



## **SOC 217A: Gender Inequalities**

Masters Hall 117 • Monday & Wednesday • 2:10-3:25pm  
*Fall 2019*

### **Professor Alecea Ritter Standlee**

Department of Sociology

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**Prof. Standlee reserves the right to alter this syllabus and the assignments at any time. Changes may be made to accommodate the specific needs of this class.**

### **Course Description**

Gender is everywhere. What is the first question we ask about a baby? Is it a boy or a girl? While race and income (two significant areas of stratification in society) are represented on a continuum, gender is usually characterized as a binary category. You are often presented with two options: male, female. What about a child born with ambiguous genitalia? What about transgender, non-binary, and other gender nonconforming individuals?

In this course, we will analyze how our lives are shaped by gender. We examine how we are socialized to embody our gendered selves and how the world is organized to perpetuate gendered behaviors. We will pay particular attention to ways that social class, race, sexuality and nationality intersect with gendered privileges. This course challenges students to envision ways to transform gendered structures and social behavior. We will explore ways to make lives more equitable and think deeply about everyday life and society with regard to gender.

### **Required Course Materials**

Available at the Campus Bookstore and Online

- *Gender Outlaws: The Next Generation*, by Kate Bornstein
- *American Hookup: The New Culture of Sex on Campus*, by Lisa Wade
- *Policing the Black Man: Arrest, Prosecution, and Imprisonment*, by Angela Davis
- *Conquest: Sexual Violence and American Indian Genocide*, by Andrea Smith
- *Promises I Can Keep: Why Poor Women Put Motherhood before Marriage*, by Kathryn Edin

## **Moodle**

You will need to access Moodle for this course. Moodle will offer access to the syllabus, supplemental readings, discussion board resources, and be used to submit assignments.

## **Learning Objectives**

Upon completion of this course:

- Students will be able to identify the social structures that create and reaffirm gender normative behaviors.
- Students will be able to evaluate the degree to which gender inequality persists in the basic institutions of society.
- Students will understand diverse gendered identities and representations.
- Students will be able to recognize how intersectional identities shape the experience of gender difference.
- Students will explore creative conceptualizations and strategies to challenge gender inequality at the individual and structural level.

## **Grading Scale**

A	93-100%	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-	60-62%
C+	77-79%	F	59% and below

## **Course Assignments and Grading**

### **Reading Notes (15%)**

Beginning Week 2, before the start of class on Monday, you are required to turn in a typed 2-3 page set of reading notes via Moodle. You may use paragraphs or bullet points in your notes and they should include key terms, important arguments, and summaries for each of the readings. You must address all of the readings assigned for that week.

### **Class Participation and Discussion Leader (15%)**

- Participation is vital in this course and we will frequently utilize group discussions and in-class activities. Students are expected to come to class having completed the daily readings and be ready to engage with the material.
- Each student will act as a discussion leader during the semester. Students will form small groups. After developing discussion questions, the student groups will facilitate classroom discussion during a scheduled class period.

### **Reflection Papers (30%)**

For the material covered in each of the five primary sections of the course, you will write a 4-5 page paper (5 papers total). Using material from the textbook, lecture, activities and monographs, students will reflect on the social issues that we learned in each section. Provide an overview of the issue and recommendations for strategies to transform gender inequalities.

## **Final Paper Project (40%)\***

You will complete a paper appropriate for submission to the Central Pennsylvania Consortium's 33<sup>rd</sup> Annual Women's, Gender & Sexuality Studies Conference to be held in the 2020 Spring semester on the Dickinson College campus. While actual submission to and participation in the conference is optional, you will develop and write a 15-20 page submission based on their guidelines. This year's topic will be Politics, Activism and Elections. You will select a topic for this paper early in the semester, develop an abstract and outline, and submit a completed draft to me by December 8 at 4:30pm.

**\* Your final paper project is a semester long endeavor designed to satisfy Gettysburg College's 4th hour requirement for this course.**

## **Course Policies**

### **Gettysburg College Honor Code**

All students of Gettysburg College are required to adhere to the College's Honor Code. Academic dishonesty, including (but not limited to) cheating and plagiarism, will not be tolerated. If you have any questions or concerns regarding whether or not something is plagiarism, please contact me. Further information and the complete Honor Code can be found at <https://www.gettysburg.edu/offices/academic-advising/honor-code/>

- Remember that all submitted work must include a signed copy of the Honor Code pledge: *I affirm that I have upheld the highest principles of honesty and integrity in my academic work and have not witnessed a violation of the Honor Code.*

### **Gettysburg Curriculum**

This course fulfills the Gettysburg Curriculum requirement of *Multiple Inquires: Social Science*.

### **Academic Resources**

This is a writing intensive course. If you feel that writing is not your strongest ability, I encourage you to contact the Writing Center, located on the ground floor of Breidenbaugh Hall. The Writing Center's peer tutors can help you develop and organize ideas, revise and edit drafts, and share writing strategies for this and other classes. The center is open Sunday through Thursday from 4:00-10:00pm for drop-in visits and appointments. Visit the Writing Center at <https://www.gettysburg.edu/academic-programs/english/student-opportunities/the-writing-center.dot> for more information.

### **Citation Format**

Students in this course are required to follow ASA (American Sociological Association) guidelines for citation and style. The Department of Sociology's Style Guide and other resources are available at <https://www.gettysburg.edu/academic-programs/sociology/current-students/writing-guides.dot>

## **Attendance**

Attendance is vital for this course. You may have **two unexcused absences** during the semester. Your final grade will be reduced by one letter grade for each unexcused absence beyond the two. Students with extraordinary circumstances are required to meet with me.

## **Late Papers and Make-up Exams**

Assignments are due by the beginning of the scheduled class. Students must contact me before the due date to negotiate any extensions. Make-up exams will only be given in extreme (and documented) circumstances. If you cannot begin an exam at the scheduled time, you must contact me before the exam.

## **Technology Use**

Cell phones and other electronic devices should be turned off before class. Do not text or use your phone during class. Please come to class prepared to take notes.

## **Academic Accommodations for Students with Disabilities**

If you have a documented disability and need special accommodations for any aspect of this course, contact me by the end of the second week of class so that we can make arrangements.

## **Religious Holidays**

Gettysburg College is fully committed to diversity, equity, and inclusion. Students have the right to engage in essential practices of their faith while minimizing conflict with the course requirements. Contact me to make accommodations for your Religious Observances.

## **Classroom Conduct**

A core tenant of Gettysburg College's mission is "the worth and dignity of all people." I consider this one of the most important things that you will learn in this class. The nature of the material we are going to cover may include difficult discussions and challenging ideas. Throughout this course, students are expected to treat one another and the professor thoughtfully and with respect. Above all, it is your responsibility to acknowledge the worth and dignity of all your classmates, yourself, and your professor. To help everyone accomplish this, **hate speech is unacceptable, and racist, sexist, homophobic, Islamophobic, transphobic, classist or other pejorative or discriminatory language will not be tolerated.** I know that we are in a time of great social tension and emotions can run high. We will discuss concepts that make you uncomfortable, make you question your values, and even sometimes make you angry. This is part of developing your intellectual and ethical identities. It is your responsibility to manage your emotions and behavior properly at all times. If you cannot, you will be asked to leave.

## **Pronoun and Name Usage**

This course affirms people of diverse identities, including all gender expressions and gender identities. If I refer to you by an incorrect pronoun ("s/he"), please notify me of your correct pronoun (she, he, they, ze, etc.). Additionally, if you prefer to be called a different name than what is on the class roster, let me know. If you have any questions or concerns, please do not hesitate to contact me.

## **SOC 217A: Gender Inequalities – Course Schedule**

### **Beyond the Binary**

#### **Week 1: August 26 & August 28**

##### Weekly Readings

- Syllabus
- Moodle: *West and Zimmerman Article PDF*

### **Gender: Beyond the Binary**

#### **Week 2: September 2 & September 4**

##### Weekly Readings

- *Gender Outlaws*, “Part One: Do I Look Like an Outlaw to You?”
- *Gender Outlaws*, “Part Two: Being Reconfigured Is Not the Same as Being Reimagined”

##### In-Class Video and Discussion

- *My Transgender Life*

##### Assignments

- Weekly Reading Notes Due Monday

#### **Week 3: September 9 & September 11**

##### Weekly Readings

- *Gender Outlaws*, “Part Three: Which Is Why I Am as Cute as I Happen to Be”
- *Gender Outlaws*, “Part Four: It Might Not Be a Picnic, but There is a Great Buffet”

##### Assignments

- September 11 - Group 1 Student Discussion Leader Presentation
- **September 11 - Reflection Paper 1 Due**

### **Sex and Campus Culture**

#### **Week 4: September 16 & September 18**

##### Weekly Readings

- *American Hookup*, Chapter 2 & 3

##### Assignments

- Weekly Reading Notes Due Monday
- September 18 - Group 2 Student Discussion Leader Presentation

#### **Week 5: September 23 & September 25**

##### Weekly Readings

- *American Hookup*, Chapters 6 & 7

##### In-Class Video and Discussion

- *Flirting with Danger: Power & Choice in Heterosexual Relationships*

##### Assignments

- **September 25 - Reflection Paper 2 Due**

## Masculinity, Race and Social Control

### **Week 6: September 30 & October 2**

#### Weekly Readings

- *Policing the Black Man*, “Introduction” and “Boys to Men: The Role of Policing in the Socialization of Black Boys”

#### Assignments

- Weekly Reading Notes Due Monday
- October 2 - Group 3 Student Discussion Leader Presentation

### **Week 7: October 7 & October 9**

#### Weekly Readings

- *Policing the Black Man*, “Racial Profiling: The Law, the Police and the Practice” and “Making Implicit Bias Explicit: Black Men and the Police”

#### Assignments

- Weekly Reading Notes Due Monday
- October 9 - Group 4 Student Discussion Leader Presentation

### **Week 8: October 14 & October 16**

- **October 14: NO CLASS - Fall Reading Day**

#### Weekly Readings

- *Policing the Black Man*, “The Prosecution of Black Men” and “Poverty Violence and Black Incarceration.”

#### In-Class Video and Discussion

- *When Justice Isn't Just*

#### Assignments

- **October 16 - Reflection Paper 3 Due**

## Gender, Violence and the State

### **Week 9: October 21 & October 23**

#### Weekly Readings

- *Conquest*, Chapter 1 & 2

#### Assignments

- Weekly Reading Notes Due Monday
- October 23 - Group 5 Student Discussion Leader Presentation
- **October 23 - 250 Word Abstract for Final Paper Project Due**

### **Week 10: October 28 & October 30**

#### Weekly Readings

- *Conquest*, Chapter 4 & 5

#### Assignments

- Weekly Reading Notes Due Monday
- October 30 - Group 6 Student Discussion Leader Presentation

### **Week 11: November 4 & November 6**

#### Weekly Readings

- *Conquest*, Chapter 3 & 6

#### In-Class Video and Discussion

- *American Outrage*

#### Assignments

- Weekly Reading Notes Due Monday
- **November 6 - Reflection Paper 4 Due**

### **Poverty and Family**

### **Week 12: November 11 & November 13**

#### Weekly Readings

- *Promises I Can Keep*, Introduction-Chapter 3

#### Assignments

- Weekly Reading Notes Due Monday
- November 13 - Group 7 Student Discussion Leader Presentation
- **November 13 - Outline for Final Paper Project Due**

### **Week 13: November 18 & November 20**

#### Weekly Readings

- *Promises I Can Keep*, Chapters 4 & 5

#### In-Class Video and Discussion

- *Long Story Short*

#### Assignments

- **November 20 - Reflection Paper 5 Due**

### **Week 14: November 25 & November 27**

- **NO CLASS - Thanksgiving Break**

### **Week 15: December 2 & December 4**

#### Weekly Readings

- *Promises I Can Keep*, Chapter 6-Conclusion

#### Assignments

- Weekly Reading Notes Due Monday
- Course Wrap-up

### **Final Paper Project**

- **Final Paper is due by Sunday, December 8 at 4:30pm via Moodle**
- The paper replaces a final in-class exam
- **NO LATE PAPERS ACCEPTED!**