

University of Wisconsin-Madison
Introduction to Sociology of Gender - Soc138 - Spring 2021
Synchronous: Tuesdays/Thursdays 11:00am-12:15pm
Eunsil Oh

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1. Instructors and Communications

Classroom: <https://uwmadison.zoom.us/j/99048632904>

Instructor

Eunsil Oh (eoh26@wisc.edu)

Office: 7109 Social Science Building

Virtual Office: <https://uwmadison.zoom.us/j/95270014791>

Office Hours: Mondays (<https://eunsiloh.youcanbook.me>)

Co-instructor (TA)

Xiaomei Sun (xsun95@wisc.edu)

Virtual Office:

<https://uwmadison.zoom.us/j/92166274344?pwd=UmJYVnZNNE9VR0dIanNpbngyV2VSZz09>

Office Hours: Wednesdays from 9-11am (Please email by Tuesday morning to secure your spot)

Email Policy & Office Hours

If you have a logistic question, please first consult the syllabus and Canvas. If you missed lecture or section, first see the recording and contact a fellow student for notes. If you will be missing more than five lectures, email Xiaomei. Email me with “Soc 138” in the subject line about accommodations, to schedule an appointment, or with concerns. I will respond to emails within 48 hours during the workday (9AM-5PM). If you have any questions or comments about course material, it is best to visit my virtual office (if you email before about what you would like to discuss, I will be best prepared) after making an appointment through youcanbook.me.

2. Lecture Overview and Course Description

Lecture Overview

Gender as a Theory, Method, and Positioning

W1: 01/26 01/28	Different Theoretical Perspectives
W2: 02/02 02/04	Sociological Perspective

Gender as a Social Construct

W3: 02/09 02/11	Challenging Binary Systems
W4: 02/16 02/18	Bodies, Performances, and Sexes
W5: 02/23	Sexualities
W5: February 25 th	<i>Exam 1</i>

Gender as an Institution

W6: 03/02 03/04	Gender Inequality
W7: 03/09 03/11	Institutions
W8: 03/16 03/18	Work and Occupations
W9: 03/23	Family and Division of Labor
W9: March 25 th	<i>Exam 2</i>

Gender as Social Movements

W10: 03/30 04/01	Change and Culture
W11: 04/06 04/08	Sexual Violence and Campus Policy
W12: 04/13 04/15	Feminist Movement and #MeToo
W13: 04/20	Politics and Laws
W13: April 22 nd	<i>Exam 3</i>

Feedback and Feedforward

W14: 04/27 04/29	Concluding Remarks with a Conceptual Map Podcast Week – <i>APRIL 28TH 11AM</i>
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Course Description

Using theories and concepts from sociology, this course explores the social construction of sex and gender. In doing so, we pay careful attention to the intersection of gender with other structures of inequality such as race/ethnicity, citizenship, class, and sexuality. Also, critically examining the idea that sex and gender are fixed biological realities, this course discusses what sociologists of gender have contributed to our understanding of gender as a major organizing aspect of society.

Each class will have lecture in which the readings are placed in a larger framework. Also, classes will consist of interactive discussion. This is a big class, so we will utilize a means including Canvas and several features of zoom to verify attendance and complete in-class polls. In addition, we will do small group exercises during section times. This will allow you to better work through challenging concepts and theories, and to apply these theories to your own experiences. Come prepared to participate and to share your thoughts and questions with the rest of the class.

3. Learning Outcomes

By the end of this course, you will be able to:

- List basic sociological concepts and explain how to use them in everyday life, including ideas such as intersectionality, gender, motherhood penalty, and stalled gender revolution.
- Discern the patterns, rules, and logic that undergird a social system and the consequences of these for gender inequality.
- Be able to explain in your own language, how gender relations are shaped by social institutions such as the family, education, and work.
- Go beyond using buzzwords and identify the concept of intersectionality from theoretical and methodological perspective throughout the semester.
- Create your own viewpoint on gender issues, with the capability to support your arguments.

4. Course Workload and Requirements

This is a 4-credit course. In accordance with the UW-Madison credit hour policy standards, this credit load is equivalent to the following:

- Four hours of classroom instruction (lecture and discussion section)
- A minimum of eight hours of out of class student work each week (on average).
- Your readings and assessment tasks have been selected accordingly.

Requirements

	Points
Section Participation	200
Three exams	450
Final team project	350

Participation (200). Points for participation (all 200pts) are evaluated by the teaching assistant based on your participation in section.

For lectures: Attendance is mandatory (virtually). However, I give you five free passes which you can use anytime and replace a recorded class with your attendance. More than five absences will result in your final grade falling by one third of a grade (e.g. from A to AB, B to BC, etc.).

Three exams (450 = 150 each). There will be three take-home exams. You will only have one chance to input your answer and the questions as well as the orders of the answers will be shuffled randomly. There will be a narrow timeframe to take the exam and absolutely NO

TOLERANCE towards sharing answers through google doc or other means. These exams will mainly be on the course reading assignments, lectures, and sections.

Final Project, The Gender Alert Podcast (350). Students will work in assigned teams of 5 to identify a gender problem on campus and create an audio story that informs listeners about that social problem and convinces them to care. You can be creative in the format and topic as long as the topic is related to gender. Podcast should be 15-18 minutes long delivering substantial ideas and contents including question/identified issue related to gender, findings from your team's research/field work/interviews, and ideas about where we can go from here. Each team member will play an assigned role. Final projects will be worth 350 points, with a part of the grade determined by the instructor and a part of the grade determined by team ratings of each member's contributions to the project (150 final points, 100 progress-report points earned during section, and 100 from peer evaluation). Final projects must be submitted, via Canvas, by the group's executive producer.

5. Weekly Schedules and Important Dates

Readings

The main textbook is *Gender: Ideas, interactions, institutions* (WW Norton, 2nd Edition), authored by Lisa Wade and Myra Marx Ferree (textbook is uploaded as pdf file in Canvas).

The second textbook for the course is *Introduction to Women, Gender, Sexuality Studies*, authored by Miliann Kang, Donovan Lessard, Laura Heston, and Sonny Nordmarken, published in 2017. This open textbook is uploaded as pdf file in Canvas and available for free at: <http://openbooks.library.umass.edu/introwgss/>

In addition, links to all other reading and podcast materials are posted on Canvas (under 'Files').

Weekly Schedules

Dates	Topics	Mandatory Readings
<u>Gender as a Theory, Method, and Positioning</u>		
W1: 01/26 01/28	Different Theoretical Perspectives on Gender	2nd Textbook: Unit I: An Introduction [Chapters 1/2/3: Page 18-30]
W2: 02/02 02/04	Sociological Perspective:	2nd Textbook:

	Social Constructionism And Intersectionality Difference, Distinction, and Dominance	Unit I: An Introduction [Chapters 4/5/6: Page 31-46] Textbook: Chapter 1: Introduction Chapter 5: Intersections
<u>Gender as a Social Construct</u>		
W3: 02/09 02/11	Gender and Sex Binary Systems Alternatives to Binary System	2nd Textbook: Unit II: Challenging Binary Systems [Pages 47-66] Textbook: Chapter 2: Ideas
W4: 02/16 02/18	Bodies Intersex Masculinities Femininities	Textbook: Chapter 3: Bodies Anne Fausto-Sterling. “The Five Sexes: Why Male and Female are not Enough” <i>The Sciences</i> (1993): 20-24. Textbook: Chapter 4: Performances
W5: 02/23	Sexuality	Textbook: ^Chapter 10: Sexualities
W5: February 25 th	<i>Exam 1</i>	
<u>Gender as an Institution</u>		
W6: 03/02 03/04	Gender Inequality	Textbook: Chapter 6 (Inequality: Men and Masculinities) Chapter 7 (Inequality: Women and Femininities)
W7: 03/09 03/11	Institutions Medical institutions	Textbook: Chapter 8: Institutions 2nd Textbook: Unit III: Institutions (68-96) News https://www.huffpost.com/entry/childbirth-dangers-black-mothers-study_1_5e189b30c5b6da971d14dc40?fbclid=IwAR2q8NZBNgHOzELL8sh9Cd1oHrEiqm-9MZxk2POvm4OdeNaGsx0MEgGwvXU

		News https://www.washingtonpost.com/news/morning-mix/wp/2018/08/07/beyonce-serena-williams-open-up-about-potentially-fatal-childbirths-a-problem-especially-for-black-mothers/
W8: 03/16 03/18	Work and Occupations Discrimination and Segregation	Textbook: Chapter 12: Work 2nd Textbook: Unit IV: Gender and Work (98-112)
W9: 03/23	Family and Division of Labor Non-market Work and Gender	Textbook: Chapter 11: Families
W9: March 25 th	<i>Exam 2</i>	
<u>Gender as Social Movements</u>		
W10: 03/30 04/01	3Cs: Continuity, Change, and Culture	Textbook: Chapter 9 Change Lisa Wade. 2017. “What’s So Cultural about Hookup Culture.” <i>Contexts</i> : https://contexts.org/articles/hookup-culture/
W11: 04/06 04/08	Guest Lecture : Nona Gronert Sexual Violence and Campus Policy	Nona Gronert. 2019. “Law, Campus Policy, Social Movements, and Sexual Violence: Where Do We Stand in the #MeToo Movement?” <i>Sociology Compass</i> . Irene Shankar. 2017. “Universities should take concrete actions to stop sexual assault (essay).” <i>Inside Higher Ed</i> : https://www.insidehighered.com/advice/2017/07/28/universities-should-take-concrete-actions-stop-sexual-assault-essay

W12: 04/13 04/15	Feminist Movement and #MeToo	2nd Textbook: Unit V: Historical and Contemporary Feminist Social Movements (114-135) “Talking About Black Lives Matter and #MeToo.” <i>Wisconsin Journal of Law, Gender & Society</i> . Joint with Bridget Crawford, Linda Greene, Lolita Buckner Inniss, Mehrsa Baradaran, Noa Ben-Asher, Bennett Capers, and Osamudia James.
W13: 04/20	Guest Lecture : Xiaomei Sun Politics and Laws Body Rights Abortion – The Politics of Motherhood Marriage – The Politics of Sexuality	Textbook: ^Chapter 13: Politics Kim, Sunhye, Na Young, and Yurim Lee. “The Role of Reproductive Justice Movements in Challenging South Korea’s Abortion Ban.” <i>Health and Human Rights</i> 21, no. 2 (2019): 97.
W13: April 22 nd	<i>Exam 3</i>	
<u>Concluding Remarks</u>		
W14: 04/27	Silence into Language and Action Going beyond the US	Audre Lorde. “The Transformation of Silence into Language and Action.” In <i>Sister outsider: Essays and speeches</i> (1977): 40-44.
April 28 th	<i>Podcast Due [28TH 11AM]</i>	
W14: 04/29	Podcast Day	

6. Grading

Total of 1000 points

	Points
Section Participation	200
Three exams	450
Final team project	350

Letter grades and the total points

	Grades
92-100%	A
87-91.9%	AB
82-86.9%	B
77-81.9%	BC
70-76.9%	C
60-69.9%	D

Late Policy for Assignments. The instructor does not accept late submissions. Please try your best to send what you have by the deadline.

7. Course Policies

Number One Rule

- We will try our best to be critical about the privileges that we have and have benefited from. Ignoring the existence of systemic racism and sexism will be considered as an intellectual humiliation in this course.

Assignments and Exams

- Turn in your own work.
- There is zero tolerance towards sharing answers (amongst the classmates) or plagiarizing others' work.

Classroom Etiquette

- When class begins, please turn off and put away electronic devices (laptops, phones, etc.) and other distractions. Electronics will only be allowed for accessibility reasons or during predetermined activities.
- Respect classmates, instructors, and yourself. Provocative ideas and questions are encouraged; do not be afraid to voice your opinion just because it may be different. However, avoid language whose sole purpose is to provoke or disparage others.
- We are building a conversation. Learn and use your classmates' names. Add to the current conversation. If you contribute frequently, allow others to speak before speaking again.
- Refrain from packing up or leaving until class is over; lecture will end on time.

8. Department and University-wide Policies

Accommodations for Students with Disabilities

McBurney Disability Resource Center: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<https://mcburney.wisc.edu/instructor/>

Diversity & Inclusion

Institutional statement on diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

<https://diversity.wisc.edu/>

Academic Integrity

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

<https://conduct.students.wisc.edu/syllabus-statement/>

Departmental Grievances & Appeals

The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns

about this course should report them to the instructor or to the chair, Christine Schwartz, 8128 Social Science (socchair@ssc.wisc.edu).