

**University of Hawai'i at Mānoa**  
**SOC/WS 362** (Section 211, CRN:1224/1223)  
**Sociology of Gender**  
Fall 2016; **Online**

**Instructor:** Hannah Liebreich  
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**Course Description:**

How are gender identities socially constructed? How does gender intersect with race, ethnicity, class, disability, sexuality, age and other dimensions of identity? How are gender and sexuality shaped by family, education, the media, politics, economics, the criminal justice system, religion and medical practice? This course addresses these questions from a sociological perspective. We will examine how and why contemporary U.S. communities create gender categories, how genders and sexualities affect our daily lives, and how they change. Students will gain tools for investigating the values and social processes behind their own experiences of gender socialization.

**Course Learning Objectives:**

At the end of the class students should be able to do the following:

- Question the taken-for-granted ideas about sex and gender.
- Understand the interconnectivity of gender, race, and class.
- Relate and apply the class materials to the things that happen in our everyday lives.
- Work toward clear and effective verbal and written communications.
- Write a term paper using the proper manuscript and citation format.

**Course Content Alert:** This course will cover topics that may be sensitive in nature to some students including but not limited to violence, domestic violence, rape, hate crimes, sexism, racism, transphobia, and heterosexism. Throughout the semester we will cover real scenarios, and use graphic images and language that may make some people feel uncomfortable. If you are a survivor of abuse or trauma you may be triggered. If this class brings up any feelings you would like to discuss, the UH Mānoa Counseling and Student Development Center is available M-F 8:30-4:30 and can be reached at (808) 596-7927. If this class is not for you, please refer to MyUH to find out how to drop the class.

**Course and University Policies:**

**Attendance Policy:** This is an online course so there is no traditional attendance. However, students will be graded on electronic participation, maintaining communication with the instructor, communication with peers, and consistent completion of assignments.

**Class Environment:** Enrollment in this course indicates that you agree to conduct all discussions and interactions with thought, maturity, and respect for others' rights to differ. Discussion of personal beliefs is encouraged, and will be conducted in a manner that maintains a climate conducive to the learning of all class members. Students at the University of Hawai'i at Mānoa are encouraged to exercise personal responsibility and self-discipline, and to engage in the rigors of discovery and scholarship.

**Academic Honesty / Plagiarism:** Compliance with strict standards of academic honesty is expected. Please refer to the *UHM Student Conduct Code*, including the revisions in *E7.208*, paying special attention to the sections on academic honesty. Plagiarism is the failure to correctly cite and/or reference *any words or ideas* which are not your own. You should *always* reference the sources of your information. Plagiarism also includes using (or sharing) others' essays, quizzes, etc., *re-using* your own work, *and* the use of pre-written, purchased, or downloaded materials. If there is ever a question on this issue, please ask me in advance of submitting the work. Once an assignment is submitted I will act strongly to enforce academic standards. Plagiarism will result in a ***zero for the assignment*** and will likely result in Failure as a final course grade.

**Make up Policy:** Discussion Board Posts, Journal Posts, and Quizzes cannot typically be made up. All work is due on the due date – *this includes weddings, vacations/trips, doctor's visits, interviews, business/work, etc.* Please schedule your extra-curricular events around your course work. In the case of University of Hawai'i athletes, you need to notify me of your conflicts in advance so we can make alternative arrangements. My policy is that late submissions for final papers and presentations will be accepted up to one week after the due date, and will be penalized 50% of the total possible points. After one week, late work will no longer be accepted. In the case of *emergencies* or *extreme personal difficulty* (i.e. car accident, sudden acute illness, etc.), work can be made up. *Email me as soon as possible.*

**ADA Statement:** If you have a disability and have not voluntarily disclosed the nature of your disability and the support you need, you are invited to contact the KOKUA Program, 956-7511 (V/TTY), Queen Lili'uokalani Center for Student Services, for assistance.

I am happy to work with KOKUA to accommodate and support you and your learning needs. If you need accommodations, please have KOKUA reach out to me as soon as possible so that arrangements can be made.

**Requests for Reevaluation:** The burden of proof in a reevaluation of graded work rests with you. Before meeting with me, a rationale for a different grade should first be submitted in writing by e-mail. This should identify the specific concerns/changes and provide detailed evidence in support of your argument for a different grade. *Requests for reevaluation must be made within 10 days of the student's receipt of the graded item.*

#### **Course Assignments & Grading (250 points possible)**

- 10 Discussion Posts, 5 points each; 50 points total (20% total)
- 5 Journal Posts, 15 points each; 75 points total (30% total)
- 5 Quizzes, 10 points each; 50 points total (20% total)
- Final Presentation, 35 points (14%)
- Final Paper, 40 points (16%)

**Discussion Posts:** ***Each week*** students will be responsible for participating in a Discussion Post for a total of 10 Discussion Posts for the semester. Discussion Posts will be graded based on participation, contribution, and/or completion. Discussion Posts **CANNOT** be made up. However, I will drop each student's two lowest Discussion Post grades (12 total opportunities). To receive full credit for a Discussion Post, students must post at least one original Discussion Post as well as ***two*** comments on Discussion Posts from their peers. For each Discussion Post, students will pick a prompt from a list provided by the instructor.

***\*Discussion Posts are due weekly, Wednesday at noon (see course schedule for details)\****

**Journal Posts:** Throughout the semester each student will be responsible for completing 5 Journal Posts. Journal Posts are reflective writings students will produce and post in the appropriate discussion forum based on class material and should be 3-5 paragraphs in length. Journal Posts should be more in-depth and reflective than Discussion Posts. Journal Posts **CANNOT** be made up for any reason. However, I will drop each student's lowest Journal Post grade including a score of "0" (for a total of 6 opportunities in the semester). In order to receive full credit students must post at least one original Journal Post for the topic as well as **two** comments on Journal Posts from their peers. For each Journal Post, students will pick a prompt from a list provided by the instructor.

**\*Journal Posts are due on Odd Weeks, Friday at noon (see course schedule for details)\***

**Quizzes:** There will be a total of 5 quizzes throughout the semester that will be primarily multiple choice and true/false. Quizzes **CANNOT** be made up for any reason. However, I will drop each student's lowest Quiz grade including a score of "0" (for a total of 6 opportunities in the semester). Students are allowed to use their notes for quizzes but are encouraged to prepare in advanced as quizzes will be timed (timing varies based on number and type of questions).

**\*Quizzes are due on Even Weeks, Friday at noon (see course schedule for details)\***

**Final Presentation:** Each student will be required to present the research they have done for their Final Paper. Students can use PPT, Prezi, YouTube, and/or another type of visualization as part of their presentation. Each student will share their Final Presentation with their peers the second to last week of class. The due date for Final Presentations is **Friday December 9<sup>th</sup> at noon.** Details for the Final Presentation are available on Lualima.

**Final Paper:** There will not be a traditional final exam in this class. Rather each student will be required to research and write a Final Paper. Students will be required to incorporate at least 6 academic sources from peer-reviewed journals. Final Papers should be 5 pages in length (~1385 words) and follow ASA or APA formatting. The due date for Final Papers is **Friday December 16<sup>th</sup> at noon.** Details for the final paper are available on Lualima.

At the University of Hawai'i – Mānoa, "student achievement is designated by the following grades A+, A, A- (excellent), B+, B, B- (above average), C+, C, (average), C-, D+, D, D- (minimal passing), [and] F (failure)" (<http://www.catalog.hawaii.edu/undergrad-ed/creditsGrades.htm>). A-level grades recognize outstanding achievement, and are not rewarded for mere submission of required work.

For this course, percentages can be translated into grades, using the following conversion: A+ (97-100), A (93-96), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67- 69), D (63-66), D- (60-62), and F (below 60).

**Reminders:** You are responsible for the content of all material (readings, videos, PPT's, etc.) when contributing to Discussion Posts, Journal Posts, Quizzes, etc. This means that you need to ask questions to promote discussion about anything that you find difficult.

I ask that students take responsibility for working in advance of the due dates and contact me for assistance when necessary. I am always willing to arrange for office hours and discussions in advance of deadlines. Last-minute requests will find me less sympathetic. See the above section for late policies.

The course schedule & readings for Fall 2016 are both **subject to modification**. Required materials are to be read **the week specified and are “fair game” for that week’s assignments**. Please be prepared to participate.

### **Course Schedule**

#### **Week 1 (9/6/16-9/9/16)**

**Topic:** Sociology & Gender Overview + Cultural Construction of Gender

**Assignment(s):** Discussion Board post 1 due **Wednesday** at noon + Syllabus Agreement due **Friday** at noon

#### **Week 2 (9/12/16-9/16/16)**

**Topic:** Gender & Language

**Assignment(s):** Discussion Board post 2 due **Wednesday** at noon + Quiz 1 Due **Friday** at noon

#### **Week 3 (9/19/16-9/23/16)**

**Topic:** Gender Media & Music

**Assignment(s):** Discussion Board post 3 due **Wednesday** at noon + Journal Post 1 Due **Friday** at noon

#### **Week 4 (9/26/16-9/30/16)**

**Topic:** Medicalization of Gender

**Assignment(s):** Discussion Board post 4 due **Wednesday** at noon + Quiz 2 Due **Friday** at noon

#### **Week 5 (10/3/16-10/7/16)**

**Topic:** Intersectionality

**Assignment:** Discussion Board post 5 due **Wednesday** at noon + Journal Post 2 Due **Friday** at noon

#### **Week 6 (10/10/16-10/14/16)**

**Topic:** Gender & Family

**Assignment(s):** Discussion Board post 6 due **Wednesday** at noon+ Quiz 3 Due **Friday** at noon

#### **Week 7 (10/17/16-10/21/16)**

**Topic:** Gender & Work

**Assignment(s):** Discussion Board post 7 due **Wednesday** at noon + Journal Post 3 Due **Friday** at noon

#### **Week 8 (10/24/16-10/28/16)**

**Topic:** Gender & the Body

**Assignment(s):** Discussion Board post 8 due **Wednesday** at noon + Quiz 4 Due **Friday** at noon

**Week 9 (10/31/16-11/4/16)**

**Topic:** Gender Violence

**Assignment(s):** Discussion Board post 9 due **Wednesday** at noon + Journal Post 4 Due **Friday** at noon

**Week 10 (11/7/16-11/11/16)**

**Topic:** "Doing Gender" on the College Campus

**Assignment(s):** Discussion Board post 10 due **Wednesday** at noon + Quiz 5 Due **Friday** at noon

**Week 11 (11/14/16-11/18/16)**

**Topic:** Sexuality & Identity

**Assignments(s):** Discussion Board post 11 due **Wednesday** at noon + Journal Post 5 Due **Friday** at noon

**Week 12 (11/21/16-11/25/16)**

**Topic:** Gender & CJS

**Assignment(s):** Quiz 6 Due **Friday** at noon (no Discussion Board post)

**Week 13 (11/28/16-12/2/16)**

**Topic:** Gender & Religion

**Assignment(s):** Discussion Board post 12 due **Wednesday** at noon + Journal Post 6 Due **Friday** at noon

**Week 14 (12/5/16-12/9/16)**

**Topic:** End of semester wrap up

**Assignment(s):** Final Presentation due **Friday** December 9 at noon

**Week 15 (12/12/16-12/16/16)**

**Topic:** End of semester wrap up

**Assignment(s):** Final Paper due **Friday** December, 16 at noon

**\*Reading list on page 6\***

**\*Class Agreement on page 8\***

## **Reading List**

(Note: there is not an assigned textbook for this course, all readings are available under Resources in Laulima or through the UH Library's website)  
(Readings are in order based on the course schedule)

### **Week 1**

Lorber, J., & Farrell, S. A. (Eds.). (1991). The social construction of gender (pp. 309-321). Newbury Park, CA: Sage.

### **Week 2**

West, C., and Zimmerman, D.H. (1987). Doing gender. *Gender & Society*, 1(2), 125-151.

Tannen, D. (2003). There is no unmarked woman. *Signs of Life in the USA: Readings on Popular Culture for Writers*. Ed. Sonia Maasik and Jack Solomon. 4th ed. Boston: Bedford, 525-30.

### **Week 3**

Kesler, Jennifer. "Why Film Schools Teach Screenwriters Not to Pass the Bechdel Test." *The Hathor Legacy*. The Hathor Legacy, 30 June 2008. Web. 7 Mar. 2016.

Pharr, S. (1988). Homophobia: A weapon of sexism (pp. 53-64). Inverness, CA: Chardon Press.

### **Week 4**

Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. *Signs*, 16(3), 485-501.

Valenti, J. (2009). The cult of virginity. Excerpted from *Purity Myth: How America's Obsession with*.

### **Week 5**

McIntosh, P. (1992). White privilege. *Creation Spirituality*, 33-35.

"What My Bike Has Taught Me About White Privilege." Web log post. *A Little More Sauce*. WordPress, 20 Aug. 2014. Web. 7 Feb. 2016.

### **Week 6**

Hochschild, A., & Machung, A. (2012). *The second shift: Working families and the revolution at home*. Penguin.

### **Week 7**

TBD (Gender Pay Gap), Newsweek article (unpaid interns)

### **Week 8**

Martin, C. E. (2009). Love your fat self. *Women's voices, feminist visions: Classic and contemporary readings*, 280-284.

### **Week 9**

Armstrong, E. A., Hamilton, L., & Sweeney, B. (2006). Sexual assault on campus: A multilevel, integrative approach to party rape. *Social problems*, 53(4), 483-499.

### **Week 10**

Kimmel, M. S. (2008). *Guyland: The perilous world where boys become men* (pp. 44-69). New York: Harper.

\*We will be reading the chapter "Bros Before Hos"\*

Levy, A. (2006). *Female chauvinist pigs: Women and the rise of raunch culture*. Simon and Schuster.

\*We will be reading chapter 5\*

### **Week 11**

Tannehill, Brynn. "10 Misconceptions Every Trans Ally Needs to Know." *Everyday Feminism*. *Everyday Feminism*, 10 Nov. 2014. Web. 7 Mar. 2016.

### **Week 12**

McDonald, C. (2015). *Captive Genders: Trans Embodiment and the Prison Industrial Complex*. E. A. Stanley, & N. Smith (Eds.). AK Press.

### **Week 13**

Endsjø, D. Ø. (2005). Lesbian, gay, bisexual, and transgender rights and the religious relativism of Human Rights. *Human Rights Review*, 6(2), 102-110.

### **Week 14**

N/A

### **Week 15**

N/A

## Class Agreement

\*\*\*Class Agreement due electronically under the Assignment tab in Laulima ***Friday September 9<sup>th</sup> at noon***\*\*\*

### **Academic Honesty Agreement:**

I have read and received information on Plagiarism. By enrolling as a student at the University of Hawai'i at Mānoa, I have agreed to abide by all rules prohibiting academic dishonesty, including plagiarism. I have also received and will read the syllabus for this course. By enrolling in this course, I have agreed to abide by all policies described in the syllabus, assignment descriptions, rubrics and other handouts.

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

### **Classroom Expectations Agreement:**

I understand that as a student in this course it is my responsibility to treat everyone in the class with respect, even when they have a different opinion. I understand that it is an expectation for me to listen to others, to not interrupt peers, and to not pressure other classmates to conform to my beliefs or to discuss topics beyond their comfort level. I will not talk to my neighbor excessively or use a cell phone while in class. I understand that I will lose points and may be asked by the instructor to leave if I do this. I agree to adhere to all of the expectations set forth in the classroom contract and will contact the instructor if I have any problems with these expectations.

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

### **Syllabus Agreement:**

I have received the syllabus and understand all of the policies and procedures of SOC/WS 362 Sociology of Gender. If I have any questions about the syllabus, I will ask my instructor, Hannah Liebreich, to clarify the expectations. Similarly, if I lose my syllabus I can find another on Laulima.

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_