Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: SOC 363 Sociology of Gender

Instructor(s) of Record: Melissa Swauger

Phone: 724-357-0158   Email: mswauger@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: [✓] Positive (The objectives of this course can be met via distance education)

[ ] Negative

_____   11-7-14
Signature of Department Designee   Date

Endorsed: _____   11/17/14
Signature of College Dean   Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: [✗] Positive (The objectives of this course can be met via distance education)

[ ] Negative

_____   11/18/14
Signature of Committee Co-Chair   Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

[✓] Approved as distance education course   [ ] Rejected as distance education course

_____   NOV 19 2014
Signature of Provost   Date

Forward form and supporting materials to Associate Provost.

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
   Associate Professor Melissa Swauger, PhD
   I have taught 3 sections of Sociology of Gender over the past five years. I use Moodle as a supplementary learning management tool for the course. Students are required to access Moodle to print daily handouts, monitor their grades, and read weekly announcements. I learned Moodle and Desire 2 Learn by attending trainings and having a one-on-one session with staff at the IT Support Center. Both learning management systems are very effective tools in managing the 35-40 students enrolled in the Sociology of Gender courses. In addition to the Sociology of Gender course, I have used Moodle as a supplement and to manage all other courses taught since the Fall of 2009.

   In the Fall of 2011, I successfully created and proposed to teach SOC 151 Principles of Sociology online at IUP. I have since taught the course in two summer Pre-sessions (2013, 2014), one Winter session (2013), and am currently teaching the course (Fall 2014 semester). With each time teaching the course, a modular format was used in which lessons were implemented in a time release format. Students are required to participate in pre-chapter assessment quizzes, discussion board assignments, submit papers via the course site, and take online exams. I've had to adapt and change the content of the course depending on the number of weeks it has been offered and have worked hard not to compromise content. I've received feedback and evaluations for each of these semesters and generally students report.....

   In the 2010 and 2012 Summer sessions, I taught a global service learning course (SOC 481/581) which utilized online learning in weeks one and five and traditional learning while immersed in the culture of Petersfield, Jamaica. The online portion of the course was conducted via Moodle and students were required to access lecture notes, PowerPoint slides, and travel announcements on the site and were evaluated through online quizzes, discussion board participation, and writing assignments submitted on Moodle. This course enrolled 9 students who also completed pre and post program evaluation that I developed using Qualtrics.

   In the Fall of 2011, I attended a symposium entitled, "WGS 2.0: Making the Cultural Shift to Embodied Voices and Virtual Selves." This symposium began a dialogue about the possibility of creating a Women and Gender Studies online major among partnering PASSHE universities. The agenda included various presentations and virtual demonstrations by Women's Studies professionals focusing on online feminist pedagogy, cross-institutional collaborations, and making a cultural shift from traditional classroom to online learning. As a member of the Women's Studies committee and Chair of the President's Commission on the Status of Women, I intend to stay involved in the discussion (and hopefully implementation) of an online Women and Gender Studies major across PASSHE institutions.

Regarding my discipline, I am an Associate Professor in the Department of Sociology. I hold a PhD in Sociology from the University of Pittsburgh and have published peer-reviewed journal articles in my field and presented at numerous national and international conferences. Since starting at IUP, I have taught eight different courses across the undergraduate (upper and lower division), masters, and doctoral levels. In any course, I strive to present material with great enthusiasm and make the material relevant to students' everyday lives. I engage students so they not only learn the material but feel safe reflecting and sharing how the material applies to them. I have a high rate of student success because I incorporate a variety of assignments (papers, exams, quizzes), and offer a great deal of support and encouragement. I have also taught Sociology and Women's Studies courses in traditional and online classrooms, and Adult Education programs at the University of Pittsburgh, Carlow University, and the Community College of Allegheny County.

Associate Professor Diane S. Shinberg, Ph.D.

I have taught Sociology of Gender (SOC 363) over five semesters (8 sections) at IUP. Previously, I taught a similar undergraduate course (also over five semesters) and a specialized graduate seminar on Gender and Health at the University of Memphis. All my in-person "brick and mortar"/"podium" courses since 2002 have been supplemented with on-line elements, including on-line exams, quizzes, interactive discussion forums, multimedia presentations, other activities, and electronic mirroring of course handouts and other materials. I have used a variety of Learning Module Systems (LMSs), such as Blackboard, WebCT, NfoMedia, Moodle and D2L. I attended IUP's Moodle "Bootcamp" and other ad hoc LMS training sessions. Currently, I am a member of the On-Line Learning Sub-Committee of the Academic Computing Policy Advisory Committee at IUP.

Assistant Professor Michelle Sandhoff, PhD

I have taught 3 sections of Sociology of Gender at IUP as well as the graduate course Gender & Society. At my previous institution, University of Maryland, I taught 7 sections of Sociology of Gender over 3 years. I have worked with a variety of online learning management systems including D2L, Canvas, and Blackboard. I currently use D2L to provide students with access to readings, monitor grades, regular announcements, as well as discussion forums.

In summer 2013 at the University of Maryland I successfully delivered the course Sociology of Gender online during a 6-week summer session. I used time-released modules to deliver content. I delivered material using a combination of text, images, and videos (both examples and videos of myself lecturing). I encouraged student participation through discussion forums, having students find, post, and comment on examples of class concepts, and group video chats (I assigned students to groups based on time availability and had them watch videos at the same times as their group while engaging in a real-time discussion via a chat client of their choice). In addition I required regular journal entries where students reflected on course material. I responded personally to these journals providing a sense of accountability and dialogue. I also assigned essays requiring students to apply the class concepts.

Regarding my academic background, I hold a PhD in Sociology from the University of Maryland. One of my specializations (including course work and comprehensive exam)

was Gender, Work, and Family. I have published 3 book chapters on gender and/or sexuality in the military.

2. How will each objective in the course be met using distance education technologies? Learning regarding each of these objectives is intended to build on itself, with the understandings and perspectives achieved in each module being actively applied in the next, such that the analyses in the latter part of the course incorporate all tools provided to that point. Some use of distance education technologies such as online PDF readings, Web Pages, online video and audio content streams, MS Word, Power Point, and Discussion Forums will be common to all the modules and thus, serve all objectives. In each module students will complete a pre-chapter assessment to see what they know about the material prior to being exposed to the content. Then, each week students will be required to read a chapter from a textbook as well as a supplementary article(s) which applies key terms to a specific social phenomenon. To support attention to and comprehension of the substantive issues, I will provide detailed lecture notes that succinctly summarize the key concepts of that module and emphasize the critical information students will need for their writing and analysis. Students will respond to related questions I pose in postings to the discussion board and will be directed to reference a particular concept or set of concepts from their readings in their postings. Students will also be asked to conduct at least two writing assignments which asks them to observe and reflect upon how a sociological concept works in their everyday lives. These papers will be submitted via the course website. Finally, students will be evaluated through an online midterm and final exam.

Some ways in which the use of distance education technologies will be used for specific objectives includes the following:

- **Objective 1) Distinguish and apply sociological perspectives to understand gender as it is socially constructed and Objective 2) Identify ways in which we define and enact femininity and masculinity, structure social relationships, and how such distinctions are the basis of gender inequalities.** At the beginning of the course, students are introduced to basic terms and concepts in the sociology of gender including the sociological imagination, sex/gender, the social and cultural construction of gender, socialization, etc. Students will learn these central concepts through the online learning modules, readings, discussion forums, and writing assignments. Each of these modules will contain an outline of text chapters highlighting key concepts and supplemental material students will access. For example, when learning about gender socialization, students will review lecture notes posted on the course site, and be asked to access the website Sociological Images which "presents brief discussions of compelling and timely imagery that span the breadth of sociological inquiry." Here they will view images and corresponding discussions and be asked to respond to a related question as their discussion board assignment. Students may be asked to incorporate a critical analysis of some element of these internet sources in their discussion post, to familiarize themselves with the sociological resources available, and also to develop critical thinking and information literacy. Students will be asked to reference this material in answering discussion board questions, their written assignments, and their knowledge of this topic will also be assessed on exam questions. Other websites students might also be asked to access include the Women's Media Center http://www.womensmediacenter.com/, the Geena Davis Institute on Gender and Media

, or Sociologists for Women in Society .

- **Objective 3) Describe and evaluate pertinent sociological research on gender, and the intersection of gender with other variables such as race, culture, social class, age, etc. Objective 4) Examine and analyze the effects of gender on society and on our social roles as individuals, family members, professionals, and citizens. Objective 5) Construct empirically-based arguments about controversial issues related to gender and other social differences.** Through lecture material and course readings, and a few supplementary articles students will learn how to evaluate statistical information, reports, and everyday media to assess the validity and reliability of the source. When students are introduced articles, websites, and other online content that report data and other information relating to gender inequality they will also be asked to evaluate how information has been gathered and reported by the source. In lecture material and discussion board questions, students will be asked to compare sources of everyday media such as Yahoo.com, the New York Times, etc. with organizations, government agencies, private researchers, academic articles to assess validity. To establish the institutionalization of gender inequity students will also be directed toward websites and electronics sources dedicated to the study and eradication of gender inequality such as the US Department of Labor, the Institute for Women's Policy Research, the International Labor Organization, the World Health Organization, the United Nations Population Fund, UN Education, Scientific, and Cultural Organization, etc.
- **6) Apply sociological concepts, perspectives, and empirical research on gender to your own background and experiences, as well as assumptions you make on these issues.** Course assignments are centered on relating course material to their "everyday life" experiences most notably the media with which they interact but also other ways they are socialized. Thus, students will be asked to contribute to discussion board questions that probes them to share their experiences with gender inequality in social institutions such as school, work, and the media. Their course papers will require them to engage with online advertisements and corporate websites to reflect on how gender inequality is perpetuated in the media they consume.
- **7) Practice and develop transferable skills, such as information literacy and application; effective communication (through writing and speaking); critical thinking and analysis; and research, synthesis.** Course readings, lecture notes, discussion board assignments, course papers, interactions with professors and peers, will contribute to students' general understanding of assessing media for scientific value and helping students to better communicate with others. Students will receive feedback from students (in discussion board conversations) as well as the instructor regarding the clarity of their writing, thinking, and analysis. These assignments will also help the instructor assess students' comprehension and understanding of evaluating various sources of information from which individuals learn about gender inequality.

3. How will instructor-student and student-student, if applicable, interaction take place? The primary format for interaction will occur through discussion forums, two for each module. Students will be required to respond to posted questions, but may also post questions or topics of their own as well. Students will be encouraged to respond to or integrate thoughts from other students in their post. As the instructor, I will read and respond to posts in this forum. In addition, students may email me with particular questions. I will provide a response within 6 hours Monday through Friday between the

hours of 8 a.m. and 9 p.m. Students will also receive feedback on their writing assignments and can ask the instructor questions via email or virtual office hours.

4. How will student achievement be evaluated?
   The course grade will be determined by participation which includes pre-chapter assessments and discussion board participation, writing assignments including reflective essays on readings and application projects, and 2 exams.

Pre-Chapter Assessment	5 modules X3 points =	15
Discussion Board	5 modules x 2 per module X6 points =	60
Discussion Board response	5 modules x 3 points =	15
Writing Assignment #1	25 points=	25
Writing Assignment #2	25 points=	25
Midterm Exam	50 points =	50
Final exam	50 points =	50
Total		**240**

The letter grade for the course will be determined as follows:
   A = 90-100%   D = 60-69%
   B = 80-89%   F = below 60%
   C = 70-79%

5. How will academic honesty for tests and assignments be addressed?
   Approximately 60% of the grade will come from student writing in which the design of the assignments reduces the potential for cheating or plagiarism. Students will prepare reflection papers on readings and images asking their beliefs about gender issues (i.e., what it means to be a woman/man, how does gender intersect with other identities), what influences their thinking about these things, and their assessment/evaluation of the author's position in the article/image. Students will also be asked to conduct observation projects, which require them to gather data or observe social situations and report what they see. For example, students are asked to examine how we learn gender through children's toy's by looking at toy store websites or to examine working women around the world via anti-sweatshop websites to learn more about conditions facing female workers in developing nations. In order to write these papers, students must conduct the research themselves, decreasing the probability that they will plagiarize or cheat. Also, directions for discussion forum postings in each module will require students to demonstrate their knowledge about the topics by applying the concepts to their research and in their own lives. Further, the information and concepts of each module build on the preceding one.

   I will monitor all writings for patterns of understanding of concepts and applications, and will take a close look at any aberrations in expected patterns. Aberrations in expected patterns might include students who routinely score well on quizzes, but whose discussion posts reflect a poor understanding of the concepts; inconsistency in representation and application of concepts; and inconsistency in writing style. As warranted, I will use the "Turn It In" website to evaluate any writings that I suspect of plagiarism of published work.

Students will only have one opportunity to take the exams. The question and the order of the multiple choices answers on the exams will be shuffled so as to vary the presentation to different students.

B. Place the Undergraduate Distance Education Review Form on top of the Proposal and then submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

SOC 363: Sociology of Gender

Prerequisite: Soc 151   3c-01-3cr

I.   Catalog Description

Using a sociological perspective, this course examines gender as a social construction. It explores current perspectives on the situations faced by women and men, primarily in the United States. Students will read sociological research and current news articles to examine issues such as the impact of sex and gender on socialization, the construction of knowledge, intimate relationships, paid work, family relationships, violence, health, and issues of social change. We will also be attentive to how gender intersects with other social identities such as race, social class, age, and sexual orientation.

II.   Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes (EUSLOs)

Students will be able to:

Objective 1:
Apply sociological perspectives to understand gender as it is socially constructed.
EUSLO
Informed and Empowered Learners
Rationale:
Assignments will require students to identify, through an examination and analysis of readings, the way(s) gender is understood theoretically by sociologists and apply those understandings to the impact of gender on how society and their own lives are shaped and organized.

Objective 2:
Evaluate pertinent sociological research on gender, and the intersection of gender with other sociological identities such as race, social class, age, disability, etc.
EUSLO
Empowered Learners
Rationale:
Through course readings and assignments, students will describe how gender is *organized* and *experienced* differently by persons of diverse sexual orientations, and how the understanding of sexuality in relation to gender roles have changed over time. In similar fashion, students will explore the effects of race and ethnicity, social class, physical abilities, age, and national citizenship on the various ways men and women are socialized and how that socialization affects their identity and integration into social groups.

Objective 3:
Identify ways in which we define and enact femininity and masculinity, structure social relationships, and how such distinctions are the basis of gender inequalities.
EUSLO
Informed Learners
Rationale
Assignments will require students to understand the complexities and contradictions of culturally based expectations surrounding the performance of masculinity and femininity, how those expectations serve as social controls that reinforce or justify the differential treatment of men and women in society, and how gender operates as a source of privilege, power, and oppression.

<u>Objective 4:</u>
Examine the effects of gender on society and on our social roles as individuals, family members, professionals, and citizens.
<u>EUSLO</u>
Informed and Empowered Learners
<u>Rationale</u>
Students will be required, through reflective writing assignments, readings and class discussion, to explore how gender shapes the self-image of individuals, interpersonal relationships, the division of labor within families, conjugal relationships, educational and labor market interactions, and representation of men and women in the media, government, and social policy.

<u>Objective 5:</u>
Construct empirically-based arguments about controversial issues related to gender and other social differences.
<u>EUSLO</u>
Responsible Learners
<u>Rationale:</u>
Assignments will require students to communicate effectively with their peers, using evidence from social science research, about issues such as reproductive rights, sexual violence, medical care, male privilege, and income inequality. Students will also be required to explore the assumptions, objectives and strategies of local, national and international organizations engaged in advocacy around issues of gender inequality and social justice.

III. **Detailed Course Outline**

<u>Week One</u>	**What is the Sociology of Gender?** Review syllabus, course objectives and expectations Introductions; who are we? Sociological perspectives Why study gender?	(3 hours)
<u>Week 2</u>	**Perspectives on Sex, Gender and Difference** Biology v. Social Construction Multiracial feminism Children & Gender Masculinities Gender across differences	(3 hours)
<u>Week 3</u>	**Socialization and Social Interaction** Socialization and Social Interaction Gender Identities White privilege Black male: Beyond stereotypes	(3 hours)
<u>Week 4</u>	**Bodies : Embodiments of Control and Resistance** The Beauty myth- The effects of media	(3 hours)

Masculinity & disability
Abortion
Transgender History

| Week 5 | **Violence; Dominator and Partnership Paradigms** | (3 hours) |

Myth of battered husband
Women of color in health care
Race & anti-rape movement
Domestic violence

| Week 6 | **Sexualities** | (3 hours) |

Sexual indiscretion, Mexico City
Prostitutes & soldiers
Sex & gender in Filipina American lives

| Week 7 | **Sexual Orientations** | (3 hours) |

Lesbians and Gay men
Heterosexuality and Social Theory
Queer Heterosexuality and Heteroflexibility

| Week 8 | **Gender and Families: Constructing Motherhood and Fatherhood** | (3 hours) |

The Family & Intimate Relationships
Motherhood in Black culture
Latina transnational mother
Native American mother
Fatherhood & social change

| Week 9 | **Work and Families** | (3 hours) |

The Economy & Work
Men & women in Spain
Hispanic women, home, employment
Social mobility

| Weeks 10 and 11 | **Gender in the Workplace** | (6 hours) |

Labor Market Gender Segregation
Sexual harassment
Females in Male-dominated professions
Males in Female dominated professions
Restructuring women's work
The "second shift"

| Week 12 | **Popular Culture** | (3 hours) |

Depictions of the Body

Gender and sexuality among athletes
Gender in the music industry

Week 13   **Gender and Politics**   (3 hours)
                      Political & Legal System
                      Global assembly line

Week 14   **Resistance and Social Movements**   (3 hours)
                      Mexican American women
                      Women in Latin America
                      The Changing Gender System

Culminating Activity- Final Exam   (2 hours)

IV. Evaluation Methods

Final course grades will be based on the total number of points that students earn throughout the semester. Points will be awarded for the following:

Two Exams	(2 x 100 points each)	**200 points**
Current Events, Debates and Discussions (4 x 25 points each)		**100 points**
Gender and the Media Essay and Critiques		**100 points**
Men's Lives Reflection Essays (5 x 20 points each)		<u>**100 points**</u>
	Total	**500 points**

Grading Scale	
450-500 pts	A
400-449 pts	B
350-399 pts	C
300-349 pts	D
<300 pts	F

1. Exams

There will be two in-class examinations in this course. Each exam will be worth up to 100 points. The exam format will be predominantly true/false and multiple choice questions with the possibility of short answer essay questions. The exams will cover material from assigned readings, lectures, in-class discussions and exercises, possible guest speakers, and videos. The exams are **not** cumulative.

2. Current Events, Debates and Discussions

Four times throughout the semester you will be assigned readings and later, in class, assigned to groups. In these groups you will debate and discuss contemporary issues related to gender equality. The topics will vary (women in combat; sexism in marketing targeting children; gender neutral parenting etc.) and some may require (or strongly encourage) your participation in a campus-wide event such as a movie screening, Take Back the Night march, The Vagina Monologues. The purpose of these assignments is for you to engage with others as you explore contemporary social issues involving gender while applying the concepts, information and theories of the course.

3. *Gender and the Media* Essay and Advertisement Critiques

After viewing Jean Kilbourne's video *Killing Us Softly 4*, you will use the information presented to you in this video to write your essay and conduct your critique of the advertisements you have selected. The first part of the assignment asks you to think about the implications of the video. What are the messages that the narrator is trying to get across to you? What are the effects that these messages have on the socialization process for girls/women and boys/men? Rather than basing your statements solely on personal opinion, I would like you to utilize the course materials for class (text and reader) to support your claims. For this first section, I am asking you to expand and reflect upon what you have learned from the video. *I am not asking you to summarize the video.*

For the second requirement of this assignment, you must choose three (3) advertisements and analyze them with a critical eye. The advertisements can either be from magazines or television. If you choose to analyze magazine ads, I ask that you please attach the ads (or legible copies of the ads) to your completed assignment. Doing so will enable me to see the key points of the advertisements to which you are referring in your essay. If you choose to analyze a television ad, please describe the ad to me in as much detail as you can so that I can follow your thinking process throughout your analysis. Do not assume that I have seen the ad to which you are referring. Once you have selected 3 advertisements, discuss the implications of the ads. Below are just some questions for you to consider. I am anticipating that your analysis will be much more detailed than these questions could provide:

- What audience is the ad directed towards?
- What is the ad trying to sell, and what means does it utilize in order to "sell" its product?
- How is gender (and other sociological identities such as race, sexuality, age, etc.) portrayed in the ad?
- What cultural expectations are depicted in the ad?
- What does the ad tell you about what it means to be a woman in our society (please note: this question will vary depending on who is depicted in the ad you select – it might be a man, a woman of color, etc.)?

Your grade on this assignment is based on the combination of your critical analysis of the advertisements and your incorporation of text/reader material into the assignment. Your essay **must be typed (double-spaced, 12-point font) and should range between 5-7 pages in length.** It should be written independently of other students. **I require that you acknowledge (i.e. reference) any assistance you may have received in producing the essay. For citations of sources in papers, I will accept any commonly used reference style (including APA and ASA).** The due date for this assignment is listed on the course schedule that follows.

4. *Men's Lives* readings Reflection Essays

Throughout the semester, we will be reading numerous articles from the *Men's Lives* reader (Kimmel and Messner 2013). You will be required to complete approximately 5 reflection essays. Each completed essay will be worth 20 points, and will range between 1-3 pages depending on what the assignment includes for that particular article. Your grade on the reflection essays is based on your

critical reflection of the *Men's Lives* articles, and your incorporation of text/reader material into the assignment. Each of your essays must be typed (double-spaced, 12-point font).

V. Attendance

The University attendance policy will be implemented in class.

VI. Required Texts and Supplemental Readings

Andersen, Margaret L., with Dana Hysock Witham. 2011. *Thinking about Women: Sociological Perspectives on Sex and Gender* (9th edition). Boston: Pearson Education/Allyn & Bacon. **Course Schedule = *TAW***

Sample Supplemental Readings

Kimmel, Michael S., and Michael A. Messner. (2013). *Men's Lives* (9th edition). Boston: Pearson Education/Allyn & Bacon. **Course Schedule = *ML* Article #**

Two additional readings are available to you through the P drive. <u>Both</u> of these readings are considered **required reading** for the course. These readings are indicated on the course outline by (*) followed by the title (condensed) of the article.

VII. Bibliography

Aulette, Judy Root, Judith Wittner, and Kristin Blakely. (2009). *Gendered Worlds*. New York: Oxford University Press.

Baca-Zinn, Maxine, Pierrette Hondagneu Sotelo, and Michael Messner. (2010). *Gender through the Prism of Difference* 4th ed. New York: Oxford University Press.

Hochschild, Arlie Russell. (2003). *The Second Shift*. New York: Penguin.

Hutchison, Bobby, ed. (2010). *Annual Editions: Gender, 10/11*. New York: McGraw Hill.

Kramer, Laura. (2004). *Sociology of Gender*. Cary, NC: Roxbury Publishing.

Pisani, Elizabeth. (2008). *The Wisdom of Whores; Bureaucrats, Brothels, and the Business of AIDS*. New York: W.W. Norton.

Renzetti, Claire M., Daniel J. Curran, and Shana L. Maier. (2012). *Women, Men, and Society, 6th ed.* New York: Pearson.

Rothenberg, Paula, ed. (2010). *Race, Class and Gender in the United States, 8th ed.* New York: Worth Publishers

Internet Resources

Women's Studies

- Women's Studies Online Resources (has a huge number of links and files on a wide range of topics) - http://www.research.umbc.edu/~korenman/wmst/

Gender and the Workplace
- Workplace Gender Gap - http://www.cnn.com/2000/CAREER/trends/12/12/womenpay/
- Gender Perspective in Working Life (Finland) - http://www.uta.fi/laitokset/tyoelama/gender.eng.html
- Balancing Work and Family - http://www.lhh.com/us/rstchinfo/resources/balancefam.html

Gender/ Transgender
- European Pro-Feminist Men's Network – www.europrofem.org/
- Gender Education and Advocacy - www.gender.org/
- International Foundation for Gender Education – www.ifge.org
- National Association for Women (NOW) – www.now.org
- Feminist Majority – www.feminist.org
- Renaissance Transgender Association – www.ren.org
- University of Amsterdam sociology department's web site – www.pscw.uva.nl/sociosite/TOPICS/Women.html

The Body
- American Boyz – ftm www.amboyz.org
- Female-to-Male International – www.ftmi.org
- Intersex Society of North America – www.isna.org
- Men's health and sexual concerns – www.health-library.com/men/index.html
- Q Web Sweden – Women's health issues in cross-cultural perspective – www.qweb.kvinnoforum.se/

Sexuality
- Cornell Human Sexuality Collection – http://rmc.library.cornell.edu/HSC/faq/hscfaq.htm
- Kinsey Institute – www.indiana.edu/~kinsey
- Magnus Hirshfeld Archive for Sexology – www2.hu-berlin.de/sexology
- Outproud, National Coalition for Gay, Lesbian, Bisexual and Transgender Youth – www.outproud.org/
- SIECUS links page – www.siecus.org/links/links.html
- SexQuest – www.SexQuest.com
- Sexuality Research Council – www.ssrc.org/fellowships/sexuality
- World Association for Sexology – www.worldsexology.org/English

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	1 Culture and Cultural Diversity	(1) – (5)	Exams Quizzes Papers Presentations
		4 Individual Development and Identity	(2) – (4)	
		5 Individuals, Groups and Institutions	(1) - (5)	

3. Rationales for Proposed Revisions

1. Course outcomes have been updated to reflect the new Liberal Studies Expected Student Learning Outcomes and common learning objectives.

2. The discipline of sociology is rooted in a tradition of praxis, where theories, lessons or acquired skills are enacted in hopes of engaging citizens and creating social change. As a result, the Department of Sociology is revising many of its courses to meet the Global Citizenship subcategory of Liberal Studies electives with its emphasis on civic engagement and/or social justice. Soc 363 Sociology of Gender meets these criteria due to its emphasis on the multiple ways that gender shapes and interacts with social, institutional and cultural practices, and how culturally-based expectations of men and women are used to justify and reinforce gendered power differences in social, economic, cultural, and political spheres. This course examines ways that gender, social class, race, ethnicity, and sexual orientation interact to create different experiences and outcomes for women and men in American society, and does so by requiring students to become *critical* consumers of images, messages, and cultural practices that perpetuate systemic gender inequality. Hence, students who have taken this class will use their increased awareness of gender inequality to engage in debates, become advocates, and take social action around such issues as workplace sexual harassment, women in the military/combat, intimate partner violence, (un)equal pay and the glass ceiling, transnational motherhood and the global assembly line, etc.

The class is designed to highlight the ways gender and culturally proscribed norms about masculinity and femininity are woven throughout the full spectrum of interpersonal, institutional, societal relations, both within the dominant culture and among non-dominant (minority) populations. This course thereby meets the Global Citizen competency as a Liberal Studies elective.

Sample Assignment #1 for a Liberal Studies Course
Gender and the Media Essay and Advertisement Critiques

After viewing Jean Kilbourne's video *Killing Us Softly 4*, you will use the information presented to you in this video to write your essay and conduct your critique of the advertisements you have selected. The first part of the assignment asks you to think about the implications of the video. What are the messages that the narrator is trying to get across to you? What are the effects that these messages have on the socialization process for girls/women and boys/men? Rather than basing your statements solely on personal opinion, I would like you to utilize the course materials for class (text and reader) to support your claims. For this first section, I am asking you to expand and reflect upon what you have learned from the video. *I am not asking you to summarize the video.*

For the second requirement of this assignment, you must choose three (3) advertisements and analyze them with a critical eye. The advertisements can either be from magazines or television. If you choose to analyze magazine ads, I ask that you please attach the ads (or legible copies of the ads) to your completed assignment. Doing so will enable me to see the key points of the advertisements to which you are referring in your essay. If you choose to analyze a television ad, please describe the ad to me in as much detail as you can so that I can follow your thinking process throughout your analysis. Do not assume that I have seen the ad to which you are referring. Once you have selected 3 advertisements, discuss the implications of the ads. Below are just some questions for you to consider. I am anticipating that your analysis will be much more detailed than these questions could provide:

- What audience is the ad directed towards?
- What is the ad trying to sell, and what means does it utilize in order to "sell" its product?
- How is gender (and other sociological identities such as race, sexuality, age, etc.) portrayed in the ad?
- What cultural expectations are depicted in the ad?
- What does the ad tell you about what it means to be a woman in our society (please note: this question will vary depending on who is depicted in the ad you select – it might be a man, a woman of color, etc.)?

Your grade on this assignment is based on the combination of your critical analysis of the advertisements and your incorporation of text/reader material into the assignment. Your essay must be typed (double-spaced, 12-point font) and should range between 5-7 pages in length. It should be written independently of other students. I require that you acknowledge (i.e. reference) any assistance you may have received in producing the essay. For citations of sources in papers, I will accept any commonly used reference style (including APA and ASA). The due date for this assignment is listed on the course schedule that follows.

SOC 363   Contemporary Issue Debate: Women in Combat

Group members' names:

_____

Read the following article excerpts & discuss with your group members. Colored group sheets will be collected.

Most Americans back women in combat roles, poll says By E. O'Keefe & J. Cohen, *The Washington Post*, 3/16/2011

Seven in 10 Americans support permitting women in the military to serve in ground units that engage in close combat, according to a new Washington Post-ABC News poll. ... Overall, 73 percent of respondents support giving women direct combat roles, and 25 percent oppose the move. Seventy-three percent of women and 72 percent of men favor extending formal combat roles to women, as do 80 percent of self-described Democrats, 62 percent of Republicans and 73 percent of independents.

Women account for 14.5 percent of active-duty service members (203,000 of about 1.4 million) and 18 percent of National Guard and reserve forces, according to the Pentagon. About 25,000 women are serving in Iraq and Afghanistan, accounting for about 10 percent of U.S. forces there.

Since 1994, the Pentagon has barred women from serving in any unit below the brigade level (about 4,000 troops on average) whose primary mission is direct ground combat. But it allows women to serve in units that might engage in combat-related action. ...

Pentagon Allows Women Closer to Combat, but Not Close Enough for Some By E.Bumiller, *NY Times*, 2/9/2012

Reflecting the steady but glacial evolution of the role of American women in war, the Pentagon took a small step Thursday and announced that women would be formally permitted in crucial and dangerous jobs closer to the front lines. But it stopped short of officially allowing women to serve in combat.

The decision, the result of a yearlong Pentagon review ordered by Congress, allows women to be permanently assign-ed to a battalion - a ground unit of some 800 personnel - as radio operators, medics, tank mechanics & other critical jobs.

In actual practice, however, women already serve in many of those jobs, but as temporary "attachments" to battalions — a bureaucratic sidestep that has been necessary with the high demand for troops during the last decade of war in Iraq and Afghanistan. The Pentagon's new rules largely formalize existing arrangements and in many ways are simply catching up with realities on the battlefield.

The new rules keep in place a ban on women serving in the infantry, in combat tank units and in Special Operations commando units. Nonetheless, many women in Iraq and Afghanistan have served in combat as attachments to infantry foot patrols, and in many cases they have come under fire and fought back. ...

Serving in jobs like the infantry remains crucial to career advancement in the military, and critics of the current policy say that by not recognizing women's real role in combat, women are unfairly held back. Supporters of the policy say that infantrymen in the Army and Marine Corps are not ready to have women serve at their sides in combat, and that the physical demands are too onerous.

Pentagon officials said at a news briefing Thursday that they continued to study whether women

should be permitted in combat, despite the experiences of the last 10 years. They struggled at times to articulate the rationale for the current policy.

For example, a 1994 Defense Department ruling holds that women may be restricted from positions like the infantry, "which include physically demanding tasks that would exclude the vast majority of women." Asked how the department knew that the majority of women would not meet the physical standards if they did not give them the opportunity to try, Vee Penrod, the deputy assistant under secretary of defense for military personnel policy, told reporters that the ruling was "based on experience with the leadership and experience in combat."

Men in infantry patrols sometimes carry as much as 100 pounds of gear and have to be strong enough to carry a fellow soldier or Marine off the battlefield.

The new rules are to take effect gradually and will be reviewed by members of Congress, who are not expected to object to them. But Congress has repeatedly balked at allowing women in combat and has in recent years asked the Pentagon sometimes sharp questions when it became obvious through news reports that women were serving in combat in Iraq and Afghanistan. ...

Article I.   *Pentagon to ease restrictions on women in some combat roles* By Craig Whitlock, *The Washington Post*, 2/9/2012

The Pentagon will maintain bans on women serving in most ground combat units, defense officials said Thursday, despite pressure from lawmakers and female veterans who called the restrictions outdated after a decade of war.

After taking more than a year to review its policies on orders from Congress, the Defense Department announced that it would open about 14,000 combat-related positions to female troops, including tank mechanics and intelligence officers on the front lines.

But the Pentagon said it would keep 238,000 other positions — about one-fifth of the regular active-duty military — off-limits to women, pending further reviews. Virtually all of those jobs are in the Army and Marine Corps.

Pentagon officials said that they were committed to lifting barriers to women but that it was difficult to make sweeping changes on the battlefield during a time of war.

"Sometimes this takes longer than you'd like," said Virginia S. Penrod, the deputy assistant secretary of defense for military personnel policy. "It may appear too slow to some, but I see this as a great step forward." In the 1970s, Penrod recalled, she was one of the first women allowed to serve at Minot Air Force Base in North Dakota. Female troops had previously been banned there because it was "too cold," she said, adding that the military has come a long way since then.

Advocates for women in the military, however, accused the Pentagon of dragging its feet and only belatedly recognizing the critical role that female troops have played in the wars in Afghanistan and Iraq. They said many of the job openings announced by the Pentagon merely codify the reality on the battlefield, where commanders have stretched rules for years to allow women to bear arms and support ground combat units.

Since 2001, about 280,000 women have deployed to Iraq and Afghanistan, according to Defense Department statistics; 144 have been killed, and 865 have been wounded.

The biggest previous advance for women in uniform came in 1994, when the Clinton administration removed restrictions on more than a quarter-million troop slots. Since then, however, the Pentagon has kept in place a prohibition on women serving in units whose primary mission is "direct" ground combat, such as artillery, infantry and tank units.

"Since then, it's been drip, drip, drip," said Nancy Duff Campbell, co-president of the National Women's Law Center, expressing frustration with what she called incremental changes. ...

In March, a congressional commission recommended that the ban on women serving in ground combat units be overturned as part of a broader effort to increase diversity in the armed forces, particularly in the officer ranks. ...

Military officials have said that they keep many positions off-limits because most women don't have the same strength as men. But some female veterans questioned why the Pentagon has been slow to adopt gender-neutral physical requirements for such jobs. Maybe only a few women would qualify, they said, but they should be allowed to try. ...

Your group report should represent your discussion and not solely the answers of one student in your group.

1) Share your general views about whether or not women should be required to fully serve in direct combat position

2) Should women in the military be given the option to serve in combat positions?

3) Would it be okay for men in the military to be assigned direct combat roles if women in the military could choose whether or not to serve in direct combat roles?

4) Men ages 18-25 are required to register for selective service ("the draft"), but there is no selective service registration for women. How fair is this?

5) Do you think women and men can have equal opportunities within the military if the draft only applies to men?

6) How do you think gender socialization (the ways we learn how to think, feel and act like a woman or like a man) might be related to debates and discussions of women's participation in military combat?

Liberal Studies Course Approval General Information

1.   This course is offered frequently, with between 2-5 yearly sections. Several (3-4) faculty members in Sociology are qualified to teach the course. All instructors involved in teaching the course meet every year to exchange syllabi, discuss new possible content (in keeping with new pedagogy and research on the subject matter), and review the course objectives, guidelines and grading criteria. Such meetings will ensure the maintenance of basic equivalency.

2.   By virtue of the subject matter/content, this course focuses on the perspectives and contributions of women in American society but a significant part of the course content examines gender (roles of men and women) as it shapes the daily lives and social institutions of people around the globe.

3. As indicated on the syllabus, this course has, beyond the required textbook, several options for a supplemental, non-fiction reader such as *Men's Lives* by Michael Kimmel, as well as articles and copious internet sources

4. This is not a majors' course but is designed to serve as a controlled elective for Sociology majors and minors, while also serving IUP's general student population, by providing an introduction to the subject of gender and how gender interacts with race/ethnicity, national origin, sexuality, class, and other dimensions of social inequality. Gender is also examined as a systemic and institutional source of stratification and oppression, as well as a vehicle for social change.

Original Syllabus of Record- unavailable/could not be found.

Sociology of Gender-Online
Sample Course Syllabus
Indiana University of PA, Department of Sociology

SOC363-3 credits

Instructor: Melissa Swauger, PhD
Office: 112H McElhaney Hall
Office Hours: As requested and through email
Phone: (724) 357-0158
E-mail: mswauger@iup.edu

Course Overview
IUP Catalog Description
Explores current perspectives on the situations faced by women and men, primarily in the United States. Examines issues such as the impact of sex and gender on socialization, the construction of knowledge, intimate relationships, paid work, family relationships, health, and issues of change.

Course Summary and Goals
This course examines gender norms and the problem of gender inequality. We will begin by studying the difference between sex and gender, and examine the social construction of gender through the concepts femininity, masculinity, sexuality, and intersectionality. We will use these concepts to analyze social institutions and problems.

Course Objectives
- Distinguish and apply sociological perspectives to understand gender as it is socially constructed
- Identify ways in which we define and enact femininity and masculinity, structure social relationships, and how such distinctions are the basis of gender inequalities. \
- Describe and evaluate pertinent sociological research on gender, and the intersection of gender with other variables such as race, culture, social class, age, etc.
- Examine and analyze the effects of gender on society and on our social roles as individuals, family members, professionals, and citizens.
- Construct empirically-based arguments about controversial issues related to gender and other social differences.
- Apply sociological concepts, perspectives, and empirical research on gender to your own background and experiences, as well as assumptions you make on these issues.
- Practice and develop transferable skills, such as information literacy and application; effective communication (through writing and speaking); critical thinking and analysis; and research, synthesis.

Course Materials
One textbooks are required for this course and can be bought at the university bookstore or online. Additional required readings will be posted on the Desire 2 Learn site.

Textbook: Ryle, Robyn. 2012. *Questioning Gender.* Sage.

Course Format

This course will use the following structure:

- Five modules, each focusing on one or more of the topics listed in the course description and outline.
- Modules posted in a time-released order containing a pre-chapter assessment, learning objectives, readings, discussion board activities, lecture notes and PowerPoint handouts.
- Graded writing assignments to assess application of content.
- A midterm and final exam to assess content knowledge.

Course Requirements

Pre-Module Assessment Quiz

You will earn 3 points for completing the Pre-Module assessment for each module regardless of your score. This practice quiz is to familiarize you with the ideas and concepts within the chapters before you learn the material and help assess which material you need to spend more time on.

Discussion board

You will earn points for responding to the module discussion board questions. To earn full-credit, you must respond in a timely manner with an adequate and accurate reply. There are two questions posted for each module. You are to respond to each question and you are also required to respond to at least <u>one</u> of your fellow students' responses, thus creating discussion threads. To be timely, responses should be posted by the due date according to the course schedule. **I highly encourage you to post your initial response by the second day the module is released in order to encourage collaboration among your peers.**

<u>How Participation Points are Earned:</u> You will earn **6 points** for responding to the two module discussion board main topic questions in an accurate, adequate, and timely manner. Responses should be substantive and be at least 75 words in length. I will assess your ability to critically analyze and respond to the discussion topics using the rubric below. Your ideas should be well developed and well expressed. Then you must respond to at least one other student's posting. You will earn 3 points for responding to another student's response in an accurate, adequate, and timely manner. Your response to another student should be substantive and at least 40 words in length. I will assess your ability to analyze another student's response and your ability to provide substantive feedback using the rubric below. Thus, for each discussion board forum you need to provide initial responses to two main topic questions and one student response for a maximum **9 points/forum**. You are encouraged to respond more frequently than required as collaboration tends to augment your learning.

Please note: Be sure to communicate in an appropriate manner. Rudeness, vulgarity, and other inappropriate comments will not be tolerated. Violations of the college's policies on uses of technology may result in disciplinary action or expulsion from the course

Discussion Board entries will be graded based on the following criteria:
> Distinguished (6 points)-Demonstrates knowledge of and application of course concepts, ideas, and readings. Incorporates critical thinking.
> Proficient: (3-5 points)-Shows knowledge of course content but does not apply/incorporate, i.e., refers to an idea or concept but does not illustrate the idea or does so inadequately.

Developing: (0-2 points)-Needs to show knowledge and application of course concepts

Discussion Board peer responses will be graded based on the following criteria:
Distinguished (3 points)-Shows analysis of students' responses and provides substantive feedback.
Proficient: (2 points)-Needs to demonstrate more analysis of student's responses / more substantive feedback
Developing: (0-1 points)-Does not respond or does not respond to students in a substantive manner.

Exams
There will be a midterm and final exam each worth 50 points and consisting of multiple choice and true/false questions. The exams will cover material in the text, lecture notes, and PowerPoint slides. The exam will only be offered during the scheduled time. If you miss the exam due to an illness or emergency, you must contact me as soon as possible and before the next class. If a make-up exam is approved, it is your responsibility to make arrangements with me to take the exam.

Written Assignments
General Instructions:

- Projects should be typed (10-12 pt font) and double spaced and have appropriate margins.
- You may refer to readings, class notes, and you may discuss or work with other classmates;
- However, you must write your own paper.
- In addition to content, all projects will also be graded on style (grammar, spelling, organization) and completeness. Be sure to answer all parts of the assignment.
- For the projects, underline your thesis statement.
- Citations should be used when necessary. Please use ASA style.
- Both projects should be **4-5 pages in length**. Use your space wisely.

All written work is subject to the "I-Didn't-Proofread Penalty." You should always proofread your work before submitting it. You get two (2) mistakes without penalty, after that each obvious stylistic error will cost you 1% of your total grade for that paper.

Errors that will cost you these points include:
Typos & misspellings
Unintentional repeated word
Sentence fragment
Missing apostrophe (or an apostrophe where it doesn't belong)
Confusion of plural and possessive (e.g., society's versus societies)
Misuse of homophones (e.g., aisle versus isle, there, their, and they're)
Error in capitalization
Word confusion (e.g., quite versus quiet)

****
PROJECTS

Project #1 - Socialization

Go to a local store and examine what is offered for sale for boys and girls. You should pick <u>one</u> of the following categories:

- Infant clothes
- Child clothes
- Child toys

1) Describe what you find.
- What store are you at? What section are you in? How is it labeled/identified?
- What is the context of this store? Is it a department store, a dedicated baby/child store, a thrift store, etc?
- Describe what you see. You may focus on general impressions or you may focus on one or two specific items. If you want to (and are allowed to by the store) you may include a picture of what you see. You still need to describe in your own words what you see.

2) Make an argument about which theory of socialization we considered in this class best fits what you observe (choose from: social learning theory, cognitive-development theory, gender schema, psychoanalytic theory).
- Describe the theory.
- Explain how what you observe fits into the theory; provide examples that support your argument.
- Discuss any observations that do not fit the theory, you should choose the theory you think is the best fit, it does not have to be a perfect fit, but you should be sure to address any weaknesses or shortfalls.

3) Consider the implications
- What are the implications of what is for sale and how it is marketed for boys and girls? Does it matter and why? What are the possible consequences of this?

Grading Criteria & Rubrics

<u>Style (10%)</u>
A. Project is typed, double spaced, in 10-12 point font and has appropriate margins. There are very few or no spelling or grammatical errors. Writing style is complex and sophisticated. Paper is clearly organized.
B. Project adheres to the format requirements above. There are few spelling or grammatical errors. Writing style is appropriate for an upper-level course. Paper is clearly organized.
C. Any of the above format requirements are not met. There are moderate spelling or grammatical errors. Writing style is simple but comprehensible. Paper is adequately organized, but could be better.
D. Multiple format requirements are not met. There are significant spelling or grammatical errors that impede comprehension. Writing style is weak. Paper is disorganized.
F. Multiple format requirements are not met. The project is unreadable due to spelling and grammatical errors. Writing style is extremely weak. Paper is disorganized, hard to follow.

<u>Description (20%)</u>
A. The object and its context are clearly and thoroughly described. No relevant elements are omitted from the description, the description is accurate.

B. The object is described but not in great detail. Minor details are omitted. The context is mentioned, but without great depth

C. The object is described, but major elements are omitted or the description is seriously inaccurate. The context is omitted or inaccurate

D. The object is described poorly with little or no detail. Context is omitted.

F. The object is not described at all. No context is described.

Theory (45%)

A. The theory is outlined correctly and comprehensively in your own words. It is clearly explained why this theory is the best fit for the observations. Examples are appropriate and accurate. Weaknesses are identified. Thesis is clearly stated and strgonly supported.

B. The theory is outlined accurately, but could be better. There is an explanation of how the theory fits, but it could be better. It does not address all aspects of the observations. Examples are given, but may not always be appropriate. Weaknesses may or may not be identified. Thesis is clearly stated and adequately supported.

C. The theory is described in little detail or with minor inaccuracies. Direct quotes are overused rather than using your own words to explain the theory. The fit between observations and theory are unclear or unexplained. No appropriate examples are given. Weaknesses are not identified. Thesis is unclear, support is mediocre or unclear.

D. The description of the theory has substantial inaccuracies. The fit between observations and theory are unclear or unexplained, or the fit is poor. No appropriate examples are given. Weaknesses are not identified. Thesis is missing or is not supported.

F. There is little or no description of the selected theory, or the description is fundamentally inaccurate. The fit between observations and theory is poor or absent. No appropriate examples are given. Weaknesses are not identified. Thesis is missing or is not supported.

Implications (25%)

A. Implications are critically and clearly considered. The consideration is clear, comprehensive, and insightful. The implications are logical, and it is clear that much thought has been given to the various implications.

B. Implications are critically and clearly considered. Several implications are listed, but there is not comprehensive consideration. Implications are logical and make sense.

C. Implications are considered. Implications are generic, lack insight or evidence of critical thinking. Some obvious implications are omitted. Implications could be better explained, may not be logical.

D. Implications are generic and lack evidence of critical thinking. Implications are poorly explained and may be illogical.

F. Few or no implications are considered. No evidence of critical thinking. Implications are illogical and lack explanation.

Project #2 – Menstruation Product Analysis

Find a "feminine hygiene" product (a product designed to deal with menstrual flow). This may be something you already own, something you borrow from friend or family, something you see in a store, etc. It must be a physical product, not something you look up on the internet or that you otherwise only see an image of. You must physically pick up and examine the product. You should focus on the external packaging.

Examine the product and provide an analysis based on the reading from *Woman in the Body* by Emily Martin.

1) Describe the product
   - What is the name of the product
   - Where did you find it (e.g., CVS, under bathroom sink, etc)
   - If you found the product at the store, what is the context? Where in the store was it located? What other products are nearby, etc.
2) Analyze the text on the packaging
   - Select one example of text/description from the packaging (it can be as short as a few words or an entire block of test).
   - Include the text you are analyzing
   - What does this description communicate about menstruation in our society?
   - Do not use the Toxic Shock Syndrome (TSS) warning found on tampons. This text is mandated by law and so says little about advertising choices.
3) Considering text, location, and other elements you observed, make an argument for whether the packaging supports or does not support the ideas about menstruation that Emily Martin discusses in the above reading.
   - Summarize Martin's argument
   - Clearly state whether you think the product you are analyzing supports or does not support her argument
   - Provide support for your argument.

Grading Criteria & Rubric
Style (10%)
   A. Project is typed, double spaced, in 10-12 point font and has appropriate margins. There are very few or no spelling or grammatical errors. Writing style is complex and sophisticated. Paper is clearly organized.
   B. Project adheres to the format requirements above. There are few spelling or grammatical errors. Writing style is appropriate for an upper-level course. Paper is clearly organized.
   C. Any of the above format requirements are not met. There are moderate spelling or grammatical errors. Writing style is simple but comprehensible. Paper is adequately organized, but could be better.
   D. Multiple format requirements are not met. There are significant spelling or grammatical errors that impede comprehension. Writing style is weak. Paper is disorganized.
   F. Multiple format requirements are not met. The project is unreadable due to spelling and grammatical errors. Writing style is extremely weak. Paper is disorganized, hard to follow.

Description: (20%)

A. The object and its context are clearly and thoroughly described. No relevant elements are omitted from the description, the description is accurate.
B. The object is described but not in great detail. Minor details are omitted. The context is mentioned, but without great depth.
C. The object is described, but major elements are omitted or the description is seriously inaccurate. The context is omitted or inaccurate.
D. The object is described poorly with little or no detail. Context is omitted.
F. The object is not described at all. No context is described.

Reading Summary: (30%)

A. Martin's argument is clearly and concisely summarized in your own words. Summary is accurate. An argument is clearly stated and supported.
B. Martin's argument is clearly summarized and is accurate. Your argument is clearly stated. Support is adequate but not totally convincing.
C. Martin's argument is summarized, there are minor inaccuracies; quotes may be overused instead of using your own words. Your argument is not clearly stated, and support is present, but not convincing.
D. Summary of Martin's argument has substantial inaccuracies. Your argument is not clearly stated, and support is weak.
F. No summary or summary is fundamentally inaccurate. Your argument is not stated and/or no support is given.

Analysis (40%)

A. Presents fresh thesis that speaks to the prompt. The main idea stands out and is supported by analysis. Thesis is underlined. Analysis is insightful, clear, and logical. Example text is thoughtfully selected.
B. Strong thesis, good development of ideas and analysis, good critical thinking, some insight. The main idea is clear, but the analysis is general.
C. Acceptable thesis, some development of ideas and minor critical thinking, little to no insight. The main idea is unclear or there is little supporting analysis.
D. Weak thesis, little development of ideas, little evidence of critical thinking. Summarizes rather than analyzes. The main idea if unclear, there is little or no supporting analysis.
F. Weak or no thesis, little development of ideas, little or no evidence of critical thinking. Summarizes rather than analyzes. The main idea is unclear or absent.

Evaluation

Pre-Chapter Assessment	5 modules X3 points =	15
Discussion Board	5 modules x 2 per module X6 points =	60
Discussion Board response	5 modules x 3 points =	15
Writing Assignment #1	25 points=	25
Writing Assignment #2	25 points=	25
Midterm Exam	50 points =	50
Final exam	50 points =	50
Total		**240**

The letter grade for the course will be determined as follows:

A = 90-100%   D = 60-69%
B = 80-89%   F = below 60%
C = 70-79%

Course Expectations

You should expect to spend 12-15 hours per week completing the readings and assignments. Some assignments may take more time; others may take less. Successful completion of this course is directly related to your level of commitment, discipline, motivation, and participation. The course is structured by modules in a progression format, with module 2 building upon the content from module 1, and so on. If you fall behind, it is nearly impossible to catch up. So, please adhere to the course structure and assignment deadlines.

Please remember that you can ask me questions using e-mail or the discussion board. If you choose to email me, I have a 1 business day return policy, meaning that I will try my best to respond to your question within 1 business day. Also, if you do not receive a response from me within 1 business days, chances are that I did not receive the email. In which case, please resend. If you have a question that can be posed to the entire class, please feel free to post on the discussion board.

Finally, I hope you enjoy the class. I am here to help you in any way that I can. Please do not hesitate to contact me with any questions or concerns. I look forward to learning with you. ☺

Students with Special Needs Related to Learning or Testing: IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact:
Office of Disability Support Services
216 Pratt Hall
Phone – 412-357-4067

A NOTE ON HONOR:
While this course is an undergraduate course and an academic code of honor is expected of all university students, I include the following information in my syllabus for the benefit of the student as a gentle reminder of the seriousness of plagiarism, be it intentional or unintentional. If you are unsure of what constitutes plagiarism, or need a refresher, please read the following article "Plagiarism: What it is and how to recognize and avoid it" at the following site
http://www.indiana.edu/`wts/wts/plagiarism.htm

Academic Integrity- IUP students are expected to maintain the highest standards of honesty and integrity. This means that all work submitted in your courses must be your own. You should familiarize yourself with definitions of cheating, plagiarism, and other violations of academic integrity. While most people know that cheating is dishonest, many students do not understand what constitutes plagiarism. Plagiarism is a serious violation of academic integrity. Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is dishonest, illegal, and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on the assignment or exam,

an F for the course, and referral to the university for judicial review and potential sanctions including suspension or expulsion from the university. **You are responsible** for knowing and abiding by the IUP Academic Integrity Policy. For your convenience and information, I have attached the policy to this syllabus.

Indiana University of Pennsylvania

Academic Integrity Policy

IUP is an academic community within the society at large. All members within this community are expected to accept the responsibility for academic integrity and honesty. Academic dishonesty seriously erodes the quality of educational pursuits and is unacceptable at IUP. The following policies and procedures have been established to preserve the academic integrity of the university community, while also providing a process that protects the rights of students who allegedly violate these policies.

Policy

A. **Types of Violations.** Violations of academic integrity include, but are not limited to, the following:

1. Providing or receiving unauthorized assistance in coursework, with lab work, theses, dissertations, or during examinations (including qualifying and comprehensive exams) or quizzes.
2. Using unauthorized materials or devices, such as crib notes, during examinations or quizzes.
3. Plagiarizing papers, theses, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, or other academic exercises by misrepresenting or passing off the ideas, words, formulas, or data of another as one's own. Plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted *if they summarize or paraphrase in their own words* material from sources. All quoted material requires the acknowledgement of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforesaid manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing the assignment (MLA, APA, Chicago, BC, etc.).
4. Using the same paper or work more than once without authorization of the faculty member(s) to whom the work is being submitted.
5. Possessing course examination materials before the administration of the exam, without the prior knowledge or consent of the instructor.
6. Intentionally evading IUP academic policies and procedures; for example, improperly processing course withdrawals, grade changes, or other academic procedures.
7. Falsifying information, including falsification/fabrication of research data and/or statistical analyses, forging signatures on various forms and documents, or altering or adding answers on academic exercises or exams after work has been graded.
8. Computer dishonesty, including: tampering with or making unauthorized change to another person's or the university's computer system, illegally copying computer software, personal use of another individual's computer account, unauthorized activity

involving another individual's personal computer system or any system belonging to the university, and other unauthorized use or violations involving computer use.

9. Noncompliance: failure to follow through with sanction(s) imposed as a result of an academic violation.

The university reserves the right to discipline any student for any action that an ordinary, reasonable, intelligent college student knows or should know might lead to the issuance of discipline. This means the university maintains the right to issue discipline for reasonable cause.

Charges of academic integrity violations may be brought by faculty members or administrators. Students who observe or become aware of a violation of academic integrity by another student are strongly encouraged to report it to a university official. A faculty member/administrator who believes that a student has violated an academic policy may elect to resolve the matter by Informal Resolution, by Documented Agreement, or by Formal Adjudication. *Sanction(s) may not be imposed upon a student believed to have violated an academic policy without following one of these three procedures.*

If charges are brought, the accused student(s) shall have a fair and reasonable opportunity to answer, explain, and defend against the charges. The university shall have the burden of proof in all cases. Hearsay should not be used as the sole evidence to establish any fact necessary to establish guilt or innocence. **Source:** Indiana University of Pennsylvania Undergraduate Catalog

SOC-Sociology of Gender
Course Schedule

Although the instructor may deem it appropriate to deviate from the following schedule, the design of the course will follow the basic schedule below. (*Note: All readings, activities, assignments, will be posted within the module folders in the Course Information area of Moodle.*)

Modules	Readings	Activities / Assignments	Due Date
Module 1 **Intro and Defining Sex and Gender**	Read syllabus & course schedule, browse the course site, etc. Ryle Pp. 3-10; 120-128 Lorber, Judith. "Night to His Day: The Social Construction of Gender." Fausto-Sterling. "The Five Sexes, Revisited." Nanda, S. "Multiple Genders Among North American Indians."	Pre-chapter Assessment quiz Discussion Board	Complete all items in Module 1 folder by **December 23, 10:00 PM**
Module 2 **Learning Gender & Socialization**	Ryle Pp. 15-20; Chapter 4 Goffman, Erving. Gendered Advertisements. Steinem, Gloria. "If Men Could Menstruate." Kivel, Paul. "The 'Act Like a Man' Box."	Pre-chapter Assessment quiz Discussion Board Writing Assignment #1 Watch Tony Porter, "A Call to Men" TED TALK	Complete all items in Module 2 folder by **December 27, 10:00 PM**
Module 3 **The Intersection of Gender with Other Socially Constructed Identities**	Thornton Dill and Kohlman. "Intersectionality: A Transofrmative Paragdigm in Feminist Theory and Social Justice. Collins, Patricia Hill. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection." Pyke and Johnson. "Asian American Women and Racialized Femininities: Doing Gender Across Social Worlds."	Pre-chapter Assessment quiz Discussion Board Writing Assignment #1 Watch Hurt, Byron. Hip Hop: Beyond Beats and Rhymes	Complete all items in Module 3 folder by December 30, 10:00 PM
Module 4 **Sexuality, Reproduction, and Violence**	Lord, Tracy. "Definitions, Types, and Prevalence of Gender-based Public Harassment." Pp. 7-14; 74-82 What is Rape? Dealing with Rape. Corinna, Heather. 2008. "My Best Friend was Raped: What Can I do for Her?"	Pre-chapter Assessment quiz Discussion Board Watch *Dreamworlds 3*	Complete all items in Module 4 folder by **January 6, 10:00 PM**

	Weinberg, J and M. Biernbaum. "Conversations of Consent: Sexual Intimacy without Sexual Assault." How Can Men Know if Someone is Giving Consent or Not? Moss, Emily Heist. "You Can Get Laid Without Being a Jerk" Ryle Pp. 283-308 Martin, Emily. The Woman in the Body, Chapter 3 Martin, Emily. "The Egg and the Sperm: How Science has Constructed a Romance" Borstein. "Naming All the Parts."	January 2, Midterm Exam released 8am must complete by 10 pm	
Module 5 **Family, Household, Labor**	Ryle Pp. 319-356 Biblarz, T and E. Savci. "Lesbian, Gay, Bisexual, and Transgender Families." [BB] Coontz, Stephanie. The Way We Never Were Colen, Shellee. "Like a Mother to Them: Stratified Reproduction and West Indian Childcare Workers and Employers in New York." Ryle Pp. 381-410 Acker, Joan. "Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations." Pp. 145-154 Edin, K. Promises I can Keep: Why Poor Women put Motherhood Before Marriage.	Pre-chapter Assessment quiz Discussion Board Watch: *Fatherhood Dreams* Watch: *Maid in America* Writing Assignment #2	Complete all items in Module 5 folder by **January 6, 10:00 PM**
Module 6 Beauty, Activism	Ryle Pp. 268-272, Wolf, N. The Beauty Myth Kolata, Gina. "Oh, to be as Thin as JenniferAniston (or Brad Pitt)" Thompson, S.H., S.J. Corwin, and R.G. Sargent. "Ideal Body Size Beliefs and Weight Concerns of Fourth-Grade Children." Mernissi, Fatema. "The Western Women's Harem."	Pre-chapter Assessment quiz Discussion Board Watch or read a tutorial or demonstration of retouching using computer software (i.e. photoshop). There are many videos available on youtube.	Complete all items in Module 6 folder by **Friday, January 13, 10:00 PM**

	Jones, Nikki. "I was Aggressive for the Streets, Pretty for the Pictures: Gender, Difference, and the Inner-city Girl." Phillips, L. and Cole., SFeminist Flows, Feminist Fault Lines: Women's Machineries and Women's Movements in Latin America. Connell, R.W. Change Among the Gatekeepers: Men, Maxulinities, and Gender Equality in the Global Arena.	January 13, FINAL EXAM Released 8am must complete by 10 pm	
☆	**Final Exam – Must take by Friday January 13 by 10 pm**		

Module Two

Gender Socialization

Objectives
- Define the terms socialization and gender socialization
- Explain why gender socialization may be more restrictive for boys than girls
- Discuss how socialization occurs throughout the lifecourse
- Describe how we are socialized using Social Learning Theory, Cognitive Development Theory, Gender Schemas, and Psychoanalytic theory
- Describe from whom we learn gender including our primary and secondary sources of gender socialization
- Explain how the media influences/contributes to gender role socialization
- Discuss how gender is policed in our primary and secondary groups

Pre-Assessment Quiz
- Childhood socialization can affect occupational sex segregation?   True
- Socialization is learning the attitudes, behaviors, and values of the groups to which we belong? True
- Which group is more likely to be more harshly sanctioned for violating gender norms of dress? A. Men, B. Women, C. Men and Women are equally sanctioned, D. Neither men nor women are typically sanctioned for the way they dress
- Today, girls and boys typically play with gender neutral toys due to increased awareness of the negative implications of reserving certain toys for each gender. False
- While we may be extremely influenced into our gender roles/norms as children, as adults most of us can and do resist gender socialization. False

Module readings:

- Ryle 119-120; 128-140; 147-153; 156-162
- Smith, Kara. "Prebirth Gender Talk "
- Goffman, Erving. Gendered Advertisements.
- Steinem, Gloria. "If Men Could Menstruate."
- Kivel, Paul. "The 'Act Like a Man' Box."

Discussion board topics
1. Discuss how you learned gender by describing the toys you played with, the chores you were assigned, messages your parents told you and modeled to you.
2. Find a contemporary magazine and flip through it with Goffman's frames in mind. Find an example of one of Goffman's frames and snap a picture. Post the image to the Gendered Ads discussion forum. Indicate which frame(s) you think apply. You should also comment on at

least one other post. For this assignment you need to both post and comment on another post. There are plenty of examples out there, try to avoid duplication with ads already posted.

Discussion Board Rubric

You will earn points for responding to the module discussion board questions. To earn full-credit, you must respond in a timely manner with an adequate and accurate reply. There are two questions posted for each module. You are to respond to each question and you are also required to respond to at least one of your fellow students' responses, thus creating discussion threads. To be timely, responses should be posted by the due date according to the course schedule. **I highly encourage you to post your initial response by the second day the module is released in order to encourage collaboration among your peers.**

How Participation Points are Earned: You will earn **6 points** for responding to the two module discussion board main topic questions in an accurate, adequate, and timely manner. Responses should be substantive and be at least 75 words in length. I will assess your ability to critically analyze and respond to the discussion topics using the rubric below. Your ideas should be well developed and well expressed. Then you must respond to at least one other student's posting. You will earn 3 points for responding to another student's response in an accurate, adequate, and timely manner. Your response to another student should be substantive and at least 40 words in length. I will assess your ability to analyze another student's response and your ability to provide substantive feedback using the rubric below. Thus, for each discussion board forum you need to provide initial responses to two main topic questions and one student response for a maximum **9 points/forum**. You are encouraged to respond more frequently than required as collaboration tends to augment your learning.

Please note: Be sure to communicate in an appropriate manner. Rudeness, vulgarity, and other inappropriate comments will not be tolerated. Violations of the college's policies on uses of technology may result in disciplinary action or expulsion from the course

Discussion Board entries will be graded based on the following criteria:
>   Distinguished (6 points)-Demonstrates knowledge of and application of course concepts, ideas, and readings. Incorporates critical thinking.
>   Proficient: (3-5 points)-Shows knowledge of course content but does not apply/incorporate, i.e., refers to an idea or concept but does not illustrate the idea or does so inadequately.
>   Developing: (0-2 points)-Needs to show knowledge and application of course concepts

Discussion Board peer responses will be graded based on the following criteria:
>   Distinguished (3 points)-Shows analysis of students' responses and provides substantive feedback.
>   Proficient: (2 points)-Needs to demonstrate more analysis of student's responses / more substantive feedback
>   Developing: (0-1 points)-Does not respond or does not respond to students in a substantive manner.

Lecture

Gender Socialization

Socialization is the way we learn to become a member of any group (we're socialized to be students, to be members of a sports team, to be employees, etc). So **gender socialization** is just the way we learn the **gender norms** of our society.

Gender norms are <u>socially constructed</u>, so what we are learning might vary, it's not static. What someone learned about being a boy or a girl in the 1950s is different from what you all learned in the 1990s. Someone in China would learn a different set of norms for being male or female than someone in the U.S.

So how do we learn gender? In this course we'll introduce 4 theories (these will be the basis for your project)

- Social Learning
- Cognitive-Development
- Gender Schemas
- Psychoanalytic

<u>Social Learning Theory</u>

Social Learning Theory developed from the work of behaviorism. Behaviorism argues that behaviors are learned through processes of rewards and punishments. So, in society we see certain behaviors as being appropriate for boys and others as being appropriate for girls. We also see some behaviors as being inappropriate for boy and others as inappropriate for girls (gender typing). Social Learning Theory argues that when children behave in gender appropriate ways they are rewarded, and so learn to repeat that behavior, but when children behave in gender inappropriate ways they are punished, and so learn to avoid that behavior.

Now the language of rewards and punishments sounds harsh, but it can actually be quite subtle.

A reward could be something physical like getting a new toy (great job at the ballet recital, honey. Here's a new doll. Good game, son, let's get ice cream). But it can also be subtler: praise, a smile, affection or attention. It can take the form of complimenting gender appropriate behavior (Honey, you look so pretty in that dress! Whose a handsome boy?)

3

Likewise punishments can be quite subtle. In American society we're generally not talking about a child being physically punished for acting inappropriately (though in this theory, punishment can take this form). What we mean when we talk about punishment is more likely to be scolding or a verbal correction (Young lady, put your legs together! Boys don't play with dolls!). Punishment could also take the form of withholding praise or attention, ignoring the child, frowning or other negative body language. If you've ever watched *Supernanny*, this is what's happening with not making eye contact or talking when the child is on the "naughty step".

Here is an example of a punishment
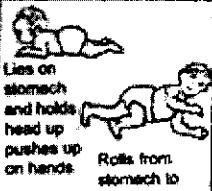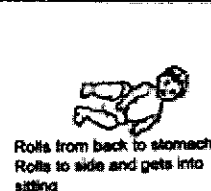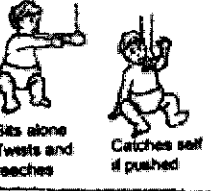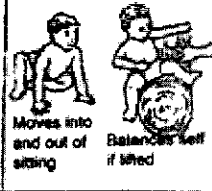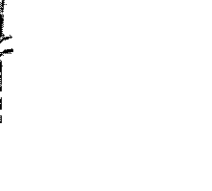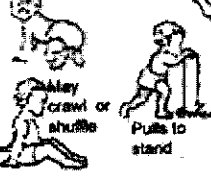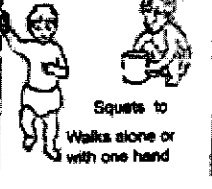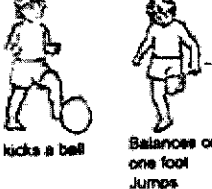
https://www.youtube.com/watch?v=sb9eL3ejXmE (video of a small boy who attempts to take on a feminine role and is scolded by his father).

The father's correction is not particularly harsh, but we can see how the little boy reacts to this. This is the idea that "punishment" can be quite subtle yet still have a very profound effect. Do you think this little boy is going to start singing and dancing to this song anytime soon? And it's not just the little boy who is learning something here. His sisters are also getting a lesson. Their behavior has implicitly been rewarded. With one sentence, this father reinforces the idea that his young daughters are single ladies (which when you stop to think about it is a bit inappropriate as well) but his young son is not.

Social Learning Theory focuses on the role of authority figures, parents, adults, higher status peers, in the process of socialization. In this theory, socialization is "top-down". Children are passive recipients of socialization.

Cognitive-Development Theory

Cognitive-Development theory draws on literature on child development. Just as there are stages in the physical development of children, there are also stages in social development, including understanding of gender.

	stage1: Birth to 6 months	Stage 2: 6 to 12 months	Stage3: 12 to 24 months	Stage 4: 2 to 3 years
Head and Body control	Lies on stomach and holds head up pushes up on hands Rolls from stomach to	Rolls from back to stomach Rolls to side and gets into sitting		
Sitting	Sits only with support Sits leaning on hands	Sits alone Twists and reaches Catches self if pushed	Moves into and out of sitting Balances self if tilted	
Moving from place to place	stand with support	crawl or shuffle Pulls to stand	Squats to Walks alone or with one hand	kicks a ball Balances on one foot Jumps

An important idea for understanding this theory is the gender constancy. **Gender constancy** is the understanding that gender is something permanent (I'm a girl and I'll always be a girl). (and yes, this theory makes some very broad assumptions about the inflexibility of gender).

Young children generally can identify what gender they are, but they don't understand that gender is something that is constant.

Example:

http://youtu.be/c49nWlZMq3Q

Gender constancy is an example of the way in which understandings of gender develop and change with age. Children go through a series of developmental phases that change their understanding of gender. A young child does not understand gender the same way an older child does due to developmental changes in cognition and social development.

Cognitive Development Theory argues that once a child reaches a developmental stage where they understand gender (somewhere around age 7), they will use this understanding to socialize themselves. Once a child is old enough to have a developed gender identity (I am a girl/boy) an understanding of gender constancy and other aspects of what gender means in our society, then they will actively select behaviors that are consistent with their gender identity.

This theory has been critiqued however because it locates socialization at such a late age. We can observe gendered behaviors in children as young as 3. These children do not yet have gender constancy or a full understanding of gender in our society.

Gender Schemas

This theory argues that children limit their behaviors based on gender schemas.
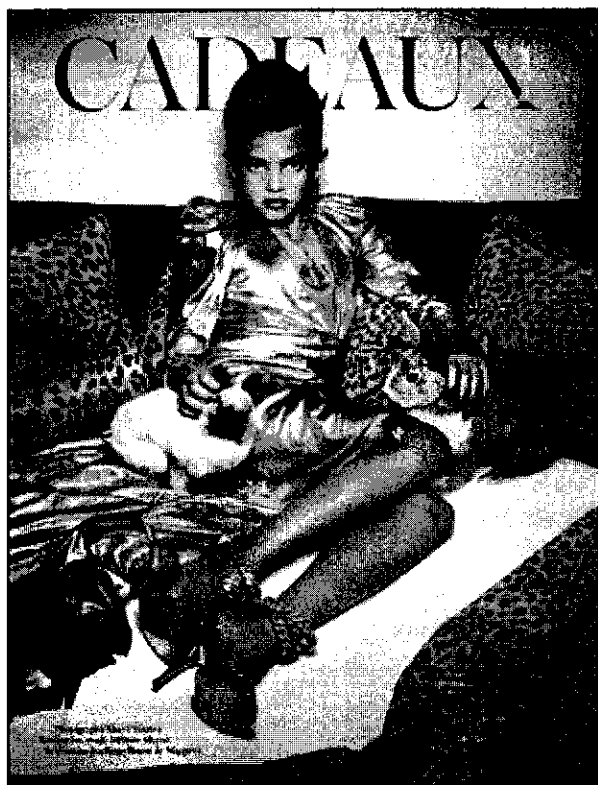
Thylane Blondeau in French Vogue.

Read and view the images from Goffman's Gendered Ads.

Goffman examined magazines in the 1970s and identified how women were being portrayed (he says his work is about gender, but it is primarily about women and femininity. For the moment, we will follow his lead and focus on femininity, but don't worry, we will also be discussing masculinity in this class). He identifies as handful of "frames", by which he means common ways in which women are portrayed in magazine ads. Think about how this connects to our discussions on knowledge, the "single story", and schemas. Goffman is essentially identifying the common "stories" told about women; he also demonstrates how these same "stories" are repeated again and again making them powerful for our understandings of gender.

Find a contemporary magazine and flip through it with his frames in mind. Find an example of one of Goffman's frames and snap a picture. Post the image to the Gendered Ads discussion

forum. Indicate which frame(s) you think apply. You should also comment on at least one other post. For this assignment you need to <u>both</u> post and comment on another post. There are plenty of examples out there, try to avoid duplication with ads already posted.

About now you are probably wondering which of these is the **right** answer. And here's the tricky bit about theories: Theories are not Truth. They are theories. They are proposals about how to explain or understand observations and data. Theories have weaknesses and strengths (and just because we can identify a weakness we don't throw a theory out, it may still be useful to us). Theories can and do overlap. As weaknesses in one theory are identified, other theories will develop to try to patch the old one, or to build on it.

So one of the awesome things about Gender Schema Theories is the way it relates to Social Learning and Cognitive Development Theories. Both Social Learning and Cognitive Development Theories assume that we know which behaviors are appropriate and which are inappropriate (Social Learning argues that parents and adults use this knowledge to shape children's behavior while Cognitive Development argues that children use this knowledge to shape their own behavior) but neither theory discusses where this knowledge comes from. Gender Schemas theories provides this backstory. Gender Schema theory explains how adults and children know what appropriate and inappropriate behavior is. On the other hand, Gender Schema Theory doesn't weigh in much on the debate about who is using the knowledge (adults or children) to socialize children.

Psychoanalytic Theory

This one is personally my least favorite of these theories (you however are welcome to disagree. I have seen it used successfully for the project.) This theory argues that gender is embedded in the personality of an individual very early in their development as a result of the intimate relationship between infants and women (mothers). This theory argues that initially both boys and girls identify with femininity/mother due to dependence. Because girls are the same gender as mothers they feel connected with mother longer than boys. Boys must separate themselves from mothers and so develop a masculine gender identity defined in opposition to femininity.

This process is used to explain the observation that men often have stronger "ego boundaries" than women. Men often have a stronger sense of self-versus-other than do women. This is also manifest in the observation that women tend to be more empathetic than men (Gender Schemas theory would argue that these are learned behaviors because of our schemas. Psychoanalytic says no, these are differences that emerge from different identity formation processes).

For those of you who are not Psychology majors, this all probably sounds a bit Freudian, but it's actually a reversal of Freud's paradigm. Freud saw masculinity as normative (hence penis envy and all that fun stuff). This perspective argues that we all start out feminine, and boys learn to reject femininity to attain masculinity.

This is an essentialist theory (argues these are inherent processes in being human not socially constructed). It is also difficult to empirically test.

Discussion Topic: Discuss how you learned gender by describing the toys you played with, the chores you were assigned, messages your parents told you and modeled to you.
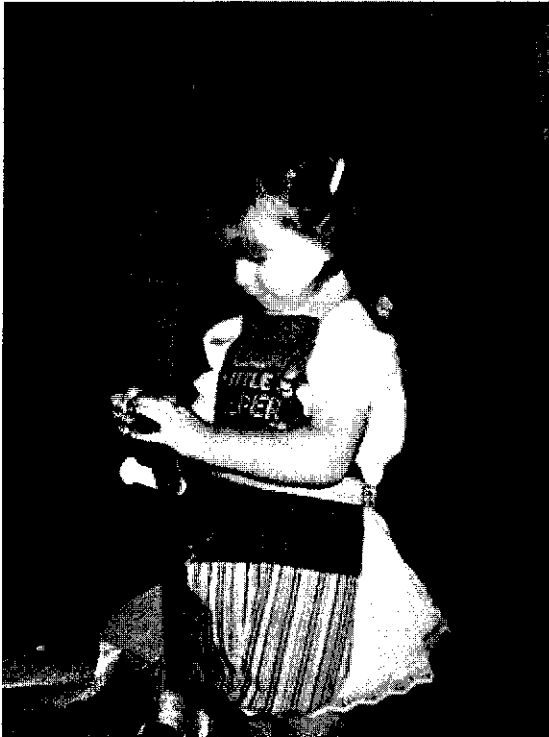
Me

Primary and Secondary Socialization

In the previous section we discuss **how** we learn gender, but who do we learn it from?

We are socialized by our primary groups. **Primary group** is just a fancy sociological way of saying the small group with which we have an intimate and enduring relationship. In American society, this will generally be the nuclear family. These are the people we interact with on a day-to-day basis; the people we imitate, and the people who provide us guidance about what is expected.

We are also socialized by our **peer groups**. These will be people like friends, classmates, team mates, etc.

How Early Does Socialization Begin?

At a minimum we begin treating males and females differently at birth.

In our society, we often announce the birth of a baby with the declaration: It's a Boy! or It's a Girl! This is actually quite significant and illustrates what a central role gender plays in our society. We mark this moment of huge significance with a statement about gender. Wow! I mean there are many things we could say: Baby's here! It's healthy! Welcome to the world, little one! It's slimy! That we mark this occasion with gender, is huge!

Ok, so gender socialization begins at least at birth. At birth we begin being treated differently based on our sex (and presumed gender).

But, there is evidence that we even interact with pregnancies differently depending on the sex of the fetus!

In Kara Smith's essay ___, she (a professor who studies gender) observes her changing interactions with her own pregnancy. She notes that before heading to the ultrasound where sex would be identified she said "We're going to find out **who** you are today." That is a profound statement about how powerful sex/gender is in our culture. What are some of the differences she notes in how she interacts with her fetus before she knows the sex and after?

- Rubbing her belly becomes patting her stomach. How does she analyze this change?
- She begins referring to the fetus by name and gives it a nickname.
- She lowers the tone of her voice when talking to her fetus.
- She uses shorter sentences, replaces slang with proper terms, generally speaks in "stronger" way

Other studies have looked at how parents-to-be ascribe different personalities and characteristics to a fetus once they know the sex. Female fetuses may be perceived as quiet, sweet, gentle. Male fetuses may be praised for being active (kicking and punching as signs of athleticism and strength).
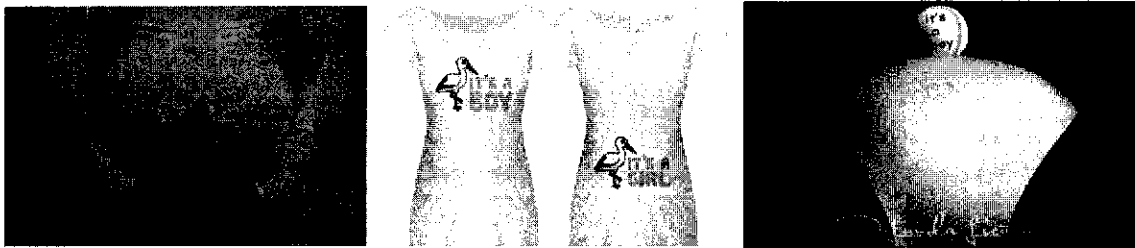
It is unknown how much of an effect this has on a fetus. We do know that by late in pregnancy a fetus can hear sound from outside the womb and would be able to feel physical interactions to some degree. We also do know that emotional state, stress, and other elements of human

experience that are tough to measure do affect the fetus. These interactions also affect the expectations of parents, siblings, doctors, and other people around the soon-to-be baby.

Ok, so whether or not your think all this in-the-womb stuff matters, it is 100% clear that once born, we begin interacting with infants differently based on their gender. We ascribe them different characteristics, we praise them for different things, we start using different adjectives to describe them (pretty vs. handsome), we may carry them differently (there is some evidence that male infants are more likely to be carried facing away from the body while female infants are more likely to be carried facing towards the body; this shapes the ability of the infant to see and interact with world), we dress them differently, and we give them different toys to play with.

Here is an example of a onesie that has a masculine and feminine version. Now at this age, there is not physical need for different clothing for males and females, and yet dressing males and females in different clothes is definitely the norm in our society.

How is this outfit and ad gendered?

<Super Suit>

The Answer:

http://youtu.be/iKZQboAuCC0

The Media and Advertising are HUGE Sources of Socialization

We are exposed to as many as 5,000 ads each day in a variety of forms. While the ads sell specific products they also sell ideas and values. They often rely on "single stories" about masculinity and femininity because these make the images and easy for the consumer to understand. In using these "single stories", these ideas about gender are reinforced and perpetuated. These stories can be very obvious or subtler.

As children get older, they continue to be exposed to single stories about masculinity and femininity through media, advertisements, and products.

Consider this analysis of toy commercials targeting children:

https://www.youtube.com/watch?v=qRMck8SPJGQ

Are these stories familiar to you? How did you childhood playthings (or more recent experience with children and their toys) fit into this?

Does it matter what we teach little boys and little girls?

10

Secondary Socialization

Socialization in an ongoing process. We must learn new gender roles as we age, move, and take on new roles. Throughout our lifetimes we get lessons from family, friends, peers, the media, etc about how we should act.
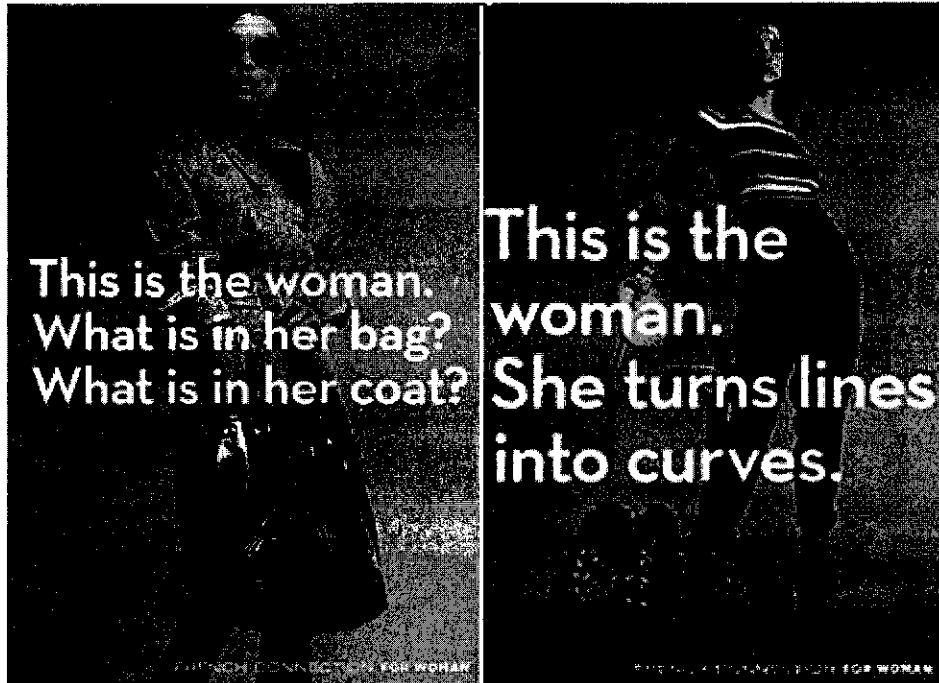
- What does it mean to be a boy/girl versus a man/woman?
- What did gender mean (and what do you expect it to mean) when you were 5? 15? 30? 80?

Think of an example of how your gender roles have changed.

This editorial from French Vogue speaks to the performative nature of gender (and age). This is the same model styled and posed to represent femininity at different ages. How our roles are presentations change over time have much to do with social expectations and performance.

De 10 à 60 ans
Vogue Paris
November
2008

Androcentrism, Policing Gender & Hegemonic Masculinity

In our society, is there more flexibility in masculinity or femininity? Who has more "wiggle room"

For example: Is is acceptable for a little girl to wear pants, play in the dirt, and play with toy trucks?

Is it equally acceptable for a little boy to wear skirts, to play dress up, and play with Barbies?

In our society there is more flexibility in femininity. Girls and women can be feminine, but they can also be (a little bit) masculine without causing concern. Boys and men who are feminine, even just a little bit, will experience social sanctions (a penalty for breaking a rule, a social sanction might be something like being called a name, teased, gossiped about, shunned, etc).

We can even see this reflected in our language. What do we call a little girl who likes to get dirty, play rough-and-tumble games, etc? A **tomboy**. Is this a negative label? Not really. There might be some concern about her becoming "too" masculine, but in general, our society is ok with the idea of a girl being a tomboy. What do we call a little boy who likes to play with dolls, and play dress up? Nothing polite. There is no equivalent to tomboy for little boys. We literally don't have a word for this.

All of this is related to the concept of **androcentrism**.

Androcentrism: society is centered around ideas of maleness and masculinity.

In this system to strive to be masculine is ok because it is a move "up". But the opposite is seen as degrading. For example, a woman enters a masculine field, like engineering. How do we respond? We probably praise her. We see this as a worthwhile challenge to take on. Now think of a man entering a feminine field, like nursing. How do we respond? We are probably a little confused. Why would he do that? We might not see it as a challenge. We might look down on this choice (think of the movie *Meet the Parents*). So for a woman to take on masculine traits is seen as a good thing, but for a man to take on feminine traits is seen as a bad thing. This is because of androcentrism.

We give higher value to things connected with masculinity. So when women take on these characteristics, that makes sense to us; they are trying to "move up" the hierarchy. Being assertive is valued in our society, so it makes sense that some women will want to take on this more powerful characteristics. However, the flip side of this is that feminine characteristics tend to be devalued in our society. When women are feminine that still makes sense to us because we see it as the default. But when men take on feminine characteristics, it doesn't make sense to us. Why would someone who was already in a more powerful position willingly take on a lower position in the hierarchy? Being nurturing is not highly valued in our society, so we are confused by a man wanting to take on this less powerful characteristic when we see his default as being more powerful.

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So under a system of androcentrism, it is acceptable for women to be masculine (to a degree...being "too masculine" will invite backlash), but it is less acceptable for a man to be feminine. (Pay attention to the way the binary is at play here. This assumes that masculine and feminine are opposites and mutually exclusive; that to become more feminine is to become less masculine).

Policing Gender

Breaking the rules can lead to sanctions. When we don't act the way society expects us to, there are often consequences. In this way our society maintains the status quo. It is risky to challenge the system. If you challenge the existing ideas about what boys should be and what girls should be you risk all sorts of social sanctions. Most common are things like being made fun of. Think about the kids that were teased or bullied at school. Often they are kids who break some sort of norm, they are seen as different. Children (and sadly many adults) use insults and name calling to enforce social norms. More serious sanctions can come into play as well including being ostracized, being kicked out of school, fired from a job, even violence!

While we're talking about gender norms and socialization, it is very important to also pay attention to the way in which these norms are maintained. Although there are some formal policies (tax benefits, etc) that arguably promote certain gender norms, most of the ways these norms are enforced are informal. That means that they enforced through everyday interactions between people (not in interactions between the government and citizens).

Since we focused on femininity in the last module, let's focus on masculinity here. In our society it is a very common theme in advertising (and other forms of media) to see policing of masculinity used to sell products or to move a plot along. In ads, this often takes the form of: if you don't use our product you are being feminine. Given that we live in an androcentric system, this is seen as a bad thing. Sometimes the supposed femininity of the masculine character is explicitly mocked (social sanctions) in the ad, but sometimes not - these ideas are so engrained in

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our society, that we see an image (like the ones below) and we understand without the ad having to tell us, that we are supposed to see this as a negative situation.

The text reads: "Karate Lessons"

Here we have an ad campaign for karate that uses images of a little boy playing dress up convince the viewer that he needs something to counteract this (absolutely natural and age appropriate behavior) and the proposed solution is karate lessons. The implication being that these will "man him up".

When talking about children, social sanctions often target parents and other adults around the child (what did you do wrong? or otherwise criticizing a parent's choice not to enforce a gender binary on a young child)

SATURDAY
with jenna

See how she and son Beckett go off duty in style.

quality time

"Lucky for me, I ended up with a boy whose favorite color is pink. Toenail painting is way more fun in neon."

In this 2011 J. Crew ad, President Jenna Lyons is shown with her young son painting his nails bright pink. The text reads "Lucky for me, I ended up with a boy whose favorite color is pink. Toenail painting is way more fun in neon." This ad garnered huge backlash both on news shows and all over the internet. ABC, CBS, and Fox all brought in doctors and pundits to weigh in. Many commenters accused Lyons of damaging her son or setting him up for a difficult future. Rather than sanction the little boy in this case, it is the mother who is addressed. One fox commenter (his editorial is still posted) writes: "Yeah, well, it may be fun and games now, Jenna, but at least put some money aside for psychotherapy for the kid—and maybe a little for others who'll be affected by your 'innocent' pleasure."

Here is another example

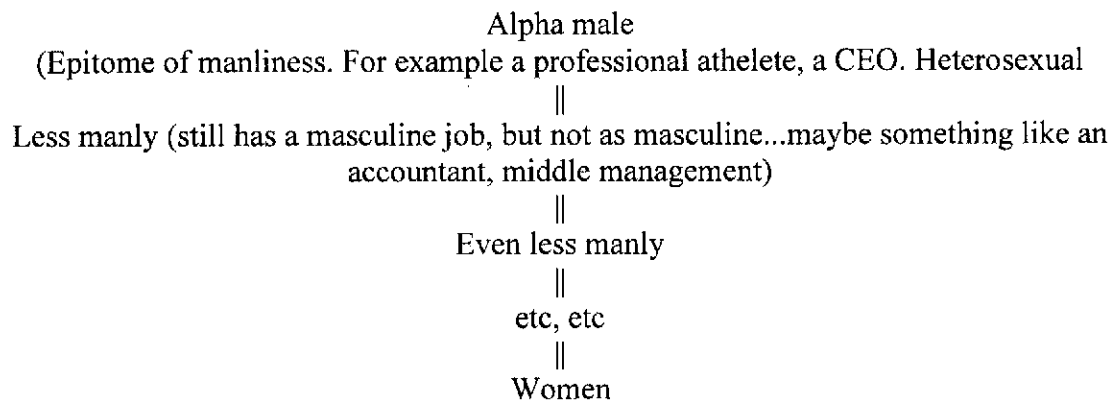http://well.blogs.nytimes.com/2011/10/31/lessons-from-a-halloween-costume/

A collection of ads targeting adult men and their masculinity:
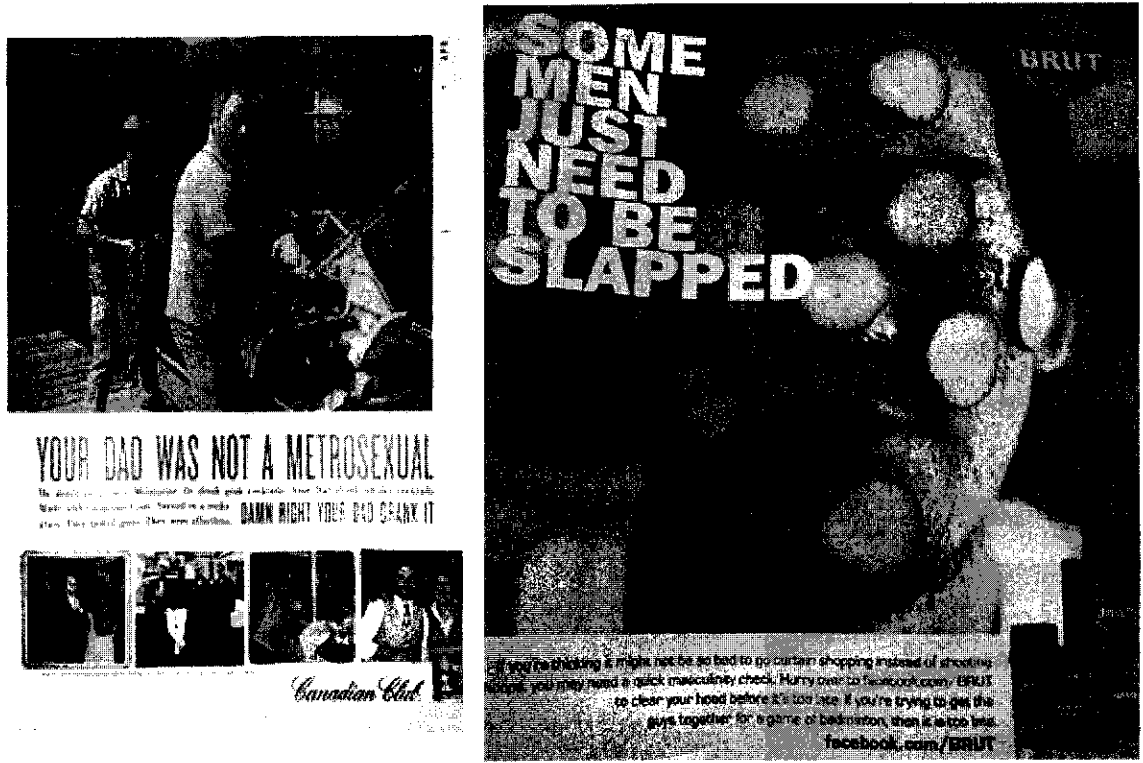
Because of the nature of our society, masculinity is more tightly policed than femininity. Girls and women have more "wiggle room" before they face sanctions for their gender performance. For men, the expectations are very, very narrow. This is referred to as hegemonic masculinity.

Hegemonic masculinity is simply the idea that our idea of masculinity is very narrow. In our society, we measure a man's masculinity against this ideal of the "alpha male". Men who deviate or fall short of this ideal are treated as lesser. So in addition to placing men above women, the gender hierarchy in our society also ranks "types" of men.

Alpha male
(Epitome of manliness. For example a professional athelete, a CEO. Heterosexual
||
Less manly (still has a masculine job, but not as masculine...maybe something like an accountant, middle management)
||
Even less manly
||
etc, etc
||
Women

Think about how you would fill out this hierarchy. What characteristics move a man up or down on this hierarchy. Sexual orientation is a big one. Hegemonic masculinity is closely tied to ideas about heterosexuality and homosexuality (we'll expand this discussion in the next module, but start thinking about it now). Being a breadwinner (making money) is also a big component. What else?

Watch this talk by Tony Porter where he speaks about experiences with "The Man Box" (which is the same thing as hegemonic masculinity).Pay attention to his discussion of hegemonic masculinity, he uses a few examples of social learning theory, see if you can find them.

Trigger Warning: He speaks about sexual violence starting at 5:40.

http://www.youtube.com/watch?v=td1PbsV6B80

Assigned writing--Project #1 - Socialization

Go to a local store and examine what is offered for sale for boys and girls. You should pick <u>one</u> of the following categories:

- Infant clothes
- Child clothes
- Child toys

1) Describe what you find.
- What store are you at? What section are you in? How is it labeled/identified?
- What is the context of this store? Is it a department store, a dedicated baby/child store, a thrift store, etc?
- Describe what you see. You may focus on general impressions or you may focus on one or two specific items. If you want to (and are allowed to by the store) you may include a picture of what you see. You still need to describe in your own words what you see.

2) Make an argument about which theory of socialization we considered in this class best fits what you observe (choose from: social learning theory, cognitive-development theory, gender schema, psychoanalytic theory).
- Describe the theory.
- Explain how what you observe fits into the theory; provide examples that support your argument.
- Discuss any observations that do not fit the theory, you should choose the theory you think is the best fit, it does not have to be a perfect fit, but you should be sure to address any weaknesses or shortfalls.

3) Consider the implications
- What are the implications of what is for sale and how it is marketed for boys and girls? Does it matter and why? What are the possible consequences of this?

Grading Criteria & Rubrics
<u>Style (10%)</u>
- A. Project is typed, double spaced, in 10-12 point font and has appropriate margins. There are very few or no spelling or grammatical errors. Writing style is complex and sophisticated. Paper is clearly organized.
- B. Project adheres to the format requirements above. There are few spelling or grammatical errors. Writing style is appropriate for an upper-level course. Paper is clearly organized.
- C. Any of the above format requirements are not met. There are moderate spelling or grammatical errors. Writing style is simple but comprehensible. Paper is adequately organized, but could be better.
- D. Multiple format requirements are not met. There are significant spelling or grammatical errors that impede comprehension. Writing style is weak. Paper is disorganized.
- F. Multiple format requirements are not met. The project is unreadable due to spelling and grammatical errors. Writing style is extremely weak. Paper is disorganized, hard to follow.

Description (20%)
  A. The object and its context are clearly and thoroughly described. No relevant elements are omitted from the description, the description is accurate.
  B. The object is described but not in great detail. Minor details are omitted. The context is mentioned, but without great depth
  C. The object is described, but major elements are omitted or the description is seriously inaccurate. The context is omitted or inaccurate
  D. The object is described poorly with little or no detail. Context is omitted.
  F. The object is not described at all. No context is described.

Theory (45%)
  A. The theory is outlined correctly and comprehensively in your own words. It is clearly explained why this theory is the best fit for the observations. Examples are appropriate and accurate. Weaknesses are identified. Thesis is clearly stated and strgonly supported.
  B. The theory is outlined accurately, but could be better. There is an explanation of how the theory fits, but it could be better. It does not address all aspects of the observations. Examples are given, but may not always be appropriate. Weaknesses may or may not be identified. Thesis is clearly stated and adequately supported.
  C. The theory is described in little detail or with minor inaccuracies. Direct quotes are overused rather than using your own words to explain the theory. The fit between observations and theory are unclear or unexplained. No appropriate examples are given. Weaknesses are not identified. Thesis is unclear, support is mediocre or unclear.
  D. The description of the theory has substantial inaccuracies. The fit between observations and theory are unclear or unexplained, or the fit is poor. No appropriate examples are given. Weaknesses are not identified. Thesis is missing or is not supported.
  F. There is little or no description of the selected theory, or the description is fundamentally inaccurate. The fit between observations and theory is poor or absent. No appropriate examples are given. Weaknesses are not identified. Thesis is missing or is not supported.

Implications (25%)
  A. Implications are critically and clearly considered. The consideration is clear, comprehensive, and insightful. The implications are logical, and it is clear that much thought has been given to the various implications.
  B. Implications are critically and clearly considered. Several implications are listed, but there is not comprehensive consideration. Implications are logical and make sense.
  C. Implications are considered. Implications are generic, lack insight or evidence of critical thinking. Some obvious implications are omitted. Implications could be better explained, may not be logical.
  D. Implications are generic and lack evidence of critical thinking. Implications are poorly explained and may be illogical.
  F. Few or no implications are considered. No evidence of critical thinking. Implications are illogical and lack explanation.

Sample of exam questions

Multiple choice

1. In the "nature vs. nurture" controversy, which of the following terms *least applies* to nurture?
   a. social environment
   b. heredity
   c. socialization
   d. parenting

2. _____ refers to the process by which people learn the attitudes, values, and the appropriate behaviors of the social groups to which they belong.
   a. Self-reflection
   b. Identity formation
   c. Socialization
   d. Social formation

3. The primary agent of socialization in most people's lives is _____.
   a. education
   b. government
   c. religion
   d. family

4. _____ refers to the ways in which society sets children onto different life courses because they are male or female.
   a. Genderization
   b. Genderism
   c. Gender socialization
   d. Gender learning

5. Studying gender as _____ helps us see that gender is something people actively do.
   a. socialization
   b. polarization
   c. performance
   d. stereotyping

Essay

   _ Socialization occurs throughout the life course. Highlight at least two key points about the socialization process from each stage of the life course.

   _ Compare and contrast two theoretical perspectives on the formation of gender.

   _ According to the "doing gender" perspective, gender is an accomplished activity. Provide three examples of how women "do gender" and three examples of how men "do gender."

Subject: Your Amazon.com order of "Sony DVPSR510H DVD Player..." has shipped!
From: Amazon.com <ship-confirm@amazon.com>
Date: 11/05/14 04:12 PM
To: Crystal D Deemer <cdeemer@iup.edu>
To: Crystal D Deemer <cdeemer@iup.edu>

amazon

Your Orders | Your Account | Amazon.com

Shipping Confirmation
Order #108-3097620-1906639

Hello Crystal D Deemer,

Thank you for shopping with us. We thought you'd like to know that we shipped your item, and that this completes your order. Your order is on its way, and can no longer be changed. If you need to return an item from this shipment or manage other orders, please visit Your Orders on Amazon.com.

Your estimated delivery date is:
Thursday, November 6, 2014

[Track Your Package ▶]

Your order was sent to:
Crystal Deemer
Sociology, 441 North Walk
McElhaney Hall, Room 102
INDIANA, PA 15705-0001
United States

Depending on the ship speed you chose, it may take 24 hours for tracking information to be available in your account.

Shipment Details

Sony DVPSR510H DVD Player (Upscaling)	$39.00
Sold by Amazon.com LLC	

Item Subtotal:	$39.00
Shipping & Handling:	$7.28
Free shipping:	-$7.28
Total Before Tax:	$39.00
Shipment Total:	**$39.00**
Paid by Visa:	$39.00

Returns are easy. Visit our Online Return Center.

If you need further assistance with your order, please visit Customer Service.

We hope to see you again soon!
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