Instructor: Dr. Michael Ramirez
Office: Bay Hall 344
Office hours: Monday/Tuesday/Wednesday/Thursday 12:00 – 1:00
and by appointment
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Course Description:
Why do girls and boys seem to have such different interests? Why do men and women seem to pursue different lines of work? Are gender differences learned, biological, or some combination of the two? Has gender equity been reached? These are a few issues we will examine this semester. In general, this course provides a broad overview of contemporary gender issues in both the US and other contexts. Typically, when people hear the term “gender,” they automatically imagine women’s issues, while overlooking the fact that men, in fact, are gendered beings as well. While women’s experiences will be the core of this course, we will also discuss men and masculinity.

We will begin the course by discussing various competing perspectives that have attempted to understand gender relations. For the remainder of the course, we will discuss the ways in which gender affects various social institutions and interactions. We will examine gender in the media, family, education, and work. We will also consider how micro-level interactions are influenced by gender, such as personal relationships, sexualities, as well as macro-level issues such as health and violence. We conclude by examining how individuals have resisted gender constraints and consider ways in which we can do the same.

A number of people believe because of the improvements in women’s outcomes in the workplace and education system that these issues have been solved completely. We will spend the semester discussing changes in the gender system and what improvements still need to be made. Last, since every one of us inhabits this world as a gendered being, we will spend the semester applying the concepts and theories to our personal lives to better understand how our social lives may be affected by gender.

Learning Outcomes:
• To introduce you to the core concepts in the study of the sociology of gender.
• To explore and understand theories and perspectives that address issues of gender differentiation and gender inequality.
• To apply theoretical perspectives of gender to contemporary life.
• To develop a sociological and gendered lens with which to examine the world.
• To assess the extent to which gender affects everyday life and social institutions.

Course Requirements

Texts:

Course Assignments:

Exams:
We will have two exams throughout this course. Each exam will focus only on those materials read or studied since the last exam, although we will be building concepts and theoretical understandings that will be drawn upon throughout the course. It is only in this sense that they will be cumulative. Make-up exams will only be given in extreme circumstances (such as auto wrecks, hospitalization, and family emergencies). Each exam is worth 15% of your final grade.

Assignments:
Discussion is crucial to this class. To encourage your thinking on the issues we will cover in class, I will periodically give you short assignments to complete—either during or outside of class. These activities serve a dual purpose. First, they will help you organize your thoughts on particular topics we will cover in class. Second, they will help spur class discussions. These short assignments may take the form of reflecting on a particular set of gendered issues, reactions to films/readings from class, analyzing some form of media, briefly interviewing someone about some gendered phenomena, or other writing opportunities. Regardless of form, I am primarily interested in the development of ideas in your writing. Completing these assignments will not only provide you credit for this portion of your grade, but will also help prep you for class discussions. Expect to have approximately ten different assignments throughout the semester. In-class activities and assignments will typically be worth 25 points each. Required BlackBoard discussion forum postings will typically be worth 50 points each. Other homework assignments may require more work and will therefore be worth a greater number of points, likely between 50 and 100 points each. There will not be opportunities to make up points for missing class on days on which in-class assignments are completed. Likewise, missing class on days on which I assign homework does not grant you an extension. It is your responsibility to check BlackBoard for assignments. The average of your scores on these assignments will count for 10% of your final average.
Mini Data Analysis Exercises:
To encourage you to apply what you are learning to the world around you, I will have to complete a few short analysis activities in which you examine gender in the real world. There will be a total of 7 of these assignments. You will be required to complete any 5 of them. Each data assignment will be worth 6% each (for a total of 30% of your final grade).

Reading Groups:
To encourage you to do a deep reading of the assigned book and to use your sociological imagination to make connections to themes, populations, events, and/or issues beyond the book itself, I will have you complete a series of assignments on the readings. Your work each will be individually completed. The only “group” component of the assignment is the in-class discussion on the reading group days. Your group members’ performance and preparation will not affect your grade.

The assignments for each reading group day may vary. On some days, I may assign you a particular role or task to complete on the readings. Other days I may provide a more open-ended task in which you evaluate and/or connect the readings to other social issues outside the scope of the book. Each reading group activity will be worth 5% of your final grade (for a total of 20%).

Participation/Attendance:
The final portion of your grade will be based on your participation and attendance. Participation takes many forms. I will be assessing your physical presence in class (so you need to attend all classes), engagement, active participation, discussion, posing relevant and substantive questions in class, demonstrating having read the day’s assigned readings, and/or participation on BlackBoard. I will be taking attendance most days in class. To be considered present, you must arrive on time and stay for the entire period. Late arrivals and early departures will constitute missing class for assessment purposes. An excellent grade for this portion of your course grade will essentially be secured by attending class, being prepared, and being engaged. Each instance of being inattentive in class due to texting, browsing the internet, checking email, checking BlackBoard, reading or doing work for other classes, among other acts I interpret as distracting you from class will result in a 1% deduction of your participation grade. This portion of your grade will be worth 10% of your final average.

Course Policies
Attendance Policy:
Regular attendance is essential to doing well in this course. I will be checking attendance regularly. It is your responsibility to make certain you have signed the attendance sheet. If you are not in class at the point that the sheet is passed around, you will be marked absent for that day.

If you need to arrive late or leave early because of an appointment or such, please talk to me before class and make your arrival/departure as quietly as possible. This is as much, if
not more, for your classmates as it is for me. Many students find it very distracting to keep focused on lecture when others are coming and going at odd times.

Lastly, if you choose to come to class, I expect you to be mentally as well as physically present. Sending/reading text messages, getting on the internet, and reading newspapers or other texts during class is unacceptable. If you need to get work done for another class, then just skip this class. We all have to make choices about where to put our energy on any given day.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. July 29th is the last day to drop a class with an automatic grade of “W” this term.

Classroom Ground Rules:
In this class, we will discuss both abstract theoretical ideas and concrete, practical information about different social groups and social behaviors. I hope that these materials will challenge you intellectually and personally. Because this class may touch on controversial social issues, I propose the following ground rules, which I would like you all to agree to and assume while in this classroom.

1. Acknowledge that all of us have learned misinformation about our own social group and about members of other groups, whether we belong to a majority or minority group.

2. Agree not to blame ourselves or others for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise.

3. Be respectful. Class discussion time is a critical point of showing respect and intellectual growth. We need to make our discussions “safe” for everyone. We all need to make this happen together. Listen carefully to comments. Do not interrupt. Use words (nonverbal and guttural sounds are not acceptable forms of communication). Frame your responses in civil terms (verbal attacks are not acceptable). If you want to take issue with someone else’s response, first summarize what you heard them say. Then discuss why the “idea” (not the person) is problematic.

4. You speak for yourself. You own your opinion and you get to keep it. The voices that we speak with are often indicative of larger narratives that have been a part of our particular social experience. We do not speak for all members of a group to which we belong. I strive to present research that is methodologically and theoretically sound. Your opinion may not
be supported by research that I present in class. That dissonance may make you uncomfortable or even angry. Note those emotions. They are important.

**Academic Dishonesty:**
It is your responsibility to familiarize yourself with the University’s codes on academic dishonesty. In general, any form of academic dishonesty (including, but not limited to cheating and plagiarism) will not be tolerated. Such instances will be reported to the Department Chair, as well as to Student Affairs. Sanctions can include: receiving a zero on the assignment/exam, receiving an F for the final course grade, and/or recommendation for dismissal from the University. For more information, refer to: [http://studentaffairs.tamucc.edu/JAffairs/index.htm](http://studentaffairs.tamucc.edu/JAffairs/index.htm).

**Notice to Students with Disabilities:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Academic Advising:**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Grade Appeal Process:**
As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, *Student
Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

Starfish:
Starfish is a software communication program used to connect you (the student) to your “Success Network” of instructors, advisors, and other academic support programs on campus. If you receive an email from starfish@tamucc.edu, this means I have raised a Starfish “communication” item useful for connecting you to campus resources and course progress guidance. Starfish “communication” items include:
* Flags: Early Alerts regarding Course Effort/Progress
* Kudos: Commendation for Course Effort/Progress
* Referrals: Recommended utilization of services: tutoring, mentoring, coaching, advising, etc.
* To-dos: Assigned tasks, such as “Meet with me”

Acting on these messages in a timely manner is vital to your success as a student at TAMUCC. The purpose of Starfish is to help instructors communicate information with their students, and connect students with campus resources available to them. For Starfish assistance, please call 361-825-3653 or email Starfish@tamucc.edu

Grading:
Your final grade will be calculated as follows:
Assignments ____ X .10 = ____
Data Analysis Exercises ____ X .30 = ____
Reading Groups ____ X .20 = ____
Exam 1 ____ X .15 = ____
Exam 2 ____ X .15 = ____
Participation/Attendance ____ X .10 = ____
Final Grade = sum of these totals ____

Final Letter Grades:
A = 90.00% to 100.00%
B = 80.00% to 89.99%
C = 70.00% to 79.99%
D = 60.00% to 69.99%
F = below 60.00%

Course Calendar
GIII = Gender: Ideas, Interactions, Institutions
ALG = Assigned: Life with Gender
DfG = Destined for Greatness
AR = Additional Reading posted on BlackBoard
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<thead>
<tr>
<th>Date</th>
<th>Overview of Approaches to the Study of Gender</th>
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<tbody>
<tr>
<td>July 8</td>
<td>Introduction to the Course</td>
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| July 9     | GIII: Chapter 1, Chapter 2  
ALG: Introduction, Reading 1, Reading 2  
Data Analysis Exercise 1 |
| July 10    | GIII: Chapter 3  
ALG: Reading 3, Reading 4 |
| July 11    | GIII: Chapter 4  
ALG: Reading 6, Reading 7, Reading 8, Reading 9  
Film  
Data Analysis Exercise 2 |
| July 15    | GIII: Chapter 5  
ALG: Reading 10, Reading 11, Reading 14  
Data Analysis Exercise 3 |
| July 16    | Reading Group Day #1  
DfG: Introduction, Chapter 1 |
| July 17    | GIII: Chapter 6, Chapter 7  
ALG: Reading 5, Reading 13, Reading 17, Reading 18  
Film  
Data Analysis Exercise 4 |
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<tr>
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<td>ALG:</td>
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<td>Data Analysis Exercise 5</td>
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<td><strong>The Gendered Family</strong></td>
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<td>July 22</td>
<td>GIII: Chapter 11</td>
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<td>ALG: Reading 20, Reading 26</td>
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<td>July 23</td>
<td><strong>EXAM 1</strong></td>
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<td><strong>Gender and Work</strong></td>
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<td>ALG: Reading 12, Reading 16, Reading 23</td>
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<td>July 25</td>
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<td>DfG: Chapter 2, Chapter 3</td>
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<td><strong>Work-Family Conflict</strong></td>
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<td>July 29</td>
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<td>ALG: Reading 20, Reading 21, Reading 24</td>
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<td>Data Analysis Exercise 6</td>
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<td>July 30</td>
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<td>DfG: Chapter 4, Chapter 5</td>
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<td>July 31</td>
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<td>ALG: Reading 19</td>
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<td>Data Analysis Exercise 7</td>
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<td><strong>Sexualities</strong></td>
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<td>Aug 1</td>
<td>GIII: Chapter 10</td>
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<td>Aug 6</td>
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<td>ALG: Reading 13</td>
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<td>Aug 7</td>
<td><strong>Gender, Resistance, and Social Change</strong></td>
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<td>ALG: Reading 25, Reading 27, Reading 29</td>
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<td>Aug 8</td>
<td>Bringing It All Together</td>
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<td>Aug 9</td>
<td><strong>FINAL EXAM at 11:00 am</strong></td>
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