

SOCY 301 / WGST 300: Sex and Gender
Spring 2022
M/W 8:05 – 9:20am

COURSE BULLETIN DESCRIPTION:

SOCY 301: Sex and Gender

Offers a sociological lens to develop critical ways of thinking about sex and gender as social processes in everyday lives. This course considers how sex and gender shape and affect the experiences of people across the gender and sex spectrum within a wide range of social institutions (family, work, education, politics, etc.).

Cross-listed Course: WGST 300

Prerequisites: SOCY 101

3.000 Credit hours

Carolina Core Foundational Course: GSS Learning Outcome

Graduation with Leadership Distinction: Diversity and Social Advocacy

Graduation with Leadership Distinction: Professional and Civic Engagement

EXTENDED DESCRIPTION:

This is a synchronous, fully in-person course that meets from January 10th to April 20th. Your final paper must be submitted online by 11:59 pm on April 27th. Sociology is a social science seeking to better understand how individuals, groups, social systems/structures and cultures shape (and are shaped by) one another. In this course, we will use a sociological lens to focus on the topics of sex and gender. This course centers gender and sex identities as a way of interpreting power in societies, cultures, systems, and institutions. We will use empirical evidence and real-world experiences to analyze and interpret patterns in various social environments with the goal of gaining a clearer, broader, and deeper knowledge of how gender and sex operate in United States culture. The course requires you to develop your analytical skills and think critically about your relationship to gender and sex through various texts.

This course is on an approved course list for Graduation with Leadership Distinction. If you engage in research, study abroad, internships, or community service, you could be eligible to graduate with leadership distinction. Sign up to meet with a GLD Advisor to learn more and consider ways to get involved throughout your time at UofSC.

COURSE LEARNING OUTCOMES:

After completing this course, you should be able to:

- Describe the importance of the social construction of gender and sex in: 1) the workplace, 2) education settings, 3) home sphere, and 4) media platforms.
- Identify differences between the concepts of: 1) sex, 2) gender, 3) gender identity, and 4) gender expression.
- Formulate critical and analytic responses to media depictions of gender, sex, gender identity and gender expression.
- Explain the ways in which sex, gender, race, class, sexuality, age, ability and other factors shape the experiences and opportunities of individuals and groups.

- Articulate at least two sociocultural factors or processes that contribute to social inequality and at least two sociocultural factors or processes that contribute to social change.

CAROLINA CORE OUTCOME:

GSS - Students will be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.

SARS-COV-2:

The SARS-CoV-2 pandemic and its response has contributed additional uncertainty and risk to the academic environment. The university continues to update its policies to encourage safe conduct and facilitate learning. As the course instructor, I will continue to update course policies in accordance with university guidance and will do my best to ensure a safe and positive learning environment for all students. This may mean changes to the course modality, syllabus, and expectations.

University policies outline procedures for SARS-CoV-2 absences, accommodations, and extensions. As per university policies, students who believe they may have contracted this virus should go to the university health center to undergo testing. If you test positive, follow their guidelines and notify your instructors to receive accommodations for excused absences and extensions of assignment deadlines. Students who are required to isolate as a result of a positive test result or recommendation from a medical provider will be responsible for working electronically with their group as they are able via Zoom and Google Docs (or other platforms). These electronic communications may occur during or outside of class time depending on the health condition of the student. Absent students are able to gain participation credit and assignment credit as outlined in each assignment section, and may need to communicate with the instructor about their individual needs. Please review these policies here:

<https://sc.edu/safety/coronavirus/>.

If a mask mandate is in effect:

Students will be required to wear a mask at all times in the classroom. If students need to remove their mask for any reason, they can exit the classroom at any time. If any student attends class without wearing a mask effectively (effective mask wearing includes a mask (not a bandana) covering both the nose and mouth completely), they will be asked to leave. Students asked to leave will be responsible for any coursework for that day,

If a mask mandate is lifted during the semester:

I strongly recommend that **all students, regardless of vaccination status, wear a face covering in the classroom** until public health guidance changes. I will try to bring a few masks with me to class in case you forget yours, but can't promise I'll always have extras on hand. The expectation is for all students to wear a mask. I reserve the right to dismiss class if more than 3 students in a classroom of 20 are not wearing face coverings, as a safety measure. Students are asked to sit in the same space in each class session to facilitate contact tracing. I am also reserving the first two rows of desks for students with face coverings.

If all students properly wear a mask (ie, a mask (not a bandana or other covering) worn over the mouth and nose), I will raise each student's final grade by half a letter grade.

SUGGESTED TEXTBOOK:

Wade, Lisa, and Ferree, Myra Marx. (2019). *Gender: Ideas, Interactions, Institutions* (2nd edition). New York: W.W. Norton. ISBN: 9780393667967. A copy of the textbook is on reserve at the Thomas Cooper Library. All course reading materials comply with copyright/fair use policies.

All required readings will be located on the course Blackboard site.

ACCOMMODATIONS:

The University of South Carolina is committed to providing all students equal access to learning opportunities. Students with a documented disability that either prevents them from fully participating in any aspect of this course, or that requires an accommodation should contact me within the first few days of this course. Students who have self-identified and who have appropriate documentation that has been verified through the University of South Carolina Student Disability Resource Center (located at 1523 Greene Street, LeConte Room 112A or by phone at 803-777-6142 and email at sasds@mailbox.sc.edu), will be given accommodations for this course. It is the student's responsibility to request an accommodation and schedule their exams directly with the Student Disability Resource Center, with plenty of advance notice in order to take course quizzes and exam(s) on time. For more information, see:

<https://www.sa.sc.edu/sds/>

Other academic support resources may help students be more successful in this course as well. Please see:

Library Services: (http://www.sc.edu/study/libraries_and_collections)

Writing Center: (<http://www.cas.sc.edu/write>)

Student Technology Resources: (<http://www.sc.edu/technology/techstudents.html>)

Accessibility Policy for Respondus Lockdown Browser:

(<http://www.respondus.com/products/accessibility-lockdown.shtml>)

EMAIL SUPPORT AND EMAIL ETIQUETTE:

I look forward to hearing about ideas, challenges, questions, and/or concerns you might have about the course material or delivery. I expect students to follow polite email etiquette including a greeting addressing the intended person and a detailed message. The subject line of your email should be clear and formal and include the number (SOCY 301 / WGST 300) or title (Sex and Gender) of the course that you are writing about. As a public university, emails exchanged between academic email accounts is public information and may be used as such.

Please make me aware of any challenges you might face in submitting or engaging in coursework so we can find a solution together. Student situations will be evaluated on an individual basis and the sooner you can inform me of these barriers, the better I can assist you in finding an appropriate solution.

COURSE FORMAT AND REQUIREMENTS:

This is an intense course that requires students to be focused, independent, organized, and communicative. In general, each week will require you to engage in several sources (such as journal articles and videos), discuss the source content with your peers in class, and compose a short paper about the course material. For each of the three course modules, you'll be asked to complete an academic essay discussing the course material. In addition to an academic essay, you'll be asked to complete and present a final project for the third module. The reading

expectations for this course are reasonable, but you will be asked to read this material closely and carefully. It is critical to make sure that you keep up with the readings so as not to fall behind. This class will be heavily oriented toward discussion of central course concepts, as well as integration of media resources that exemplify course concepts. You are expected to master the material presented in the readings, media resources, PowerPoint lecture slides, course learning resources, and small group discussions in class. Your success in this course depends on carefully reading and viewing all course materials, engaging with class activities, and completing assigned tasks regularly and on time.

CLASSROOM EXPECTATIONS

Students are expected to engage one another with respect including property, ideas, experiences, names, and pronouns. It is vital that you come to class ready to meaningfully engage the assigned sources so that you can contribute to the discussion with your classmates. Respectful engagement includes: using a tempered voice without yelling, discussing the material not the person, assuming good intentions, being open to new ideas, and recognizing that what's obvious to you may not be obvious to others. Any student engaging in a disrespectful manner via face-to-face or online (including email) will receive a warning of their specific behavior. If the behavior continues, it will be escalated to the university. Emails sent from and received by university-affiliated addresses are publicly available data and subject to viewing by other university staff without a subpoena.

It is your responsibility to ask questions for clarification. If you feel uncomfortable or unable to express your questions during class time, please write them down and submit them via email so I can address them individually or during the next class.

Please refrain from consuming food or drink in the classroom, texting, or distracting peers. You are welcome to excuse yourself from the classroom at any time. You may use your laptop or other technology during class provided they do not disturb other students or impede your learning opportunities.

This syllabus is subject to change provided students are given adequate notice.

COURSE TECHNOLOGY:

Minimal technical skills are needed in this course. All written coursework must be completed and submitted online. Therefore, students must have consistent and reliable access to a computer and the internet. Before starting this course, students must feel comfortable doing the following. The minimal technical skills students should have include the ability to:

- organize and save electronic files
- use email and attached files
- check email and Blackboard regularly (at least weekly)
- access and view online media content via other streaming video servers (e.g., YouTube)
- download and upload documents
- engage with embedded software such as Respondus Lockdown Browser, SafeAssign, and follow download and configuration prompts

All submissions are secured in Blackboard with a password through the Respondus Lockdown Browser (see here for the accessibility policy: <http://www.respondus.com/products/accessibility->

[lockdown.shtml](#)). You will always have access to the syllabus, course assignments, announcements, your grades, and lecture slides via Blackboard.

If you have problems with your computer or Blackboard, please contact University Technology Support (UTS) Help Desk at (803) 777-1800 or helpdesk@sc.edu. The UTS Help Desk is open Monday – Friday from 8am – 6pm.

ACADEMIC INTEGRITY AND DISHONESTY:

Cases of academic dishonesty (including cheating on assignments, submitting someone else’s work as your own, submitting work that you have submitted for another class for this class, or plagiarizing by failing to give proper credit when incorporating the work of others in your written submissions) will result in a score of zero for the work in question and may also result in a student receiving an “F” for the entire course. **When you copy authors’ exact words or phrases, directly from the publication and without using quotation marks or citing page numbers, you are committing plagiarism.** I take academic cheating VERY seriously. **All cases of academic dishonesty will be formally reported.** All students must review the Office of Academic Integrity sanctions (<http://www.housing.sc.edu/academicintegrity/sanctions.html>). For more information about academic integrity, plagiarism, and academic dishonesty, please review the University of South Carolina Statement of Academic Integrity and the Honor Code at the following link: <http://www.housing.sc.edu/academicintegrity/>

COURSE EVALUATIONS:

Just as you will be evaluated for your performance in this course, your evaluations of my performance as an instructor are a critical way for you to help me improve the course. Please complete your end-of-semester course evaluations through Blackboard.

GRADING AND PARTICIPATION:

Your final grade in this course will be based on your achievements on course requirements weighted in the following manner. Students may request extensions to be granted at the discussion of the instructor. Any late work submitted without an extension will be valued at the following scale: 25% deduction for submissions 1-24 hours late, 50% deduction for 25-48 hours late, after 49 hours late, the work will not be accepted and will count as a 0.

Class Participation Grade (one-minute papers)	20%
Final Project	20%
Papers	60%

GRADING SCALE:

Final letter grades are based on percentages, not curves, as follows:

90-100	A	77-79	C+	60-66	D
87-89	B+	70-76	C	< 60	F
80-86	B	67-69	D+		

ONE-MINUTE PAPERS

Students are expected to submit a one-minute paper at the end of each class. This paper is composed of two questions: “What was the most important concept(s) to take away from class?”, and “What questions do you have about the material?”. These questions are submitted via

Blackboard at the end of class and count towards your class participation grade. Material will be reviewed and questions will be answered at the beginning of the next class or individually.

GROUP DISCUSSION:

Students will be sorted into small groups for discussion and the final project. These groups will meet on a regular basis during class hours to discuss course concepts

It is critical that you respect others' rights to express their opinions and perspectives when discussing course materials, and you should focus on responding directly to the discussion questions using evidence and examples from your required readings and videos. We will discuss pressing social issues that are often controversial and have the power to provoke heated and impassioned responses. Remember, when expressing your opinions and perspectives, to always be respectful to others. Name-calling, insults, shouting, and mockery will not be tolerated and instances will be escalated to the university. Review the Carolinian Creed (<https://www.sa.sc.edu/creed/>).

RESPONSE PAPERS

Each week, students will submit a short response paper outlining the most important concepts from the readings for the week. The purpose of these papers is to summarize the major components of the reading. While I encourage critical engagement of every source, please make sure your first priority is explaining the main points of the readings accurately and succinctly. Students should follow the rubric for the reflection papers posted on Blackboard. You will receive your grade within 72 hours after the submission due date. The lowest grade will be dropped at the end of the semester for each student. You will submit all papers using the SafeAssign plagiarism-checking software system on Blackboard. Be sure that all submitted work is your own; any reference to ideas or concepts that are not your own needs to be cited following APA citation format. All course due dates follow the Eastern Standard Time zone. Papers should be single-spaced in Times New Roman size 12 font, with a heading indicating the student's name, course, date, and title. Papers should be close to 300 words and use APA style in-text citations (no reference section is needed).

Extra Credit: Students will be granted two points of additional paper credit for adding a paragraph under your paper identifying an inaccurate or misleading component of the course source, explaining the error, and providing legitimate evidentiary data. You must make a compelling argument based in scholarly research and cite your sources in APA style format.

MODULE PAPERS:

Students will write three module papers, one for each module of the course. Each module paper will combine the course readings to synthesize and analyze them to provide insight into a key question. Your module paper should use at least five readings from the course and provide an analysis, not a summary. Papers will be graded using the module paper grading rubric posted on our Blackboard course site. You will receive your grade within 72 hours after the submission due date. You will submit all papers using the SafeAssign plagiarism-checking software system on Blackboard. Be sure that all submitted work is your own; any reference to ideas or concepts that are not your own needs to be cited following APA citation format. All course due dates follow the Eastern Standard Time zone. Papers should be single-spaced in Times New Roman size 12 font, with a heading indicating the student's name, course, date, and title. Papers should be 600 –

750 words and use APA style in-text citations. Including a reference section is only necessary for works that are not assigned through this course. Papers should be submitted either as Microsoft Word documents or PDFs. You are responsible for ensuring your documents upload properly. Corrupted documents will not be accepted as late work. If you have technical issues, first email your submission as a PDF to me, then contact IT technical support to resolve the issue.

FINAL PROJECT

The final project for this course asks students to complete an original project that applies the course concepts. Students are encouraged to include concepts from across the course modules in meaningful ways. All project ideas must be approved by the instructor by March 28th and will be evaluated using the rubric on the course Blackboard site. Students are encouraged to work with peers outside their discussion group. Students will receive 10 points of extra credit for presenting their project in class and 5 points of extra credit for submitting their project for publication in a news source, political appeal to their representative, art show, etc. Some ideas for final projects include:

- Op ed for publication
 - Literature review on a specific topic or interest area
 - One-pager policy report
 - Original artwork with an explanation
 - Media analysis of a movie, show, or music video
 - Ethnography
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COURSE CONTENT ADVISORY:

Be advised that this course includes careful analysis of concepts connected to sex and gender, some of which may be controversial or offensive to some. Some course materials (including photographic, audio, and video content) may contain nudity and/or coarse language. We will discuss sensitive and difficult topics such as (but not limited to) domestic and interpersonal violence, racism, sexual assault, and sexuality. If you do not wish to engage with such materials, do not take this class. As with any serious scholarly endeavor, the point of our inquiry is critical understanding—not advocacy of positions. No one will be expected to reveal or discuss their own personal opinions or experiences or to change their personal beliefs or opinions. I do expect, however, that you will engage with the materials in a thoughtful manner, offering insights, questions, and critiques on these materials. *If you do not feel that you are up to this task, please reconsider your decision to take this course.*

TIPS FOR YOUR SUCCESS

In order to succeed in this course, I recommend you:

- Review rubrics *before* you submit any assignment to ensure your submission complies with the grading guidelines.
- Openly communicate about any potential late work. I do not allow for essay corrections and there are limited options for extra credit so it is in your best interest to make me aware of situations outside of your control so we can work together to ensure your success in the course. This includes anything that may preclude you from completing your work on time that is outside your control. Each situation will be evaluated individually.

- Form or join a study group outside of your small group to talk about course concepts and review peer's papers. I recommend using social media such as Facebook or GroupMe to engage your peers as valuable resources.
- Double check every submission to ensure it uploaded accurately and email a PDF copy if there are issues. You are responsible for ensuring the success of each submission and a corrupted or incomplete submission may result in zero credit.

<u>DATE</u>	<u>COURSE TASK AND DUE DATE SCHEDULE</u>	<u>Coursework Due</u>
	MODULE 1	
MODULE 1 Jan 10th – Feb 9th	Source Material, Groupwork	Coursework due
Week 1: 1/10	Course introduction and expectations Lecture: Knowledge Construction	Nothing due
1/12	Watch “Biology and the Gender Binary: The Surprising New Science of Sex Difference” by Lisa Wade at https://us02web.zoom.us/j/6c2AABTrGMhioBmL383SP.lpkwp5cq90jv2ua3?continueMode=true&x_zm_rtaid=dAv5hSiJRVK_8KHH8iipw.1617819792267.dd995b016c13b5643441c92a9951f571&x_zm_rhtaid=773 Watch “What it Means to be Intersex” by Susannah Temko https://www.youtube.com/watch?v=MB7nbvD8rQk Lecture: Identities and Power	Introduction materials due on Blackboard 1/12 8am EST Response paper 1 due through Blackboard 1/12 8am EST
Week 2: 1/17	MLK Day: no class	None
1/19	Read: Meyerhoff, M., & Ehrlich, S. (2019). Language, gender, and sexuality. <i>Annual Review of Linguistics</i> , 5, 455-475. Read: “Intersex Activism, Feminism, and Psychology: Opening a Dialogue on Theory, Research, and Clinical Practice” Interview by Peter Hegarty with Cheryl Chase Read: Broussard, K. A., Warner, R. H., & Pope, A. R. (2018). Too many boxes, or not enough? Preferences for how we ask about gender in cisgender, LGB, and gender-diverse samples. <i>Sex Roles</i> , 78(9), 606-624. Optional Read: Fiani, C. N., & Han, H. J. (2019). Navigating identity: Experiences of binary and non-binary transgender and gender non-conforming (TGNC) adults. <i>International Journal of Transgenderism</i> , 20(2-3), 181-194. Lecture: Gender and Sex as Communication	Response paper 2 due through Blackboard 1/19 8am EST
Week 3: 1/24	Watch: “The Urgency of Intersectionality” by Kimberly Crenshaw https://www.youtube.com/watch?v=akOe5-UsQ2o	

	<p>Read: Haynes, C., Joseph, N. M., Patton, L. D., Stewart, S., & Allen, E. L. (2020). Toward an understanding of intersectionality methodology: A 30-year literature synthesis of Black women's experiences in higher education. <i>Review of Educational Research</i>, 90(6), 751-787.</p> <p>Lecture: Knowledge Gaps and the Battle to Fill Them ; and Frameworks of Interpretations</p>	
1/26	<p>Read: Wilchins, R. A. (1997). <i>Read my lips: Sexual subversion and the end of gender</i>. Firebrand Books. Pages 13-57.</p> <p>Lecture: Hegemony and Interpolation</p>	Response paper 3 due through Blackboard 1/26 8am EST
Week 4: 1/31	<p>Read: "Concrete Alignment: Contemporary Queer Perspectives in a Neoliberal Era" https://libraryguides.berea.edu/ld.php?content_id=46123674</p> <p>Lecture: Gendered Power as a Cyclical Force</p>	None
2/2	<p>Read: Pyle, K. D. (1996). Class-based masculinities: The interdependence of gender, class, and interpersonal power. <i>Gender & Society</i>, 10(5), 527-549.</p> <p>Read: Haywood, C., & Mac an Ghail, M. (2012). 'What's next for masculinity?' Reflexive directions for theory and research on masculinity and education. <i>Gender and education</i>, 24(6), 577-592.</p> <p>Lecture: Masculinities and Femininities</p>	Response paper 4 due through Blackboard 2/2 8am EST
Week 5: 2/7	<p>Read: McCann, H. (2020). Is there anything "toxic" about femininity? The rigid femininities that keep us locked in. <i>Psychology & Sexuality</i>, 1-14.</p> <p>Read: Walker, L. (2012). The future of femme: Notes on femininity, aging and gender theory. <i>Sexualities</i>, 15(7), 795-814.</p> <p>Lecture: Masculinities and Femininities cont.</p>	
2/9	<p>Lecture: Module Wrap Up</p> <p>Class discussion of paper theses</p>	<p>Module 1 paper due 2/9 8am EST</p> <p>Bring copy of paper to class</p>

	MODULE 2	
MODULE 2 Feb 14th – March 20th	Examining Inequalities and Working Toward Change: Organizations and Institutions	Coursework due
Week 6: 2/14	<p>Read: Mize, T. D., & Manago, B. (2018). Precarious sexuality: How men and women are differentially categorized for similar sexual behavior. <i>American Sociological Review</i>, 83(2), 305-330.</p> <p style="text-align: center;">Lecture: Structural Violence: Sexuality</p>	None
2/16	<p>Read: McRuer, R. (2011). Disabling sex: Notes for a crip theory of sexuality. <i>GLQ: A Journal of Lesbian and Gay Studies</i>, 17(1), 107-117.</p> <p style="text-align: center;">Lecture: Structural Violence: Ageism and Ableism</p>	Response paper 5 due through Blackboard 2/16 8am EST
Week 7: 2/21	<p>Read: Rosario, R. J., Minor, I., & Rogers, L. O. (2021). “Oh, You’re Pretty for a Dark-Skinned Girl”: Black Adolescent Girls’ Identities and Resistance to Colorism. <i>Journal of Adolescent Research</i>, 07435584211028218.</p> <p style="text-align: center;">Or</p> <p>Watch: Bonilla-Silva, E. “Why Can’t We All Just Get Along”. YouTube. https://www.youtube.com/watch?v=T9ChSyjxjUI&t=712s</p> <p style="text-align: center;">Lecture: Structural Violence: Race and Ethnicity</p>	None
2/23	<p>Read: Hackman, C. L., Pember, S. E., Wilkerson, A. H., Burton, W., & Usdan, S. L. (2017). Slut-shaming and victim-blaming: A qualitative investigation of undergraduate students’ perceptions of sexual violence. <i>Sex education</i>, 17(6), 697-711.</p> <p style="text-align: center;">Or</p> <p>Read: “See no, Speak no, Hear no” by a community authors.</p> <p style="text-align: center;">Lecture: Gendered and Sexed Institutions: Education</p>	Response paper 6 due through Blackboard 2/23 8am EST

Week 8: 2/28	<p>Read: Rothman, E. F. (2019). Preventing sexual violence on campus in the US: Four thought experiments. <i>Journal of family violence</i>, 34(3), 177-184.</p> <p>Lecture: Gendered and Sexed Institutions: Education cont.</p>	None
3/2	<p>Read: Gorman, E. H., & Mosseri, S. (2019). How organizational characteristics shape gender difference and inequality at work. <i>Sociology Compass</i>, 13(3), e12660.</p> <p>Lecture: Gender and Sexed Institutions: Work</p>	Response paper 7 due through Blackboard 3/2 8am EST
No classes 3/7 – 3/11	None	None
Week 9: 3/14	<p>Read: Anonymous author. (2019). “The Operation Succeeded, but the Patient Died: Biopower and the Nightmare of a Totally Managed Society”</p> <p>Optional reading:</p> <p>Homan, P. (2019). Structural sexism and health in the United States: A new perspective on health inequality and the gender system. <i>American Sociological Review</i>, 84(3), 486-516. Lecture: Gendered and Sexed Institutions: Health</p> <p>Lecture: Gender and Sexed Institutions: Health</p>	None
3/16	<p>Read: Grant, Mottet, Tanis, Harrison, Herman, and Keisling. 2014. “The National Transgender Discrimination Report”. Pages 72-83 (section on Health)</p> <p>Lecture: Gendered and Sexed Institutions: Health Care and Biopower</p>	Response paper 8 due through Blackboard 3/16 8am EST
Week 10: 3/21	<p>Read: Risman, B. J., & Ferree, M. M. (1995). Making gender visible. <i>American Sociological Review</i>, 60(5), 775-782.</p> <p>Lecture: Catch-up</p>	None
3/23	<p>Lecture: Module 2 Wrap Up</p> <p>Class discussion</p>	<p>Module 2 Paper due 3/23 8am EST</p> <p>Bring copy of paper to class</p>

MODULE 3		
MODULE 3 March 28th – April 28th	Sexualities, Families, Work, and Politics	Coursework due
Week 11: 3/28	<p>Watch “How to Design Gender Bias Out of your Workplace” by Sara Sanford</p> <p>Watch “Lily Zheng on Gender Ambiguity and Transgender Identity at Work” by Lily Zheng</p> <p>Read: Wynn, A. T., & Correll, S. J. (2018). Combating gender bias in modern workplaces. In <i>Handbook of the Sociology of Gender</i> (pp. 509-521). Springer, Cham.</p> <p>Lecture: Gender and Sex at Work</p>	Final project idea due via Blackboard by 8am 3/28
3/30	<p>Watch: “Why we Need to Re-Think the Workplace Rules to Advance Equality” by Shelley Zalis</p> <p>Read: Kalev, A., & Deutsch, G. (2018). Gender inequality and workplace organizations: understanding reproduction and change. <i>Handbook of the Sociology of Gender</i>, 257-269.</p> <p>Lecture: Gender and Sex at Work cont.</p>	Response paper 9 due through Blackboard 3/30 8am EST
Week 12: 4/4	<p>Read: Naldini, M., Satta, C., & Ghigi, R. (2018). Doing family through gender, doing gender through family. Exploring social inequalities and cultural changes in everyday parenting. An introduction.</p> <p style="text-align: center;">Or</p> <p style="text-align: center;">“The Gender Issue Zine” Issue 1. Various Authors.</p> <p style="text-align: center;">https://libraryguides.berea.edu/ld.php?content_id=49251773</p> <p>Lecture: Gender and Sex at Home</p>	None
4/6	<p>Read: Scarborough, W. J., Sin, R., & Risman, B. (2019). Attitudes and the stalled gender revolution: Egalitarianism, traditionalism, and ambivalence from 1977 through 2016. <i>Gender & Society</i>, 33(2), 173-200.</p> <p>Lecture: Gender and Sex at Home cont.</p>	Response paper 10 due through Blackboard 4/6 8am EST

Week 13: 4/11	<p>Read: Engeli, I., & Mazur, A. (2018). Taking implementation seriously in assessing success: The politics of gender equality policy. <i>European Journal of Politics and Gender</i>, 1(1-2), 111-129.</p> <p>Lecture: Gender and Sex in Policy</p>	None
4/13	<p>Watch: “Why did the US Rank so Low for Gender Equality?” by CBS News</p> <p>Read: Laster Pirtle, W. N., & Wright, T. (2021). Structural Gendered Racism Revealed in Pandemic Times: Intersectional Approaches to Understanding Race and Gender Health Inequities in COVID-19. <i>Gender & Society</i>, 35(2), 168-179.</p> <p>Lecture: Gender and Sex in Policy cont.</p>	Response paper 11 due through Blackboard 4/13 8am EST
Week 14: 4/18	<p>Watch: Under the Blacklight Episode 19 https://www.youtube.com/watch?v=SwDL0ONoKlw</p> <p>Read: Friedman, S. (2015). Still a “stalled revolution”? Work/family experiences, hegemonic masculinity, and moving toward gender equality. <i>Sociology Compass</i>, 9(2), 140-155.</p> <p>Lecture: Where Are We Going? Class Wrap Up</p> <p>Class Discussion</p>	None
4/20	Final Presentations	Final Projects due 4/19 11:59pm EST
Final: 4/27	No class	Module 3 paper due 4/27 11:59pm EST