

# Sociology 142: Sociology of Gender

[Days, Times]

[Term]



Instructor: Emily K. Carian

Email: [emily.carian@csusb.edu](mailto:emily.carian@csusb.edu)

Office: SBS-437

Drop-in office hours: Wednesdays 4-5pm, Thursdays 1-3pm in SBS-437, and by appointment if those times do not work for you (just email me and we'll find a time!)

## *Tips for Succeeding in This Class*

- Your grade in this class depends on how well you work with your team on your action plan.
  - If everyone's schedule allows, your team may choose to work together, in-person (or over Zoom), at the same time. Or your team may choose to split up the specific tasks you need to get done; then each teammate will work on their assigned task when it is convenient to them. Do what works best for your team!
  - Communicate frequently and openly about your schedule, what needs to get done, etc. You can do this over email, phone, text—whatever works for your team!
  - [Google Docs](#) is the easiest way for your team to work on the same document at once. [Use it!](#)
- Read Professor Carian's feedback on your reading responses and mini-essays. Understanding what you did wrong on previous work will prepare you for future assignments and is one of your main responsibilities as a student in this class.
- Writing is a big part of this class because how you explain something—how accurate (correct) and precise (specific) you are—matters a lot in sociology. Pay attention to how Professor Carian explains things. What words does she use? The quality of your writing will be part of your discussion post and mini-essay grades.

## ***Course Description***

Welcome to Sociology 142: Sociology of Gender! The goal of this course is to provide you with a sociological lens for understanding sex and gender. Through this perspective, gender is not an *individual attribute* or a *role*, but rather a *system* of social practices that constructs different categories of people—“men” and “women”—and organizes social interaction and inequality around this difference. Our class will cover what sex and gender are according to sociologists; the state of gender inequality in the labor market, at home, and at school; how gender structures our everyday lives at the individual, interactional, and institutional levels; and avenues for reducing gender inequality. Throughout the course, we will prioritize reading, evaluating, and questioning sociological theory and research on gender.

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

- Define the sociological meaning of gender.
- Describe the current state of gender inequality.
- Explain how gender structures the individual (micro), interactional (meso), and institutional (macro) levels of society with supporting examples.
- Suggest solutions for reducing gender inequality.
- Critically assess sociological theory and research on gender.

## ***Required Materials***

The following text is required for this course and is available for rent or purchase (used and new) at [Amazon](#) and [Barnes & Noble](#). Other readings are posted on Blackboard.

Wade, Lisa, and Myra Marx Ferree. 2018. *Gender: Ideas, interactions, institutions*. 2nd edition. New York: W.W. Norton & Company. (ISBN: 978-0393667967) (Referred to as GIII below.)

## ***Grading and Assignments***

You will be graded according to the following scale:

A = 93% and higher	C = 73-76%
A- = 90-92%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 63-66%
B- = 80-82%	D- = 59-62%
C+ = 77-79%	F = 58% and lower

Students will be graded according to the following scheme:

Reading responses (5):	25%
Mini-essays (3):	50%
Action plan:	25%

### ***Reading responses (25%):***

One of the goals of this course is to engage critically with sociological theory and research on gender. Reading responses give you an opportunity to do this. You must submit *five reading responses* over the course of the quarter. For each response, you will submit a post (350-450 words) in Discussions on Blackboard, synthesizing, critiquing, or otherwise assessing the assigned readings for that week (you can find an example [here](#)). You may choose to draw comparisons among them, question their assumptions, discuss their implications for future research, etc., but should *not* simply summarize. It is not necessary to respond to every reading for the week, but do respond to at least two. It is up to you as to which five weeks of readings you respond to, but for whichever weeks you pick, your response is due at 5pm on Friday. For instance, if you choose to respond to the readings for week 2 (the week of September 27), your reading response is due Friday October 1 at 5pm. There are only 9 possible opportunities for submitting reading responses, so make sure you plan ahead to ensure you have time to submit a response for five different weeks.

### ***Mini-essays (50%):***

Mini-essays will provide you with opportunities to demonstrate your understanding of the material and practice using the theories discussed in the course. You will complete three mini-essays over the course of the quarter. For each mini-essay, you will be given two prompts; you decide which you will answer. While prompts have many possible answers, mini-essays should make an argument that is well supported with theory and evidence taken from the assigned readings (see the rubric in Files on Blackboard). Mini-essays should be formal writing; they should not include personal anecdotes. They should be 3 pages in length (double-spaced, Times New Roman font, size 12, 1-inch margins). Prompts will be published in Assignments on Blackboard one week before the mini-essays are due. Mini-essays should be uploaded (as a Word document) to Assignments on Blackboard by midnight on the day indicated in the schedule below.

### ***Action plan (25%):***

The action plan is an opportunity for you to devise a meaningful solution for reducing gender inequality. You will work in groups of five to identify a specific problem, design a solution for it, and present it to the class. The action plan should incorporate theories and evidence from the class, and may involve additional research. Your group's chosen intervention can be as big (a law?) or small (a workshop in your dorm?) as you like. While you are not required to implement the action plan, you are required to design a plan that is feasible. The final products for your action plan are a comprehensive PowerPoint document and a 10-minute presentation. See the instructions in Files on Blackboard for more details. Note that there are also two small deadlines to ensure your group is on track.

- By class time on November 2: Email Professor Carian a paragraph describing what gender-based issue you plan to address with your action plan. CC all of your group members.
- By class time on November 16: Email Professor Carian a paragraph describing (1) the specific instance of your gender-based issue and (2) possible interventions with which you might address it through your action plan. CC all your group members.

## ***Professor Carian's Expectations of Students***

### ***Complete Your Own Work:***

Students may work together on course assignments, but I expect every student to complete their own

work. This means that, while you may discuss problems with other students, you must write your own, original answers. Otherwise, you are plagiarizing (claiming credit for someone else's ideas or words) or cheating, which are against the Student Conduct Code. Another form of plagiarizing is taking a phrase or sentence someone else wrote (for example, from a textbook, article, or website) and pretending it is your own. To avoid this, put the phrase or sentence in quotation marks ("...") and say who wrote it. In addition to decreasing how much you will learn, plagiarizing and cheating will earn you a failing grade in this class. To avoid plagiarizing and cheating, always use your own words. **\*Never copy an answer from a friend, book or website, even just half a sentence.\***

### ***Check Your Work:***

One of your main responsibilities as a student in this class is to check my feedback to you to see what you did incorrectly. Check the individualized feedback I have written for you on reading responses and mini-essays. (Feedback is usually available Monday evenings.) **\*Checking your work, seeing what you did wrong, and applying those lessons is the best way to learn in this class.\***

### ***Communicate with Me:***

I appreciate honesty and transparency, and I expect you to communicate with me in a timely manner (i.e. within 48 hours) about issues that will prevent you from participating fully in this class. If you are experiencing a serious problem (e.g., personal illness or illness of a child/parent/etc, childcare obstacles), please let me know in office hours, or by email ([emily.carian@csusb.edu](mailto:emily.carian@csusb.edu)), especially if the problem will affect your ability to complete your coursework. **\*Keep me in the loop! Remember: I cannot make accommodations for you if you do not communicate with me.\***

### ***Turn in Work on Time:***

I have high expectations for all students, including turning in assignments on time. As always, in the case of a serious issue that will prevent you from turning in an assignment on time, tell me as soon as possible to make arrangements.

### ***Be Respectful:***

I expect students to contribute to a respectful and inclusive learning environment with their actions and their words. As your instructor, I will strive to do the same. It is my intent that students from all backgrounds be well-served by this course. I am committed to creating an inclusive and equitable classroom experience for all students. I hope you will help me do this, including by providing me with any suggestions or concerns.

### ***Letters of Recommendation:***

If you are considering asking me for a letter of recommendation for your application to graduate school or for a job, you should know that I can only write you a strong letter of recommendation if (1) you do well in my class (you earn a high grade, you turn work in on time, etc) and (2) we are able to get to know each other (because you come to office hours, etc). **\*When asking any professor to write a letter of recommendation, send a polite email providing important details (the program or job you are applying to, the due date, etc) well before the due date\***; professors are busy with teaching and research, and will need to schedule time to write your letter. **\*Personally, I require at least three weeks advance notice to have time to write and submit a letter.\*** I will also ask you for a draft of your personal

statement so I can learn more about why you are applying to graduate school, so have that prepared in advance.

### ***Resources to Help You Succeed***

#### ***Technology:***

If you need access to wifi, please find options [here](#). If you need a laptop, visit [this link](#) and click on “Laptop Checkout” (the fourth option under the “Students” column).

#### ***Zoom Drop-In Office Hours:***

I highly encourage you to attend Zoom drop-in office hours (Wednesdays 4-5pm, Thursdays 1-3pm).

**\*You do not need an appointment to come to drop-in office hours; this is a time I set aside each week specifically to meet with you!\*** Just click this [link](#), which is also located on the left-hand navigation panel on our course Blackboard site (in the Resources + Help section). If you need to dial in by phone:

Dial:

+1 669 219 2599 (US Toll)

+1 213 338 8477 (US Toll)

+1 720 928 9299 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 942 3653 3601

**\*When you come to Zoom office hours, you will be placed in a “waiting room.”\*** This is so I can meet with students one-on-one. I will let you into our “meeting room” as soon as I am free. During office hours, we can clarify anything that’s confusing, talk about new topics, work on assignments, discuss graduate school in sociology and job paths, and more! If my regular office hours do not work with your schedule, just email me ([emily.carian@csusb.edu](mailto:emily.carian@csusb.edu)) so we can find an alternative time to meet. **\*I expect every student to come to office hours at least once.\***

#### ***Email:***

In addition to communicating with me during office hours, you are welcome to contact me via email ([emily.carian@csusb.edu](mailto:emily.carian@csusb.edu)) with questions or clarifications. To save both of us time, please consider whether your question is best answered in office hours or over email. Before you email me a question, make sure you look for the answer in the syllabus and/or assignment instructions. While I make an effort to respond to student emails on the same day, I cannot promise I will respond to emails sent after 5pm until the next day.

#### ***Blackboard:***

This course will make use of the Blackboard site for posting readings, turning in assignments, keeping track of grades, and making announcements. **\*Please make sure you are able to access Blackboard and check the site frequently.\***

#### ***Undocumented Student Support:***

All students are welcome and belong in this class regardless of their citizenship, residency, or immigration status, whether the status is documented or undocumented. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the [Undocumented Student Success Center](#) at both San

Bernardino and Palm Desert Campuses (Dreamers@csusb.edu; 909.537.5937). Making use of these resources will not jeopardize your student status, your financial aid, or any other part of your residence. Please visit [here](#).

### ***Support for Students with Disabilities:***

If you require an accommodation to participate fully in this class, please let me know as soon as possible so we can arrange accommodations. Additionally, contact [Services for Students with Disabilities](#) at 909-537-528 (UH-183) to verify your eligibility for services and obtain necessary services.

### ***Basic Needs:***

If you are having trouble affording groceries, accessing sufficient food to eat every day, or if you lack a safe and stable place to live, I encourage you to contact the [Basic Needs](#) unit ([basicneeds@csusb.edu](mailto:basicneeds@csusb.edu)). They can point you to resources like the [Obershaw DEN](#) food pantry (FO-237; [TheObershawDen@csusb.edu](mailto:TheObershawDen@csusb.edu)), short-term housing, and emergency loans.

### ***Counseling and Psychological Services (CAPS):***

College can be stressful; make sure you take care of your mental and emotional well-being. Counseling and Psychological Services (CAPS) is available for students with personal, academic, and relationship concerns. You can call them at 909-537-5040, or visit their [website](#).

### ***University Policies and Emergencies:***

You can review the University's policies on plagiarism, cheating, and course withdrawal in the [Academic Regulations and Procedures](#) section of the CSUSB Bulletin of Courses. For information regarding emergency procedures and safety guidelines, visit the [Office of Emergency Management and Business Continuity](#).

## ***Course Schedule***

### ***Notes:***

- Readings in the schedule below should be done **by that date, by class time**. For example, you should come prepared to our class on Tuesday September 28 having read GIII Chapters 2 and 3.
- This schedule is subject to change. Stay up-to-date using the most recent version of the syllabus on Blackboard, under Syllabus.

### ***Important Dates:***

- Reading responses are due Fridays by 5pm
- October 12: Mini-essay 1 prompts available
- October 19: Mini-essay 1 due by midnight
- November 2: Identify a gender-based issue for the action plan
- November 2: Mini-essay 2 prompts available
- November 9: Mini-essay 2 due by midnight
- November 16: Identify the specific instance of your gender-based issue and possible

- interventions for the action plan
- November 16: Mini-essay 3 prompts available
- November 23: Mini-essay 3 due by midnight
- December 9: Final (Action plan presentation)

<b>Topic 1: What is gender?</b>
<b>Thursday September 23: How does gender “structure” society?</b>
<p><b>Tuesday September 28: What is sex? What is gender?</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>● GIII, Chapters 2 and 3</li> </ul> <p><i>Do:</i></p> <ul style="list-style-type: none"> <li>● Take the <a href="#">Gender-Science IAT</a> and one other IAT of your choice by class time</li> </ul>
<p><b>Thursday September 30: What is sex? What is gender?</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>● Frank, Sarah E. 2020. “Queering Menstruation: Trans and Non-binary Identity and Body Politics.” <i>Sociological Inquiry</i> 90(2):371–404.</li> </ul> <p><i>Do:</i></p> <ul style="list-style-type: none"> <li>● Complete your reading response by Friday at 5pm</li> </ul>
<p><b>Tuesday October 5: How do sociologists think about gender?</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>● GIII, Chapters 4 and 5</li> </ul>
<p><b>Thursday October 7: How do sociologists think about gender?</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>● Risman, Barbara J. 1998. <i>Gender Vertigo: American Families in Transition</i>. New Haven: Yale University Press. Chapter 2.</li> <li>● Lopata, Helena Z. and Barrie Thorne. 1978. “On the Term ‘Sex Roles.’” <i>Signs</i> 3(31):718–21.</li> </ul> <p><i>Do:</i></p> <ul style="list-style-type: none"> <li>● Complete your reading response by Friday at 5pm</li> </ul>
<p><b>Tuesday October 12: How do sociologists think about masculinity?</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>● GIII, Chapter 6</li> <li>● Silva, Tony. 2016. “Bud-Sex: Constructing Normative Masculinity among Rural Straight Men That Have Sex With Men.” <i>Gender &amp; Society</i> 31(1):51–73.</li> </ul> <p><i>Mini-essay 1 prompts available on Blackboard today.</i></p>
<p><b>Thursday October 14: How do sociologists think about femininity?</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>● GIII, Chapter 7</li> <li>● Hwang, Maria Cecilia, and Rhacel Salazar Parreñas. 2021. “The Gendered Racialization of</li> </ul>

Asian Women as Villainous Tempresses.” *Gender & Society* 35(4):567–76.

Do:

- Complete your reading response by Friday at 5pm

## Topic 2: What is the state of gender inequality?

### Tuesday October 19: What is the state of gender inequality at home?

Read:

- GIII, Chapter 11

Do:

- Complete mini-essay 1 by today at midnight.

### Thursday October 21: What is the state of gender inequality at home?

Read:

- Hochschild, Arlie and Anne Machung. 2012. *The Second Shift: Working Families and the Revolution at Home*. Revised edition. Penguin Books. Chapter 4.
- Calarco, Jessica Mccrory, Emily Meanwell, Elizabeth M. Anderson, and Amelia S. Knopf. 2021. “By Default: How Mothers in Different-Sex Dual-Earner Couples Account for Inequalities in Pandemic Parenting.” *Socius*. <https://doi.org/10.1177/23780231211038783>.

Do:

- Complete your reading response by Friday at 5pm

### Tuesday October 26: What is the state of gender inequality at work?

Read:

- GIII, Chapter 12

### Thursday October 28: What is the state of gender inequality at work?

Read:

- England, Paula, Michelle Budig, and Nancy Folbre. 2002. “Wages of Virtue: The Relative Pay of Care Work.” *Social Problems* 49(4):455–73.

Do:

- Take the [Gender-Career IAT](#) and one other IAT of your choice by class time
- Complete your reading response by Friday at 5pm

### Tuesday November 2: What is the state of gender inequality at school?

Read:

- Bedera, Nicole, and Kristjane Nordmeyer. 2020. “An Inherently Masculine Practice: Understanding the Sexual Victimization of Queer Women.” *Journal of Interpersonal Violence* <https://doi.org/10.1177/0886260519898439>.
- Kutner, Max. 2017. “Anti-Male Discrimination? Columbia University Settles with Former Student Involved in ‘Mattress’ Protest.” *Newsweek*, July 13.

Do:

- By class time, email Professor Carian a paragraph describing what gender-based issue you plan to address with your action plan. CC all of your group members.

Mini-essay 2 prompts available on Blackboard today.



**Thursday November 4: How have gender inequality and ideologies changed over time?**

Read:

- Cotter, David, Joan M. Hermsen, and Reeve Vanneman. 2011. "The End of the Gender Revolution? Gender Role Attitudes from 1977 to 2008." *The American Journal of Sociology* 117(1):259–89.
- Mize, Trenton D., Gayle Kaufman, and Richard J. Petts. 2021. "Visualizing Shifts in Gendered Parenting Attitudes during COVID-19." *Socius* <https://doi.org/10.1177/23780231211013128>.

Do:

- Complete your reading response by Friday at 5pm

**Topic 3: How does gender act as a multi-level system?**

**Tuesday November 9: How does gender operate on the macro-level? How do organizations and institutions contribute to gender inequality?**

Read:

- GIII, Chapter 8
- Massanari, Adrienne. 2017. "#Gamergate and The Fapping: How Reddit's Algorithm, Governance, and Culture Support Toxic Technocultures." *New Media & Society* 19(3):329–46.

Do:

- Complete mini-essay 2 by today at midnight.

**Thursday November 11: How does gender operate on the macro-level? How do organizations and institutions contribute to gender inequality?**

Read:

- Prince Cooke, Lynn, and Janeen Baxter. 2010. "Families' in International Context: Comparing Institutional Effects across Western Societies." *Journal of Marriage and the Family* 72(3):516–36.

Do:

- Complete your reading response by Friday at 5pm

**Tuesday November 16: How does gender operate on the meso-level? How do gender rules and interaction contribute to gender inequality?**

Read:

- Ridgeway, Cecilia L. 2011. *Framed by Gender: How Gender Inequality Persists in the Modern World*. New York: Oxford University Press. Chapter 2
- Pascoe, C. J. 2005. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." *Sexualities* 8(3):329–46.

Do:

- By class time, email Professor Carian a paragraph describing (1) the specific instance of your gender-based issue and (2) possible interventions with which you might address it through your action plan. CC all your group members.

Mini-essay 3 prompts available on Blackboard today.

**Thursday November 18: How does gender operate on the micro-level? How do socialization and identity contribute to gender inequality?**

Read:

- Stockard, Jean. 2006. "Gender Socialization." Pp. 215–27 in *Handbook of the Sociology of Gender*, edited by J. S. Chafetz. Boston, MA: Springer.
- Seron, Carroll, Susan S. Silbey, Erin Cech, and Brian Rubineau. 2016. "Persistence Is Cultural: Professional Socialization and the Reproduction of Sex Segregation." *Work and Occupations* 43(2):178–214.

Do:

- Bring a cultural artifact to class (see Kill Your Darlings instructions)
- Complete your reading response by Friday at 5pm

**Topic 4: How can we reduce gender inequality?**

**Tuesday November 23: How is change accomplished?**

Read:

- GIII, Chapter 13
- Lorde, Audre. 1983. "The Master's Tools Will Never Dismantle the Master's House." Pp. 94–101 in *This Bridge Called My Back: Writings by Radical Women of Color*, edited by C. Moraga and G. Anzaldúa. New York, NY: Kitchen Table Press.

Do:

- Complete mini-essay 3 by today at midnight.

**Thursday November 25: No class; Thanksgiving**

**Tuesday November 30: What are possible targets for change?**

Read:

- Ridgeway, Cecilia L. 2011. *Framed by Gender: How Gender Inequality Persists in the Modern World*. New York: Oxford University Press. Chapter 7.
- Goldin, Claudia and Cecelia Rouse. 2014. "Orchestrating Impartiality: The Impact of 'Blind' Auditions on Female Musicians." Pp. 820-31 in *Social Stratification: Class, Race, and Gender in Sociological Perspective*, edited by D.B. Grusky. 4th ed. Boulder, CO: Westview Press.

**Thursday December 2: How can we imagine effective solutions for gender inequality?**

Read:

- Carian, Emily K., and Amy L. Johnson. 2020. "The Agency Myth: Persistence in Individual Explanations for Gender Inequality." *Social Problems*. doi: 10.1093/socpro/spaa072.

Do:

- Complete your reading response by Friday at 5pm

**Thursday December 9, 8-10am: Final/Action plan presentations.**

Do:

- Turn in your PowerPoint file before 8am.