Instructor: Paige Sweet
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Office: BSB 4111
Office Hours: Tuesdays & Thursdays 10:45-11:45am or by appointment

Course Description
The goal of this course is to understand the social construction of gender and the persistence of gender inequality. In doing so, we will be attentive to how gender intersects with other systems of inequality, such as race/ethnicity, class, and sexuality. We will first review theoretical frameworks for explaining the gender system. Then, we will devote the rest of the semester to exploring gender in people’s institutional, intimate, and everyday lives. We will only focus on a handful of topics, but you will have the opportunity to explore gender-related issues of interest to you through a final paper.

The aim of this course is to help students learn how to analyze gender as a social system. Students will become familiar with sociological theories related to gender and sexuality; learn how to apply sociological theories to the social construction of gender in everyday life; explore the relationship between gender and other systems of inequality; discuss strategies of resistance and transformation; and develop critical research and writing skills.

Course Materials
All course readings will be available on Blackboard.

Assignment & Grading Policy
Please be aware that I do not accept late assignments. If you are struggling to complete an assignment, I strongly encourage you to meet with me in advance of the due date so that we can come up with a plan. Becoming a clear, concise writer and communicator is a critical part of college education – but it is not easy. We will work together to develop your writing skills, and my evaluations will become progressively more challenging as the course (and your skill) advances. I will provide you with detailed rubrics and expectations in advance of each due date.

Course Grading System
Participation: 20% of grade
Participation in class discussion is necessary for your development as a critical scholar and for your understanding of the course material. This is an upper-level course with difficult reading material that requires us to establish an informed and critical discourse with each other. Participation includes active listening, as well as sharing your ideas, criticisms, and frustrations
with course material. I expect students to come to class having read and taken notes on all material.

Attendance is essential to your success in this course. I expect students to attend all classes. You are allowed two unexcused absences, but more than two will result in a reduction of your grade. Requests for make-up quizzes and in-class assignments will not be accommodated. Absences will only be excused with formal written documentation. If you expect to miss class because of a religious observance, you will need to notify me beforehand. If you miss class, it is your responsibility to catch up.

**In-Class Writing & Quizzes: 15% of grade**
We will frequently have in-class quizzes or writing assignments based on readings. They will be open-note. It is your responsibility to prepare for a potential quiz or writing prompt by reading and taking notes on assigned material. I will drop your lowest quiz grade at the end of the semester.

**Midterm Exam: 30% of grade – in-class exam on Thursday, October 19**
A “blue book” essay exam covering the concepts and theories from the first half of the course. Students will be given 4 prompts when they walk into the midterm and are expected to answer two of them. Open-note, 1 hour 15 minutes. We will have a “study day” as a class on Tuesday, October 17th in advance of the exam.

**Final Paper: 30% of grade – due Wednesday, December 13th by noon via Safe Assign**
Option A: Ethnographic Analysis
- 10-12 pages, double-spaced, 1-inch margins. Proposal due via email on Thursday, November 2nd. Full paper due Wednesday, December 13th by noon.
- For this assignment, you will go out “into the field” and observe how people perform gender in public spaces, such as a shopping mall, bar, park, or coffee shop. The fieldwork portion of this project requires that you conduct at least three hours of ethnographic observation in one place of your choice and write detailed field notes [to be submitted with paper].
- In your analysis of people “doing” gender, you must include at least five readings from this course. You may also want to include outside scholarly sources.
- This is not a casual rumination based on what you observed. You must provide a critical, research-based analysis of gender/sexuality, using everyday life and interaction as a starting point. While you will be observing micro-level interactions and performances, this assignment requires that your analysis be macro.
- If you would prefer to attend and analyze a gender-related event (i.e. a protest), to conduct an in-depth media analysis, or to do interviews with family members for this assignment in lieu of ethnographic analysis, please see me for approval. I am open to your ideas, but they must be thoughtfully presented to me first.
Option B: Literature Review

- 10-12 pages, double-spaced, 1-inch margins. Proposal due via email on Thursday, November 2nd. Full paper due Wednesday, December 13th by noon.
- Pick a specific topic related to gender. Some example topics might be: intersex surgery, work-family balance, violence against trans women, gender socialization in preschools, breast cancer activism... Your topic should be broad enough that you can draw on existing sociological literature to frame your review, but specific enough that you can make a cogent argument about the state of the field. If you’re not sure, please ask me.
- Write a literature review about your topic, citing at least seven outside scholarly sources, as well as relevant academic articles from class. You may conclude the paper by discussing one current/historical event or media representation related to your topic (not required).
- A literature review is a comprehensive synthesis that presents an original argument about an existing research field. It is not a set of summaries strung together. Detailed information will be provided in class about expectations for this final paper option.

Presentation of Final Paper: 5% of total grade
Students will present their projects during the final week of class (December 5th and 7th). This requires that students will have prepared their presentation before the final paper is due. Please plan accordingly.

Academic Integrity
Make sure that you are familiar with the UIC guidelines and penalties for academic dishonesty, including cheating and plagiarism (http://www.uic.edu/depts./pols/Plagiarism1.pdf). Do not plagiarize. We will be forced to report you to the Dean’s office for disciplinary proceedings. Plagiarism includes: copying material from the internet, copying from another student’s paper, having someone else write your paper for you, using someone else’s ideas without citing them, quoting or paraphrasing material without proper citation, and using a paper previously submitted for another class without approval from me. If you have any questions about what constitutes plagiarism, please ask the instructor or TA.

Disability Services
If you are a student that has a disability, the UIC Disability Resource Center has resources available for you. Please let me know if you need accommodations no later than the first week of the course so that we can work together to find a good solution as soon as possible.

Other Resources for Students
Writing Center: Provides tutoring help for improving writing skills and improving grades on written assignments. They are located at 105 Grant Hall or you can schedule an appointment online. http://www.uic.edu/depts/engl/writing/about/ Their website also has excellent links to online resources about plagiarism, writing tips, and citation styles. http://www.uic.edu/depts/engl/writing/resources/
Writing academic papers can be especially challenging for students whose first language is not English. If you are having difficulty with written assignments for this or any other reason, please talk to me and/or schedule an appointment with the Writing Center. ESL students can also find resources online at [http://www.uic.edu/depts/tie/coolsites.htm](http://www.uic.edu/depts/tie/coolsites.htm).

**Sexual Assault and Domestic Violence Support**
Because this course will cover topics such as sexual violence, students are encouraged to look over the syllabus and consider whether they feel comfortable taking this course. If you have concerns, please feel free to talk with me. There are also many resources on and off campus for students who have faced interpersonal violence or other types of violence.

**UIC Counseling Center:** [http://www.uic.edu/depts/counseling/services.shtml](http://www.uic.edu/depts/counseling/services.shtml)
**UIC Campus Advocacy Network:** [http://www.uic.edu/depts/owa/advocacy.html](http://www.uic.edu/depts/owa/advocacy.html)
**UIC Women’s Leadership and Resource Center:** [http://www.uic.edu/depts/owa/index.html](http://www.uic.edu/depts/owa/index.html)
**Chicago Rape Crisis Hotline:** 312-443-9603, or visit [www.rapevictimadvocates.org](http://www.rapevictimadvocates.org)
**Howard Brown Health Center (LGBTQ):** [http://www.howardbrown.org](http://www.howardbrown.org)
**City of Chicago Domestic Violence Help Line:** 1-877-863-6338
Course Schedule Fall 2017

Week 1: INTRODUCTION
Tuesday 8.29 – Welcome

Thursday 8.31 – Theorizing Gender
  - Chapters 5-6: pp. 92-142

Week 2: INTERSECTIONALITY
Tuesday 9.5

Thursday 9.7
  - Chapters 1-2: pp. 3-40
  - Chapter 11: pp. 221-238

Week 3: WHAT MAKES THEORY FEMINIST?
Tuesday 9.12

Thursday 9.14

Week 4: SEXUALITIES
Tuesday 9.19
Thursday 9.21

Week 5: MASCULINITIES
Tuesday 9.26
    o Chapters 2-3: pp. 45-86
    o Chapter 6: pp. 143-163

Thursday 9.28
    o Chapters 3-4: pp. 52-114

Week 6: INTERACTIONAL & CULTURAL PRODUCTION OF GENDER
Tuesday 10.3

Thursday 10.5
    o Chapter 1: pp. 1-26
    o Chapter 6: pp. 209-248

Week 7: PERFORMATIVITY
Tuesday 10.10
  • Butler, Judith. 1990. Gender Trouble: Feminism and the Subversion of Identity. [selections]
    o Preface and Chapter 1: pp. xxiv-46
    o Conclusion: pp. 194-203

Thursday 10.12
  • Bettie, Julie. 2003. Women Without Class: Girls, Race, and Identity. [selections]
    o Chapters 1-2: pp. 39-94

Week 8: EXAM
Tuesday 10.17 – IN-CLASS STUDY SESSION

Thursday 10.19 – IN-CLASS MIDTERM EXAM
Week 9: EMBODIMENT
Tuesday 10.24

Thursday 10.26
• Barber, Kristen. 2016. *Styling Masculinity: Gender, Class, and Inequality in the Men's Grooming Industry*. [selections]
  o Introduction: pp. 1-21
  o Chapter 4: pp. 104-131

Week 10: SCIENCE
Tuesday 10.31
• Fausto-Sterling, Anne. 2000. *Sexing the Body*. [selections]
  o Chapter 1: pp. 1-31
  o Chapter 5: pp. 115-145

Thursday 11.2 – NO CLASS MEETING
FINAL PAPER PROPOSAL DUE VIA EMAIL

Week 11: FAMILY & YOUTH
Tuesday 11.7
  o Introduction: pp. 1-20
  o Chapters 4-5: pp. 113-179

Thursday 11.9
  o Chapters 3-4: Pp. 57-114

Week 12: VIOLENCE AGAINST WOMEN
Tuesday 11.14
  o Introduction and Chapter 1: pp. 1-64

Thursday 11.16

Week 13: KNOWLEDGE PRODUCTION
Tuesday 11.21
- Dorothy Smith. 1987. The Everyday World as Problematic. Selections:
  - Chapters 2-3: 49-146

Thursday 11.23 – THANKSGIVING – NO CLASS

Week 14: WORK
Tuesday 11.28
  - Introduction & Chapters 1-3: pp. xxi-34.

Thursday 11.30

Week 15: STUDENT PRESENTATIONS
Tuesday 12.5 – PRESENTATIONS

Thursday 12.7 – PRESENTATIONS

FINAL PAPER DUE WEDNESDAY, DECEMBER 13th by 12:00 PM (NOON) VIA SAFE ASSIGN