Sociology 207/WGST 207

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Office Hours: Tuesday 11-12:30 and Wednesday 1:30-3:00 or by appointment
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The course and course objectives: The course is designed as an introduction to thinking about gender and sex from a sociological perspective. We will be covering several broad areas within the sociology of gender. Because there will be students with very different backgrounds in the course, I expect that we will have wide-ranging discussions. While you may disagree with some views expressed, the classroom should be a safe space and so we will agree on some basic ground rules for discussion. The course is designed to involve differing learning techniques so there will be lectures, some discussions, and some focused activities.

By the time you finish the course, you should be able to understand various sociological perspectives, differentiate among them and apply them to different contexts. Additionally, you will be able to evaluate and critique different arguments using a sociological perspective.

Assignments and Tests: There will be four exams and 2 assignments. Each of the exams is worth 100 points, and three are counted in your final grade. You can choose to drop your lowest grade of the four, or you can choose to not take one of the exams. There are no make-up exams unless arrangements are made with me well in advance. The exams are half multiple choice and half short essay. Dates under each section are meant as guidelines; we may take more or less time on particular topics.

The assignments are each worth 50 points each. Assignments should be typed. (The paper should have a coversheet with only your first and last name and the SOCI 207 or WGST 207 on it.) These assignments will include data analysis and short "field studies" to address material we discuss in class. You may consult each other or me about the assignments. Assignments are posted on elearning and must be turned in by the announced due date. The assignments and the due dates for assignments will be posted on elearning.

Class participation and attendance are extremely important for the course. I will not take official attendance, but the readings are not always covered in the class and the class material is not always covered in the readings. I will often ask for participation in class.

Occasionally in class, we will engage in activities in which different class points may be awarded. Other than these activities there is no extra credit.

Communications: I will sometimes post notices or send notes. To do this, I will ordinarily send emails over howdy so make sure to check your tamu account regularly.
Grading: Final grades are based on 3 out of 4 exams (100 points each) and 2 assignments (50 points each) for a total of 400 points. Grades are assigned based on the totals: 360 and above=A, 320 and above=B, 280 and above=C, 240 and above=D, below 240=F.

Readings: There are two books and accompanying readings. The readings will be on elearning for each section.


Other readings are listed below and can be found in the section titled folders in elearning.

Note on handouts and plagiarism: The handouts used in this course are copyrighted. By that is meant all materials generated for this class, which include but are not limited to syllabi, exams and assignments, in-class materials, review sheets, etc. Because these materials are copyrighted, you do not have the right to copy the handouts unless permission is expressly granted.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. You are also committing plagiarism if you present another's work as your own (for example by close paraphrasing) if you do not give clear attribution (for example by using quotation marks or otherwise indicating that the idea came from someone else, even if you include the person in your bibliography). If in doubt, give attribution. Failure to do so may result in serious sanctions. If you have questions about plagiarism, consult the website for Texas A&M University Student Rules. http://student-rules.tamu.edu/partl.htm

Aggie Honor Code: “An Aggie does not lie, cheat or steal, or tolerate those who do” For further information on academic integrity see: http://compliance.tamu.edu/CodeConduct.aspx

ADA. 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 contact the Department of Student Life, Services for Students with Disabilities in Room B118 Cain Hall, MS 1224 (845-1637) http://disability.tamu.edu/
Tentative Course Schedule:

Section 1. Theory, Methodology, Sociology as a Field of Study

8/27-9/10 (class 1-4)
Jay Stephen Gould, excerpt from The Panda’s Thumb
Includes “Wide Hats and Narrow Minds” and “Women’s Brains” (elearning, Sell, Sociology 205)

Barry Markovsky, “The Structure of Theories,” Pp. 3-24 from Group Processes
(elearning)

Section 2. What is Gender, Sex, Sex Category, Sexual Orientation? (and how are standards developed?)
9/14-9/21, class 5-7

AWB, Chapters 1 and 2


Zinn Reader: Messner, Becoming 100% straight, 227-232

Test #1—September 24th
(class 8)

Section 3. Gender Diversity across space and time

9/26—Oct 1 (class 9 and 10)

Zinn Reader:
Zinn, ‘Introduction: Sex and Gender through the prism of difference’, pp. 1-7, end of first paragraph.

Section 4. Learning Gender, Learning Power? (different perspectives on learning)

10/3-10/8-10/10 (class 11-13)
ASSIGNMENT 1: Field exercise: Everyday life and categorization (due on October 15th. Turn in during class on the 15th)

Section 5. Sexualities
10/15 (Class 14)

AWB, Chapter 4.

Section 6: Gendered Families
10/17-10/22 (Class 15 and 16)

AWB, Chapter 7

Zinn Reader: Edin, “What do low-income single mothers say about marriage?” 365-382

Motherhood and Fatherhood


Hondagneu-Sotelo and Avila, “I’m Here, but I’m There” pp. 308-322.

Test #2, Class 17 (October 24th)

Section 7: Education
Class 18 (October 29)

AWB, Chapter 5

Zinn Reader, ‘How working class chicas get working class lives’ 447-464

Section 8. Media and Gender; Body Image
October 31, November 5th and November 7 (class 19, 20, 21)

AWB, Chapter 11

Zinn Reader
   Zones, Beauty myths and realities..., p. 65-80
   Lamm, It's a big fat revolution, 81-86

Movie: Tough Guise
   (short video clip) Margaret Cho

Assignment 2. Media and Gender Analysis—Turn in during class on November 12

Section 9. Economy and Work
November 12 (class 22)

AWB, Chapter 6

Zinn Reader,
   Levin, 'Gendering the Market' 385-391
   Guiffre and Williams, 'Boundary Lines,' 392-406
   Hossfield, "Their Logic Against Them"

Film clip from The Office—Sexual Harassment

Test #3—November 14th (class 23)

Section 10. Crime, Violence and Gender
November 19 and Nov 21 (class 24 and 25)

AWB, Chapter 8

World Health Organization Study on Women’s Health and Domestic Violence against Women (elearning, Sell, Sociology 207)

Thanksgiving Holiday, No class on Thursday the 28th

Section 11. Gender and Global Issues
November 26-December 3 (class 26 and 27)

Zinn reader:
   Bales, ‘Because she looks like a child’ pp. 193-202
   Davidson, ‘The Sex tourist, the expatriate ...’ pp. 203 215.
Global Health Issues

AWB, Chapter 9

http://www.who.int/en/

4th Test—Final Exam Schedule