

SOCIAL SCIENCE PERSPECTIVES ON SEX AND GENDER

WST2612 (20191)

FALL 2020 (SECTION 2612)

PLEASE RESERVE MONDAYS 4TH AND 5TH PERIODS AND WEDNESDAYS 5TH PERIOD FOR VIRTUAL CLASS MEETINGS.

INSTRUCTOR

Constance L. Shehan, Ph.D.

Professor of Sociology and Gender, Sexualities, and Women's Studies

email: cshehan@ufl.edu

Pronouns: She, her, hers

Contact information : The best way to contact me is by email. If you would like to talk by phone (or Zoom), please email me and we can set up an appointment. You may email me directly at cshehan@ufl.edu or through the Canvas mail function. (Due to the Covid-19 restrictions, I will not be in my office in Ustler Hall during Fall semester.)

Office Hours : I will hold weekly virtual office hours, following our virtual class session on Mondays. The class meets from 10 :40 to 11 :30 (on-line). Virtual office hours will begin when the class session ends. Please note these hours may change.

GRADUATE TEACHING ASSISTANT

Priya Gurjar (she, her). Priya is a graduate student enrolled in the MA program in Gender, Sexualities, and Women's Studies. She will be an important contact/resource/support person for you this semester. The best way to contact her is through Canvas.

COURSE DESCRIPTION

This course, offered through the Center for Gender, Sexualities, and Women's Studies Research, focuses on social science perspectives on sex and gender. I am a sociologist, so I will emphasize sociological perspectives on gender. When studying gender from a sociological perspective, we recognize that gender is not only an important dimension of individual identity but also a major dimension of the social structure. In this course we will look at sociological theories of gender, the way gender acts as an organizing principle in our everyday lives, the role of gender in our social institutions (e.g., education, work, family, media, religion, and politics), and how gender inequality is created and experienced. When we examine gender, we must also consider race, social class, and sexuality. This approach is what we call an *intersectional perspective*. In this class we will examine the ways in which gender intersects with these other

categories to produce different gendered experiences, and therefore different forms of inequality within U.S. society.

GENERAL EDUCATION OBJECTIVES AND LEARNING OUTCOMES

This course is a social and behavioral sciences (S) subject area course in the UF General Education Program. (It also satisfies a Diversity requirement.) Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

At the end of this course, you will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:

Content: *Demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline.*

Communication: *Communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline.*

Critical Thinking: *Analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.*

COURSE OBJECTIVES

Introduce you to basic sociological concepts and theories through their application to the study of gender.

- 1) Recognize that observed differences in women's and men's lives are influenced by societal forces; that is, the social construction of gender in everyday lives.
- 2) Understand the ways in which women's and men's life experiences vary by race, ethnicity, social class, sexual identity, and age
- 3) Explore the ways in which gender is built into social institutions, such as the family, the economy, education, religion, science, government and politics, the criminal justice system, and the mass media.
- 4) Examine the ways in which gender, along with race, ethnicity, and social class, shapes the distribution of valued resources, power, and privilege in ways that systematically tend to benefit white men over white women and women and men of color.

REQUIRED TEXTBOOKS

The Gender Book(let), Created by Mel Reiff Hill, Boston Davis Bostian, and Jay Mays.

This book is available on-line for \$15. However, there is an option to get a free download of the book if you are on a limited budget. You can find the link to the booklet and the interesting website here: <https://thegenderbook.com/the-gender-book>

Questioning Gender: A Sociological Exploration (3rd edition), by Robyn Ryle. Sage Publications. 2018.

Please note that this course will be participating in the **UF All Access program**. UF All Access will provide you with your required materials *digitally* at a reduced price and will offer you the ability to pay using your student account. This option will be available starting one week prior to the semester starting and ending three weeks after the first day of class. Login at the following website and Opt-In to gain access to your required course materials:
<https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED>

REQUIREMENTS, ASSIGNMENTS, AND ASSESSMENTS

More information about all of these is available on the Canvas web-site.

1) Regular Reading: Deep, careful reading of the textbook is essential for success in this course. All of the assessments (i.e., quizzes, discussion posts, and application papers) are based on your understanding of the material presented in the text. I encourage you to complete each week's reading early in the week.

2) Viewing of Recorded Lectures, Video Clips, and Documentaries: These are listed on the Canvas page for each Module.

3) Quizzes: There will be a multiple-choice quiz for each module of the course. Each quiz will have 20 multiple choice questions focusing on key terms, people, and ideas from the chapter. *Quizzes are scheduled for the Wednesday class meetings 4th periods.* You will access the quizzes through Canvas. The quizzes will be opened at 10:30 am and will close at 11:35 am. Be sure to sign on to Canvas a few minutes early so that you have enough time to complete the quizzes. Canvas will shut you out precisely at 11:35. (If you are registered with the Disability Resource Center and have accommodations, please let me know as early as you can.)

You must do every quiz (n=11) but your *lowest score will be dropped* from the calculation of your final grade.

Total points from this component: 200

2) Discussion Posts

I will post a discussion prompt every week. You are asked to write a **meaningful** response to the prompt (i.e., your post is *clearly based on class materials assigned for the week* and is not based on your personal experience – unless the prompt specifically asks for that). You are also required to respond to at least one class mate's post in a meaningful way (see the definition of meaningful in the previous sentence). The discussion boards will open on Wednesdays at noon (except for the week of Thanksgiving). Original posts must be submitted no later than Fridays at noon. Responses to other people's posts are due by Saturdays at noon. Please note that you can always post earlier than the day/time deadlines. 😊

There will be 11 graded prompts. You are only expected to reply to **ten** of them. Each discussion board (posts and responses) will be worth 10 points. Dimensions of evaluation will include the extent to which you provide clear links to the course material and the depth of the post.

Total points from this component: 100

3) Application Papers

This course meets a writing requirement of 2000 words. In order to fulfill this requirement, you will be assigned to write five short papers. These papers will be based on the documentaries that will be assigned in each module. They will require you to address a number of key questions that will ask you to apply key concepts and theoretical perspectives from the module material. You are expected to cite pages from the text (or other relevant material) in your papers to document your points. The questions do not ask for your personal reactions or opinions about the issues raised in the documentary.

You are expected to write a minimum of 350 to 400 words for each paper. Each paper is worth a maximum of 50 points. You are only required to submit five application papers, even though 10 to 12 documentaries will be shown throughout the semester. You are expected to watch all of the documentaries, even those you aren't planning to write about. These will be the basis for synchronous discussion sessions on Monday mornings.

Application papers are due on Sunday nights (11:59PM) at the end of the week in which the documentary was assigned. We will discuss these the Monday after they were submitted.

Total points for this component: 250

Your course grade will be based on a total of 550 points. The following chart shows you how many points are required for each letter grade.

GRADING SCALE AND ASSIGNMENT SUMMARY

Points	Grade Scale	Grade Value
511 and above	= A	A = 4.0
495-510	= A-	A- = 3.67
478-494	= B+	B+ = 3.33
462-477	= B	B = 3.00
440-461	= B-	B- = 2.67
423-439	= C+	C+ = 2.33
407-422	= C	C = 2.00
385-406	= C-	C- = 1.67
368-384	= D+	D+ = 1.33
352-367	= D	D = 1.00
330-351	= D-	D- = 0.67
Below 330	= E	E = 0.00

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Please note: An earned grade of C minus will not be a qualifying grade for your major, minor, Gen. Ed., or basic distribution credits.*

Students Requiring Accommodations Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/>.

Class Demeanor Students are expected to join class meetings on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the

classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Materials and Supplies Fees There are no additional fees for this course.

University Honesty Policy UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Topics and Required Reading

Please note the following important points:

This schedule is based on weeks that run from Monday mornings (12:01 AM) and end on Sunday nights (11:59 PM). Each type of assignment will always be due on the same day and time each week. *I reserve the right to adjust the schedule as unexpected events occur. Should I have to do this, I will give you as much advance notice as possible.*

More details about module assignments, including additional readings and video clips are available in each Module, accessible through CANVAS (i.e., the course website.) ***Please refer to these frequently.***

Our class sessions *may* be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

WEEKLY SCHEDULE

PART I: Introduction – What Are the Most Important Questions to Ask about

Gender? We will spend the first week of class (8/31 to 9/6) reviewing the syllabus, the Canvas website, and other fundamentals of the course.

MODULE 1: *Defining Gender (9/6 to 9/13)**

READ: Chapter 1, Textbook

The Gender Booklet

* September 6 is Labor Day. There is no class. *September 13 is Grandparents' Day.* ☺

Module 2: *Using Sociology to Study Gender (9/14 to 9/20)**

READ: Chapter 2, Textbook

WATCH: *Man for a Day* (documentary available at docuseek2/

**For those of you who celebrate Rosh Hashanah and Yom Kippur, talk to Priya or me about adjusting deadlines.*

Module 3: *How Do Other Fields Study Gender? (9/21 to 9/27)**

READ: Chapter 3, Textbook

WATCH: Video clips on the Canvas website for this module.

* September 22 is the first day of Autumn!

PART II: Gender and Race in Our Everyday Lives

Module 4: *How do We Learn Gender? (9/28 to 10/4)*

READ: Chapter 4, Textbook

WATCH: *The Mask You Live In*

Module 5: *The Gender of Sexuality (10/5 to 10/11)*

READ: Chapter 5, Textbook; and *The Gender Book(let)*

WATCH: *How to Lose Your Virginity: Myths and Misogyny Around A Rite of Passage*

Module 6: *Gender, Friendship, and "Dating" (10/12 to 10/18)*

READ: Chapter 6, Textbook

WATCH: *Love on the Spectrum*

Module 7: *Gender, Bodies, and Health (10/19 to 10/26)*

READ: Chapter 7, Textbook

WATCH: *The Breast Archives* (tentative)

PART III: GENDER AND THE STRUCTURE OF OUR SOCIETY

Module 8: *Gender, Marriage, and Families (10/26 to 11/1)**

READ: Chapter 8, Textbook

WATCH: *Nana: The Lives of Live-In Nannies* (71 minutes; 2015)

*Daylight Savings Time Ends!!

Module 9: Gender, Work and Wages (11/2 to 11/8)*

READ: Chapter 9, Textbook

WATCH: *Rape in the Fields*

*November 3 is Election Day.

Module 10: Gender and the Media (11/9 to 11/15)*

READ: Chapter 10, Textbook

WATCH: *Miss Representation* (90 minutes, 2011)

*November 11 is Veterans Day. There is no class that day. The quiz will be scheduled on another day. November 14 is Diwali. Those who celebrate Diwali and wish to have the schedule of assignments adjusted, please let us know.

Module 11: Gender, Race, Politics, and Power (11/16 to 11/24)

READ: Chapter 11, Textbook

WATCH: *RBG*

Happy Thanksgiving Break!! (November 23 through November 29)

Module 12: Gender, Race, and Social Justice (11/30 to 12/9)*

Required Reading: TBA

WATCH: *13th*

*** Classes end on December 9. There is no final for this course.**

If you liked this course, consider adding a (second) major in Women's Studies!

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women's Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to **studying and transforming gender, race, class, sexualities and other systems of power**. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women's Studies major consists of four core courses and six electives. It's simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology have many courses that can double count). It's also the perfect complement to pre-health studies. For more information, contact undergraduate coordinator Dr. Alyssa Zucker. Stop by her Fall office hours, Mondays and Thursdays 2-3:30 p.m. on Zoom or email for an appointment.