why and how gender is constructed in American society, and looks at different theories of gender. Topics include the expression of gender in everyday life; its development in childhood; its centrality in the traditional family and the workplace; and sexuality and its role in violence against women

(CAS Core Diversity, NU Core Comp Study of Cultures, NU Core Social Science Lvl 1, UG Col Socl Sci & Humanities)

### Course Text

Kimmel, Michael. 2012. *Gendered Society*, 5<sup>th</sup> edition. New York: Oxford University Press. Available at NU Bookstore (Required).

Additional readings will be posted on Blackboard.

### Course Objectives

There are four main objectives of this course:

- Build a sociological toolkit containing methods, theories, and concepts for analyzing gender and gender inequalities;
- Develop an understanding of gender as a complex historically and culturally contingent social structure that informs all aspects of social life;
- Engage in active and collaborative learning;
- Refine skills in active reading, critical thinking, and verbal and written expression.

### Course Requirements

- **Preparation and participation.** You will be most successful in this course if you participate in active reading. Active reading involves engaging purposefully with the material you are reading. As you read, identify the main argument(s) the author is making, key concepts and their definitions, and examples. Avoid highlighting and instead take reading notes that summarize the material in your own words. Making outlines of the chapters and articles is often helpful. You may also find it useful to identify differences and similarities between different readings. Think of questions you want to raise in preparation for an active participation in class discussion.
- **Attendance.** Attendance is key to success in this course. Lectures will always include new material, and class discussions are the primary means through which you will learn to grasp difficult course concepts and debates. There will be a sign-in sheet at the beginning of class and attendance will count towards your participation grade. I

understand that things come up – illnesses, family emergencies, inclement weather, etc. – that may require you to miss a class meeting. You **do not** need to email me your reason for not attending class, and course materials will be posted to Blackboard. However, if you anticipate that you will miss a significant amount of class time (2 or more class sessions) please email or come speak with me as soon as possible.

- **Completion of weekly quizzes.** You need to have finished the readings on the day they are assigned. There will be weekly quizzes about the readings on **Blackboard** that you must submit by **2:30 pm before class**. The quizzes are multiple choice, and can be submitted an unlimited number of times prior to the deadline. The quizzes are graded on a credit/no credit basis, and only the final submitted grade will be counted. Please be sure to click “Submit” in order to receive credit! Late quizzes will receive no credit. The quizzes count towards your participation grade.
- **Two homework assignments.** The assignments will be short essay assignments (3-5 pages double-spaced) requiring you to engage with and apply the course material. The assignments will be handed out in advance in class, and you can also find them on Blackboard. Homework must be **submitted electronically on Blackboard via Turn-it-in by 2:30 pm on the day they are assigned** in order to receive full credit.
- **Two tests.** The tests will cover material discussed in the textbook, in other readings, in lectures, and in class discussions. The tests will include a combination of multiple choice and short essay questions. The best way to prepare for them is to complete the quizzes and do well on the homework assignments. **There is no final exam for this course.** Test 2 will be on the last day of classes and it will only include material from the second half of the semester. The essay portion of Test 2 will be due via Turn-it-in on Blackboard on the **date and time of the scheduled exam period** for this course (TBA).
- **Extra Credit: Community Engagement Paper.** You have the opportunity to earn extra credit that will count towards the participation portion of your grade. Attend at least one campus/community event this semester and write a 2-page (double-spaced, 12 point Times New Roman) reflection paper. (1) Summarize what the event was about (1-2 paragraphs) and (2) How it tied into your learning in SOCL 1260. Link the event to concepts and theories in our class readings and discussions. Could you apply a concept or theory from SOCL 1260 to understand the event better? Did the event exemplify a concept or theory? The event can be a seminar, conference, workshop, protest meeting, art performance, exhibition, and so on. Submit by the exam deadline (TBA).

In accordance with university and departmental policies, make up tests or incomplete grades will be given at my discretion only in cases of documented acute serious illness, injury, incapacity, or if official university business prevents a student from being present in class the day of the test. Evidence of such concern is required (e.g. doctor’s note). In this case, you must contact me **before** the test.

### **Blackboard**

All course information will be posted on Blackboard, including announcements and reminders, articles, assignments and rubrics. It is your responsibility to make sure that you can access Blackboard with a compatible browser and Internet connection, and that the email address linked to Blackboard is your current email address. In addition, since you will take online quizzes, make

sure that you take frequent screen shots; in the event of a technological failure, I will use these to grade your quizzes.

### **Grading**

Grades will be updated on Blackboard. It is your responsibility to monitor your progress. The total number of points for the course is 100.

- 2 Homework Assignments, 15 points each (30 points)
- 2 Tests, 25 points each (50 points)
- Active participation, attendance quizzes, and extra credit (20 points)

### **Grading Scale**

A = 93-100, A- = 90-92

B+ = 87-89, B = 83-86, B- = 80-82

C+ = 76-79, C = 73-75, C- = 70-72

D+ = 67-69, D = 63-66, D- = 60-62, F below 59

### **Ground Rules**

Class sessions will involve a mixture of lecture, discussion, and teamwork. I expect you to be prepared for class, as discussions are only fruitful when students are prepared. You are responsible for obtaining the material you miss if you are absent. This includes handouts that you might receive in the beginning of the class. Thus, you need to make sure you arrive on time for each session! You will need to do two to three hours of work outside of class for most meetings. If you become ill or there is some other emergency, please contact me as soon as possible. I will keep daily attendance; missing significant class time will be reflected in your participation grade.

**Classroom Climate & Etiquette:** The classroom should be a comfortable learning environment for all of us. This necessitates that we each take responsibility for keeping the classroom free of discrimination, harassment, and intimidation. It also necessitates that we respect one another's opinions, even if we don't always agree, and that we treat each other with decency and respect. In this course we will tackle some controversial issues and may challenge some of your basic assumptions about social life, social organization, and what it means to be a woman or a man in society. Debate and disagreement are central to active and critical learning. However, please be advised that all students are expected to respect each other and differing points of view. Our collective goal is to engage in meaningful and productive discussion and debate without demeaning or belittling one other or one other's ideas. We also want to start practicing thinking like sociologists, using empirical evidence to support our arguments. Students who are disruptive or disrespectful may be asked to leave the class meeting.

**Please turn off all electronic devices**, including cell phones and laptops. Although having a laptop in class opens up new learning possibilities for students, sometimes students utilize it in ways that are inappropriate. Electronic devices can also detract from class discussions. Videotaping or recording of class meetings is prohibited unless I grant special permission. Please take notes by hand, and I will post outlines of lectures to Blackboard following each class meeting. There will also be a short break midway through each class meeting to use the restroom during which you can check your phone, email, Twitter, Instagram, etc. *Students who use cell phones, text message, sleep, use computers inappropriately, read the newspaper, talk to*

*neighbors, or engage in other disruptive behaviors will be asked to leave the class meeting and their final grade may be affected.*

You are welcome to bring beverages and snacks to class with you as needed. Please try to eat in the beginning of class or during the break to prevent distractions during class time. Please arrive to class on time and leave when class is dismissed.

All of us learn in different ways and with varying degrees of success. If you know of any factors that may hinder your ability to complete this course successfully, please let me know as soon as possible. If these factors are recognized disabilities under the Americans with Disabilities Act, please provide me with appropriate notification ASAP. If you have not already done so, you may ask for assistance from the Student Disability Resource Center, 20 Dodge Hall, Phone: (617) 373-2675.

In this course, you will learn skills and tools; however the material is not always easily absorbed or understood. I encourage you to ask questions in class. Please try to remember that if you have questions, other fellow students are likely to have the same question. Thus, no question is too basic! Seek me out whenever you need help, by email or in person. You can also post your questions on the blackboard discussion forum (and I encourage you to do so, as other students can benefit from the question and response). Please make use of my office hours! In addition, we can arrange meetings by appointment if the regular office hours are not convenient for you. I am eager to help you with course material, but you must take the initiative and ask for assistance.

In accordance with university rules and the “Academic Honesty & Integrity Policy,” any form of plagiarism, lying, cheating, or other academic dishonesty will not be tolerated and can result in a failing grade for the assignment or tests. As dishonesty in any form harms the individual, other students, and the university, I strictly enforce policies on academic integrity. I expect that you will familiarize yourself with Northeastern University’s Standards of Student Conduct, <http://www.northeastern.edu/osccr/academic-integrity-policy/>. Students who violate university standards of integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. All student work will be submitted through Turn-it-in, but no other students will have access to these documents.

### **Tentative Weekly Schedule**

(Reminder: Quizzes are due by 2:30pm on the date a book chapter is assigned.)

<b>Day</b>	<b>Topic</b>	<b>Readings/Assignments</b>
<b>Week 1</b>		
Wed 9/9	<b>Introduction to the Course</b>	
<b>Week 2</b>		
Mon 9/14	<b>Thinking about Gender</b>	Ch. 1; Gould 1978 (BB)
Wed 9/16	<b>Nature/Biology</b>	Ch. 2
<b>Week 3</b>		

Mon 9/21	<b>Nature/Biology (Cont'd)</b>	Fausto-Sterling (BB)
Weds 9/23	<b>Cross-Cultural Perspectives</b>	Ch. 3 (Selections); Anderson & Hill Collins (BB)
Week 4		
Mon 9/28	<b>Gendered Media</b>	Ch. 11
Weds 9/30	<b>Gendered Media (Cont'd)</b>	<b>Assignment 1 Due</b>
Week 5		
Mon 10/5	<b>Social Construction</b>	Ch. 5
Weds 10/7	<b>Social Construction (Cont'd)</b>	Lorber (BB)
Week 6		
Mon 10/12	<b>No Class – Columbus Day</b>	
Weds 10/14	<b>TEST 1</b>	
Week 7		
Mon 10/19	<b>Family</b>	Ch. 6
Weds 10/21	<b>Family (Cont'd)</b>	
Week 8		
Mon 10/26	<b>Gendered Classroom</b>	Ch. 7
Weds 10/28	<b>Gendered Classroom (Cont'd)</b>	
Week 9		
Mon 11/2	<b>Worlds of Work</b>	Ch. 9
Weds 11/4	<b>Worlds of Work (Cont'd)</b>	Schilt 2006 (BB)
Week 10		
Mon 11/9	<b>Gender and Religion</b>	Ch. 8; Blum (BB)
Weds 11/11	<b>No Class – Veterans Day</b>	
Week 11		
Mon 11/16	<b>Gendered Intimacies</b>	Ch. 12
Weds 11/18	<b>Gendered Body</b>	Ch. 13, <b>Assignment 2 Due</b>
Week 12		
Mon 11/23	<b>Gendered Body (Cont'd)</b>	
Weds 11/25	<b>No Class - Thanksgiving</b>	
Week 13		
Mon 11/30	<b>Gendered Violence</b>	Ch. 14
Weds 12/2	<b>Gendered Violence (Cont'd)</b>	Pelka; Haegle (BB)
Week 14		
Mon 12/7	<b>Politics &amp; Social Change</b>	Ch. 10; Epilogue (No Quiz)
Weds 12/9	<b>TEST 2</b>	
TBA	<b>Test 2 Essay Due via Turn-it-in</b>	