

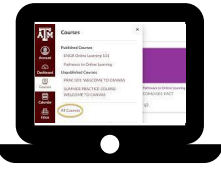
Intro to

GENDER & SOCIETY



SOCI/WGST 207
Spring 2023

COURSE DETAILS:



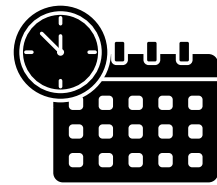
Classroom: HECC 204
Class Days: Tues & Thurs
Class Days: 12:45 - 2:00 pm
Prerequisites: None
Course Credit Hours: 3

INSTRUCTOR DETAILS:



Contact Info:

Name: Dr. Kirstie Boyett
Pronouns: she/her
Office: LASB 349
Email: kirstiemboyett@tamu.edu,
CANVAS INBOX preferred



Office Hours:

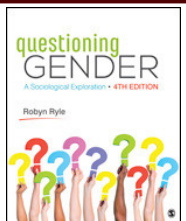
When: Wed. 4:00-6:00 pm
and by appointment.
Where: Zoom only unless
requested; the link to sign
up for appointments is
available on Canvas.

CATALOG INFO:

Introduction to Gender and Society. (3-0). Credit 3. Similarities and differences between females and males in a number of cultures throughout the world; sociological analysis of gender in relation to social structure. Cross-listed with WGST 207.

MATERIALS INFO:

Ryle, Robyn. 2020. *Questioning Gender: A Sociological Exploration*, 4th Edition. Los Angeles: Sage/Pine Forge. ISBN: 9781544371351

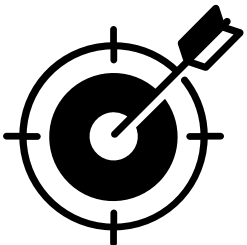


Additional readings will be available as PDFs on Canvas.

COURSE DESCRIPTION:

This course will investigate the social construction of “gender” and examine gender as a nuanced process of identity and performance. We will begin with an overview of major theoretical paradigms in the study of gender. We will then discuss the relationship between gender and a myriad of topics, including family; dating and marriage rituals; religion; work; education, politics, etc. We look at the role of socialization in relation to gender roles and examine how major institutions reinforce our understanding of gender. We will also look at various forms of mass media that promote gendered messages.

COURSE GOALS:



This course aims to provide students with a review of gender from a sociological perspective. To accomplish this, each week will consist of a combination of lectures, meaningful discussions, and/or activities that foster different learning styles. My goal is for you to effectively develop and articulate your own interpretation of the key concepts covered in this course. Participatory activity is meant to sharpen your critical thinking and communication skills. I will interweave empirical research and popular culture references to demonstrate the parallels between sociological theory and real-world problems/scenarios. By the end of the course, each student will be able to apply the sociological concepts learned to everyday interactions, relationships, communities, civic engagement, and society.

COURSE LEARNING OUTCOMES:



Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Students who successfully complete this course will:

1. Critically examine your own and others' ideas and expectations surrounding gender and gender performance (Critical Thinking).
2. Compare and contrast foundational perspectives in the sociology of gender (Critical Thinking).
3. Use numerical data and historically observable facts to connect gender, race, and class to societal inequalities (Critical Thinking and Empirical and Quantitative Skills).
4. Recognize and communicate through written, oral and visual communications how complex links between individual experiences, cultural experiences, and broader institutional forces influence human behavior locally and globally (Critical Thinking, Effective Communication, and Social, Cultural, and Global Competence).
5. Express the importance of gender knowledge in intercultural competence and civic engagement (Critical Thinking, Effective Communication, and Social Responsibility).

FOR MORE INFO,
PLEASE SEE
TAMU
STUDENT
LEARNING
OUTCOMES.

NAMES, PRONOUNS, AND SELF IDENTIFICATIONS:

I invite you, if you wish, to tell us you want to be referred to both in terms of your name and your pronouns.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g. should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, *not presumed or imposed*.

I will do my best to address and refer to all students accordingly and will support you in doing so as well.



TERRITORIAL ACKNOWLEDGMENT FOR THE COLLEGE STATION CAMPUS OF TAMU:

The TAMU Sociology Department acknowledges that Texas A&M University is situated on the land of multiple Native nations, past and present. These original homelands are the territory of Indigenous peoples who were largely dispossessed and removed. We specifically acknowledge the traditional stewardship of this land by the Tonkawa, Tawakoni, Hueco, Sana, Wichita, and Coahuiltecan peoples. We pledge to support and advocate for the histories, cultures, languages, and territorial rights of historic Indigenous peoples of Texas and the Indigenous people that live here now. This statement affirms continuous Indigenous presence and rights, acknowledges the ongoing effects of settler colonization, and supports Indigenous struggles for political, legal, and cultural sovereignty.

GRADED REQUIREMENTS:

I. Class Participation & Quizzes (50 points total; 10% of total grade)

Your class participation grade will be based on your active engagement in class/during lectures AND via reading quizzes.

Course Readings. **This class is reading-intensive, make sure to read BEFORE each class.** You should prepare yourself to spend quite a bit of time reading assigned readings and rereading sections carefully before exams. It will be your responsibility to keep up with the readings. You will not pass the pop quizzes, exams, or assignments otherwise. Weekly readings will include book chapters and readings in the textbook (Please see the Course Calendar).

Lecture Notes. You are expected to pay attention and take notes during lectures **and** lecture discussions. Any student who is exhibiting behavior that is disruptive to others' learning or the instructor's teaching, such as being on their phone or laptop for non-course-related reasons, talking during lecture, etc., will be asked to leave the classroom, and will not receive credit for participation.

I may post PDFs of the lectures on Canvas; these serve as an EXTRA tool to foster the edification of course concepts. They are not an excuse to skip a lecture or not pay attention in class because they will NOT have all the lecture material on them. They are merely an overview/summary of the lecture meant to help organize your in-class notes. I reserve the right to not post lecture PDFs/notes at my discretion.

Class Attendance. You are expected to attend this class in-person unless otherwise announced. I will do my best to stream the lecture live via Zoom for those who are excused to miss class (for TAMU-approved reasons, you are isolating/quarantining, or any other reason approved by me, etc.). If you miss a lecture, I strongly recommend getting lecture notes from a peer. I will NOT post recordings of the lectures online.

Reading Quizzes. I do NOT take attendance. Instead, I administer chapter reading quizzes throughout the semester. There will be 12 total reading quizzes, with the lowest 2 grades being dropped from your final grade. This means that two of the quizzes where you did not do so well will be dismissed. The quizzes will consist of 5 questions, worth 1 point each. Each quiz is worth 5 points (50 points total; 10% of total grade).

Quiz questions will be over the chapter reading(s) for the assigned day/week/exam. They will be multiple choice questions, designed to reflect the question formatting you would see on the exams, i.e., they also serve as practice questions for exams. You **MUST** have access to Canvas (via phone, tablet, or laptop) to take the quiz on Canvas.

Quizzes are due at 11:00 am BEFORE the lecture (see Course Calendar) to ensure you read for that day and can follow up regarding any quiz questions you missed. You will NOT be allowed to make up quizzes late without approval. You can only make up missed quizzes if you have a university-approved excuse and do so promptly; timing depends on the situation but is typically one week, and approval by the instructor.

Class participation and engagement are vital to doing well in this course.

II. Media Reaction Paper (50 points total; 10% of total grade)

For this paper, you will use course readings to guide your analysis and comparison of messages related to gender and gender performance found in ONE media source. The purpose of this assignment is for you to think critically about the powerful and prevalent cultural texts and gendered messages that surround us in our daily lives.

This assignment serves as a mini-research paper designed to foster critical thinking skills and the application of course materials. Your paper will be a minimum of 2-3 full pages (not including title or reference page), Times New Roman, font 12, double-spaced, and follow APA or ASA Guidelines. I will provide a detailed rubric for this assignment via Canvas and will discuss it in more detail closer to the due date.

This is an individual assignment. While it is likely that media sources may be similar or overlap if I suspect plagiarism or “group work,” you will receive a “0” on this assignment and be subject to TAMU plagiarism policies.

III. Exams (100 points each; 60% of total grade)

There will be a total of **THREE** non-comprehensive exams covering the readings, lectures, and class discussion topics. **Exams will be “take-home” exams that are due by Monday at 12:00 pm (noon) of the following week (see Course Calendar).** These exams are open notes and open book; however, they are timed so you must study!

Exams are **independent exams; do NOT work with others.** If I find out students are cheating by sharing questions, answer choices, or their responses, I reserve the right to move exams back to in-person, closed notes for the entire class.

You must take the exams via Canvas. The exam's formatting will be multiple choice and consist of 50 questions each. For those who prefer paper exams, I will proctor paper exams during the usual class time with advanced requests. You may also complete your exam online in the classroom during the usual class time, but you are not required to do so.

I will provide BRIEF written study guides for each exam that serves as an outline to help you study; this does NOT substitute studying nor offers answers for the exams. I also hold Zoom exam Q&A reviews before exams. These are optional and recorded for those who cannot make the live Q&A.

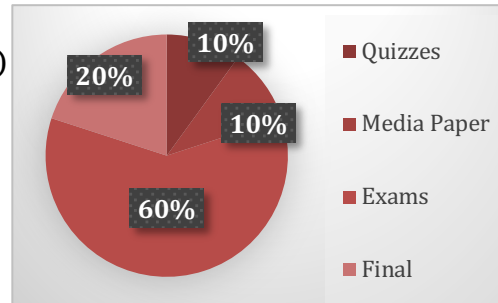
IV. Final (100 points total; 20% of total grade)

For your final, you will choose between a cumulative, multiple-choice exam OR a capstone (final) project. If you choose the project, you will interview two people (of similar age but of different self-identified genders) regarding their work and family expectations. Given what you will learn about gender and sex-segregation, you will explain if their expectations/goals are situated in traditional gender norms and division of labor. You will explain your assessment with evidence from the readings.

Both options are used to gauge your understanding of course readings and your ability use the principles covered to analyze the sociological construction of gender. I will provide a detailed rubric for the project via Canvas and will discuss it in more detail closer to the due date (see Course Calendar).

CALCULATION OF COURSE GRADE:

- Reading Quizzes = 50 points (10%)
- Media Reaction Paper = 50 Points (10%)
- Exam I = 100 points (20%)
- Exam 2 = 100 points (20%)
- Exam 3 = 100 points (20%)
- Final = 100 points (20%)
- **Total Possible = 500 points (100%)**



	A	B	C	D	F
Points Earned	500-447	446-397	396-347	346-297	296 or less
Percent Range	100-89.5%	89.4-79.5%	79.4-69.5%	69.4-59.5%	59.4% or less

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COURSE MANAGEMENT POLICIES:

Attendance & Makeup Work: The university views class attendance as individual student responsibility. Students are expected to attend class and complete all assignments. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See Student Rule 7, Section 7.2.2.). To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. For information about excused and unexcused absences, see Student Rule 07 at:

Website: <http://student-rules.tamu.edu/rule07>

Grading Policies: FERPA law prohibits transmitting any information about student status or grades via telephone or email, even with student permission or at student request. Students may access grades on *Canvas*. Please keep a copy of any work you submit and keep graded assignments until final course grades are posted. If you feel there is a grading issue, please email me and set up an appointment immediately. Do not wait until the end of the semester. These things are best handled right away. I do not respond to “grade grubbing,” i.e., asking for a grade change/increase in grade for no legitimate reason.

Extra Credit: There are opportunities for students to earn individual extra credit points in total, there is the possibility of earning up to 20 extra credit points toward your lowest exam grade. More information regarding extra credit will be posted on *Canvas* and announced over the semester.

Late Work: In this course, you may submit some work, such as exams, “late” without penalty. However, reading quizzes and final coursework due dates are final. ALL final and outstanding excused coursework **MUST** be turned in by the course close date (see Course Calendar), so I have time to enter final grades.

Incomplete Grades: Grades of “Incomplete” will only be considered under rare circumstances when students provide detailed documentation of a significant crisis (e.g., serious illness of the student or death in the immediate family) **near the end of the semester** making them unable to finish the course. If you feel you qualify and need an Incomplete, please email me and set up an appointment immediately. This must be handled before final grades are submitted.

Instructor or TA Error: Instructors and graders are fallible human beings and errors might occur. If you ever find errors or omissions in the course, please report them to me **immediately**.

Email & GroupMe Communication: I will try to respond to emails sent outside of class time within 1-2 business days. Please note that emails received after 5:00 pm are recorded as being received on the following business day. If I do not respond within 2 days, please resend your email. I will also create an “official” GroupMe for the class. I may or may not respond to GroupMe messages, but I will monitor the chat closely to make sure the information being presented is accurate and fair. I will respond when I can and/or when I feel it is necessary. Informal language, or “texting” language in GroupMe is appropriate but please use proper form when communicating with me via email.

Handouts: The handouts used in this course are copyrighted. “Handouts” includes all materials generated for this class, which include, but are not limited to, syllabi, exams, computer printouts, in-class materials, sample tests, assignments, slides, etc. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. This course may also contain additional copyright-protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download, or distribute these items. The use of these materials is strictly reserved for this online classroom environment and for your use only. All copyright materials are credited to the copyright holder.

UNIVERSITY POLICIES & INFORMATION:

Academic Integrity Statement and Policy:

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code (above), to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

Plagiarism: Plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. If you have any questions regarding plagiarism, please consult the latest edition of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Website: www.tamu.edu/aggiehonor

Canvas IT Support: If you have any questions or need assistance with Canvas, please contact the Help Desk 24 hours a day, 7 days a week.

Website: <http://hdc.tamu.edu>

Email: helpdesk@tamu.edu

Phone Number: (979) 845 – 8300

Writing Advice and Help: The University Writing Center provides *free help* with writing to all Texas A&M students. UWC staff members will help you revise papers to improve the quality of your writing. You can consult with them in person or online. If you plan to use this valuable service do not procrastinate. Schedule an appointment as early as possible.

Website: <http://writingcenter.tamu.edu>

Phone Number: (979) 458-1455

Americans with Disabilities Act: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on the west campus. Also, please feel free to discuss this with me prior to the course starting to make sure you are accommodated in my course.

Website: <http://disability.tamu.edu>

Phone Number: (979) 845-1637

COVID-19 Campus Safety Measures: To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.

Website: <https://covid.tamu.edu>

Statement on Mental Health and Wellness: Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. on weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline:

Website: www.suicidepreventionlifeline.org

Phone Number: (800) 273-8255

Title IX and Statement on Limits to Confidentiality: Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1). *I must report (per Texas A&M System Regulation 08.01.01, M1) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:*

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

These mandatory reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared with me. In many cases, it will be your decision whether or not you wish to speak with that individual. Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media posts. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with Counseling and Psychological Services (CAPS): <https://scs.tamu.edu/>.

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's Title IX webpage:

Website: <https://titleix.tamu.edu>

Phone Number: (979) 458-8407

CLASSROOM CIVILITY, RESPECT, & TOLERANCE:

The Department of Sociology supports Texas A&M's commitment to diversity and welcomes individuals of all abilities, ages, citizenships, educations, ethnicities, family statuses, gender identities, genders, languages, military experiences, political views, races, religions, sexes, sexual orientations, socioeconomic statuses, and work experiences (See <http://diversity.tamu.edu/>).

Exposure to many different ideas and viewpoints, and experiences with people from various backgrounds and disciplines is key to your education. Sociology is the research-driven study of our social world, not a set of ideas with which you must agree. This course may feature content and discussions challenging your deeply held beliefs, encouraging you, as a student of social science, to examine your beliefs and why you hold them. Exposure to sociological frameworks with which you disagree develops your ability to navigate diversity around you, and the discomfort it can generate, which you may experience throughout your education, and in your career.

This course promotes learning through respectful and civil discourse. Frame discussions with classmates and the instructor using rules of evidence and present ideas with civility and respect. Each student can make valuable contributions. Beliefs, values, and experiences expressed or shared by classmates should be respected if presented respectfully. Discussions should focus on ideas, not individuals. Inside and outside the classroom (including electronic venues such as *GroupMe*), students should engage in reasoned discussion without derogatory comments and dehumanizing language about other persons, groups, or viewpoints. No action(s) counter to this standard will be tolerated and offending students may be barred from further discussions.

Student Conduct Code Rule 21 will be strictly enforced. TAMU respects freedom of expression for instructors and students, but classroom conditions must support the rights of (1) instructors to teach and (2) students to learn. Classroom behavior interfering with the exercise of either of these rights will not be tolerated. Disruptive classroom behavior may result in disciplinary action (section 24.4.15; <https://studentrules.tamu.edu/rule21/>). Disruptive or disrespectful behavior (i.e., rude, unprofessional, inappropriate, and/or harmful to others) in the classroom, in meetings during office hours, or during class-related communications outside lecture (online or in-person), will result in a warning from the instructor or TA. However, for seriously disruptive or disrespectful behavior, no warning will be issued, and action will be taken, which may involve immediate removal from class. If negative behavior persists following a warning, the instructor and/or TA will require an in-person meeting with the student and Sociology Department Head/Associate Head to discuss and document a behavior modification plan, to be signed by the student and forwarded to the Department Head. Further infractions will immediately involve the Department Head and Academic Dean (per Rule 21).

SPECIAL INSTRUCTOR NOTE:

I will try my best to work with each and every one of you. If you are having difficulty with the course material or have any other concerns or questions regarding the course, please do not hesitate to contact me. I would rather talk with you than for you to struggle silently. I take teaching very seriously and my ultimate desire is to see all of you succeed as students, sociologists, and human beings.

TENTATIVE COURSE CALENDAR & READING LIST

This syllabus and schedule may be modified at the discretion of the instructor.

Any changes will be discussed in class and/or via Canvas.

DATES	WORK DUE	TOPIC	READING /ASSIGNMENT
Week 1: 01/17 - 01/22		Lecture Topic: Introduction to Course & Sociology	T - "Syllabus Day" - Familiarize yourself with the course requirements, Canvas, textbook/reading list, etc. R - Introduction to Sociology
Week 2: 01/23 - 01/29	- Quiz 1 ¹	Lecture Topic: Introduction to Gender	Readings: T - Chapter 1 (Ryle 2020) R - "The Five Sexes" (Fausto-Sterling 1993) ²
Week 3: 01/30 - 02/05	- Quiz 2	Lecture Topic: Sociology of Gender Theories	Readings: T - Chapter 2 (Ryle 2020) R - "Doing Gender" (West and Zimmerman 1987)
Week 4: 02/06 - 02/12	- Quiz 3	Lecture Topic: Other Approaches to Gender: Psychology, Feminism(s), & Queer Theory	Readings: T - Chapter 3 (Ryle 2020) R - "Gender Outlaws" (Bornstein 2010)
Week 5: 02/13 - 02/19	- Quiz 4 - Exam 1	Lecture Topic: Gender & Socialization	Readings: T - Chapter 4 (Ryle 2020) R - EXAM 1 ³
Week 6: 02/20 - 02/26	- Quiz 5	Lecture Topic: Gender & Sexuality	Readings: T - Chapter 5 (Ryle 2020) R - "Compulsory Heterosexuality" (Rich 1980)
Week 7: 02/27 - 03/05	- Quiz 6	Lecture Topic: Gender & Interaction: Friendship, Dating, & Status	Readings: T - Chapter 6 (Ryle 2020) R - "Has Dating Become Egalitarian?" (Eaton and Rose 2011)
Week 8: 03/06 - 03/12	- Quiz 7	Lecture Topic: Gender & Embodiment	Readings: T - Chapter 7 R - "The Social Construction of Disability" (Wendell 1996)
Week 9: 03/13 - 03/19	- Spring Break	Lecture Topic: No lecture	Readings: - No readings (Spring Break holiday)
Week 10: 03/20 - 03/26	- Quiz 8 - Exam 2	Lecture Topic: Gender, Marriage, & Family	Readings: T - Chapter 8 (Ryle 2020) R - EXAM 2
Week 11: 03/27 - 04/02	- Quiz 9	Lecture Topic: Gender & Work	Readings: T - Chapter 9 R - Chapter 9 Readings
Week 12: 04/03 - 04/09	- Quiz 10 - Media Reaction Paper due 04/09	Lecture Topic: Gender & Media	Readings: T - Chapter 10 (Ryle 2020) R - "Disclosure" (documentary film on Netflix)
Week 13: 04/10 - 04/16	- Quiz 11	Lecture Topic: Gender, Power, & Politics	Readings: T - Chapter 11 R - "Playing with Different Cards" (Verge and de la Fuente 2014)
Week 14: 04/17 - 04/23 ⁴	- Quiz 12 - Exam 3	Lecture Topic: The Future of Gender	Readings: T - "A Day Without Feminism" (Baumgardner and Richards 2000) R - EXAM 3
Week 15: 04/24 - 04/28	- Final Exam OR Capstone Project due 04/28	Lecture Topic: No Lecture	DUE FRIDAY, 04/28 BY 11:59 PM ⁵

¹ Chapter reading quizzes are due via Canvas *before* Tuesday's lecture by 11:00 am.² Additional readings available as PDFs on Canvas.³ "Take home" exams open during class time and are due via Canvas on Monday *of the following week* by 12:00 pm.⁴ Tuesday April 18, 5 p.m., Last day for all students to drop courses with no penalty (Q-drop).⁵ Absolutely no work will be accepted after this date and time; see Incomplete Grade Policy for more information.