

Fall 2020
SOCIOLOGY/WGSS 425: SOCIOLOGY OF GENDER
Instructor: Dr. Maura Kelly maura@pdx.edu
Teaching assistant: Natalie Cholula ncholula@pdx.edu
Mondays 2:00-4:00 via Zoom

COURSE DESCRIPTION

Consideration of the theoretical, methodological, and empirical contributions of current sociological scholarship on gender. Emphasis on the intersection of gender, sexuality, race/ethnicity, and class. Analysis of topics such as: masculinity/femininity, parenting, family, education, work, sexualities, reproduction, politics, and social change.

SYNCHRONOUS AND ASYNCHRONOUS PARTICIPATION

Synchronous: For students who choose to meet synchronously (in real time) on Mondays 2:00-4:00, use this [Zoom link](#) (password: SoG). Students will complete the “in class” work in small groups during the class meetings.

Asynchronous: Students who choose to participate asynchronously will watch the video of the class meeting and complete the “in class” work on their own (video of class meeting with assignment instructions will be posted to D2L after the synchronous class meeting).

Office hours: The instructor will be answering student emails within the hour during “virtual office hours” on Wednesdays 12-2. Alternately, students can make an appointment to meet via Zoom on Wednesdays from 12-2. [Make your appointment here](#). At the time of the appointment, use this [Zoom link](#).

COURSE REQUIREMENTS

Response papers (40 points): Students will write ten 400-600 word papers in response to the course material indicated on the syllabus. Reading responses are due via D2L by 9am the morning of the class meeting.

In-class assignments (30 points): Students will work in small groups via Zoom during the class meetings to complete in-class assignments. Credit for the assignments will be given to all students who participate in the small groups. Students who do not participate in synchronous class meetings must write up their assignment (600-800 words) and submit via D2L by the end of the week. In-class assignments must be completed in groups during class on Mondays *or* alone by Sundays at midnight.

Weekly quizzes (30 points): By the end of each week, students must complete a multiple choice quiz on the week’s course material and class meeting (including small group work). Quizzes will be posted by Tuesdays at midnight and will be due Sundays at midnight.

Extra credit quiz (10 points): At the end of the term, students can choose to take an extra credit quiz, which will cover all material from weeks 1-10. This quiz will be worth 10 points towards the course grade. Any questions answered incorrectly will not count against the course grade and there is no penalty for not taking this optional quiz. The extra credit quiz must be completed by Sunday December 13 at midnight.

COURSE MATERIAL

All course materials are available free through the PSU library or online. There is one required text for this course:

Kelly, Maura and Barbara Gurr (editors). 2019. *Feminist Research in Practice*. Rowman and Littlefield.

You can access this book for free via the PSU Library reserves (any issues, please email me!). This text is also available through the PSU bookstore and other booksellers.

COURSE OUTLINE

Response papers must be completed by 9am each Monday and all assigned course material for the week must be completed before the class meeting each Monday at 2pm (with the exception of week 1). Asynchronous “in-class assignments” and weekly quizzes must be completed Sundays by midnight.

Week 1: September 28

Feminist research

- Kelly, Maura. 2019. “Putting Feminist Research into Practice” and “Overview of Sociological Research” Pp. 1-19 in *Feminist Research in Practice* (read before class if possible, definitely read before the quiz on Sunday)
- Complete a pre-course survey by the end of week 1 [LINK](#)
- Watch video tour of D2L [LINK](#)

Note: Students observing Yom Kippur on September 28 may choose to complete work asynchronously

Week 2: October 5

Feminist theories and identities

- Hamilton, Roberta. 2007. “Feminist Theories” *21st Century Sociology* [LINK](#)
- Response paper 1: Kelly, Maura and Elizabeth Hauck. 2015. “Doing Housework, Redoing Gender: Queer Couples Negotiate the Household Division of Labor” Published in *Journal of GLBT Studies* (15:07) [LINK](#)
- Response paper 2: Harnois, Catherine. 2019. “Who are feminists in the US today, and what do they believe about social inequality? Challenging stereotypes with quantitative research” and “An intersectional feminist approach to quantitative research” Pp 39-60 in *Feminist Research in Practice*.

Week 3: October 12

Men and masculinities

- Hearn, Jeff and Michael S Kimmel. 2007. "The Sociology of Men and Masculinity" *21st Century Sociology* [LINK](#)
- Ortiz, Stephanie M. 2019. "'You Can Say I Got Desensitized to It': How Men of Color Cope with Everyday Racism in Online Gaming" *Sociological perspectives* 62(4):572-588. [LINK](#)
- Response paper 3: Kelly, Maura. 2020. "Recruiting and Retaining a Diverse Construction Workforce" Unpublished research [LINK](#)

Week 4: October 19

Women and femininities

- Kalof, Linda and Lori Baralt. 2007. "The Sociology of Femininity" *21st Century Sociology* [LINK](#)
- Hoskin, Rhea Ashley. 2019. "Femmephobia: The role of anti-femininity and gender policing in LGBTQ+ people's experiences of discrimination." *Sex Roles* 81(11-12): 686-703. [LINK](#)
- Response paper 4: Kelly, Maura, Gordon Gauchat, Katie Acosta, Elizabeth Withers, and Joyce McNair. 2019. "Does Science Do More Harm Than Good? A Mixed-Methods Analysis of African American Women's Attitudes toward Science" and "Doing Intersectional Mixed- Methods Feminist Research" Pp. 101-121 in *Feminist Research in Practice*.

Week 5: October 26

Sexualities

- Delamater, John and Michelle Hasday. 2007. "The Sociology of Sexuality" *21st Century Sociology* [LINK](#)
- Scull, Maren T. 2020. "'It's Its Own Thing': A Typology of Interpersonal Sugar Relationship Scripts." *Sociological Perspectives* 63(1): 135-158. [LINK](#)
- Response paper 5: Reger, Jo. 2019. "Maxine Feldman: The Outcast at the Center of the Music" and "What's So Feminist about Archival Research?" Pp. 83-100 in *Feminist Research in Practice*
- Complete the mid-term assessment of the course by the end of Week 5 (open after class on Monday of Week 5) [LINK](#)

Week 6: November 2

Politics

- Response paper 6: Kelly, Maura and Amy Lubitow. 2015. "Pride at Work: Organizing at the Intersection of the Labor and LGBT Movements" Published in *Labor Studies Journal* [LINK](#)
- Lau, Vienne W., Michelle C. Bligh, and Jeffrey C. Kohles. 2020 "Leadership as a Reflection of Who We Are: Social Identity, Media Portrayal, and Evaluations of Hillary Clinton in the 2016 US Presidential Election." *Sex Roles* 82(7): 422-437. [LINK](#)
- Nummi, Jozie, Carly Jennings, and Joe Feagin. 2019. "# BlackLivesMatter: Innovative Black Resistance." *Sociological Forum* 34. [LINK](#)

Week 7: November 9

Family and parenting

- Berardo, Felix M. and Constance L. Shehan. 2007. "Family Sociology in the 21st Century" *21st Century Sociology* [LINK](#)
- Malone Gonzalez, Shannon. 2019. "Making it home: An intersectional analysis of the police talk." *Gender & Society* 33(3): 363-386. [LINK](#)
- Response paper 7: Kane, Emily. 2019. "Interdependence, Social Inclusion, Poverty and Family Policy: A Community-Based Exploration" and "Getting to Know People with Experiences and Knowledge Far beyond My Own": Feminism, Public Sociology, and Community-Based Research" Pp. 61-81 in *Feminist Research in Practice*

Week 8: November 16

Romantic relationships, marriage, and divorce

- Peck, Dennis. 2007. "Marriage and Divorce in the United States" *21st Century Sociology* [LINK](#)
- Willis, Abbey S. 2019. "'One among many'? Relational panopticism and negotiating non-monogamies" *Sexualities* 22:(4): 507-531. [LINK](#)
- Response paper 8: Acosta Katie. 2019. "Shared Parenting when Mommy and Momma Break Up" and "Deep Reflexivity in Conducting Sexuality and Family Research" Pp. 21-37 in *Feminist Research in Practice*

Week 9: November 23

Work

- Acker, Joan. 2006. "Inequality regimes: Gender, class, and race in organizations." *Gender & society* 20 (4): 441-464. [LINK](#)
- Response paper 9: Kelly, Maura, JaDee Carathers, and Tristen Kade. 2020. "Beyond Tolerance: Policies, Practices, and Ideologies of Queer Friendly Workplaces" (19:19) Unpublished research [LINK](#)
- Luhr, Sigrid. 2020. "Signaling Parenthood: Managing the Motherhood Penalty and Fatherhood Premium in the US Service Sector." *Gender & Society* 34(2): 259-283. [LINK](#)

Week 10: November 30

Social change

- England, Paula, Andrew Levine, and Emma Mishel. 2020. "Progress toward gender equality in the United States has slowed or stalled." *Proceedings of the National Academy of Sciences* 117(13): 6990-6997. [LINK](#)
- Wise, Sabra L., Annie Pullen Sansfaçon, Laura M. Bogart, Milagros C. Rosal, Diane Ehrensaft, Roberta E. Goldman, and S. Bryn Austin. 2019. "Lessons from a community-based participatory research study with transgender and gender nonconforming youth and their families." *Action Research* 17(2): 186-207. [LINK](#)
- Response paper 10: Gurr, Barbara. 2019. "I am Not Your Indian: Claiming Identity at Standing Rock" and "This is Hard: Researching and Writing Outside of the Lines" Pp. 123-140 in *Feminist Research in Practice*

Finals week: December 13
Optional makeup and extra credit work

- Response paper 11: Burke, Mary and Maura Kelly. 2015. "The Visibility and Invisibility of Class, Race, Gender, and Sexuality in *The Hunger Games*" *Race, Gender, and Sexuality in Post-apocalyptic TV and Film* (14:35) [LINK](#) This research can be used to make up one missed response paper, must be completed by Sunday December 13 at midnight
- Make up in-class assignment TBA, must be completed by Sunday December 13 at midnight
- Extra credit quiz must be completed by Sunday December 13 at midnight

RESPONSE PAPER GUIDELINES

Task: Students will write ten 400-600 word papers in response to the course material indicated on the syllabus.

Sources: For response paper, the only sources are the course readings. You may draw on outside sources in addition to the reading selection; however, drawing on outside sources is strongly discouraged. You should only incorporate additional sources if it enhances your analysis. Any sources that you consult should be cited. Any time you take a direct quote, as well as when you summarize or paraphrase an idea from another person, you must cite the source. Failure to cite your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment and will be reported. You must include a references section at the end of the response paper *only if* you use sources other than the course readings. When citing sources in the text, use the last name(s) of the author(s) and year. For response papers, you only need to cite the author(s) and year once, unless using a direct quote.

Components of the assignment: Response papers must include summary, analysis, and questions for discussion. Each week's response paper must be 400-600 words. Part of the assignment is to edit your writing to be as concise as possible. Assignments that are over (or under) the word count range will not receive full credit.

Summary: This should be accomplished in one short paragraph. You may return to an analysis of these points in the following paragraphs. Include the following elements, as appropriate for the course material:

- The *main argument*
- The *theoretical framework* and/or *key theoretical concepts*
- The *research design*, including the method(s) and sample(s)

Analysis: The majority of the response paper should focus on analysis. The primary purpose of the response paper is to provide an original and critical response rather than just a summary of the course material. Use examples and quotes to support the points of your analysis (in this short paper, limit your use of quotes and use only short quotes). Note that your personal feelings or experiences are not appropriate for this type of sociological analysis. You may choose to answer one or more of the following questions in your analysis (do not attempt to address all of these questions in this short response paper):

- How would you answer one or more of questions for discussion that you posed? (you can write your discussion questions first and answer them in the response paper *or* you can write your analysis first and then develop questions from these ideas)
- What are the strengths and, more importantly, what are the weaknesses of the main argument and/or evidence presented (be sure you are not simply summarizing points from the text)?
- Do you agree or disagree with the main argument the author is making? Provide evidence for your view.
- What dimensions of inequality are addressed (e.g. race, class, gender, sexuality)? What dimensions of inequality are *not* addressed but ought to have been?
- To what degree does this work take an intersectional perspective? If it does not take an intersectional perspective, what else might we learn if we applied an intersectional lens?
- What are the policy implications of this scholarship?
- What questions does this scholarship raise that might be addressed by future research?
- What are the strengths and weaknesses of the application of theory? What theoretical perspectives not discussed *might* have been used to expand the analysis?
- How might the findings be different if we used a different research design (e.g. research method, sample, geographic location, interview questions)?

Discussion questions: Write three questions that can be posed to the class for discussion. Below are some tips to help:

- Write DQs in the form of a question
- Be as concise as possible (you do not need to provide significant background information, commentary, or an answer to your question).
- If applicable, provide a page number to direct our attention to a specific part of the course material
- DQs may include questions to clarify points in the course material (e.g. what did the author mean by X? Is Y a best practice? How can we accomplish Z goal?)
- If you have question you *really* want answered, make a note to me in your assignment.

Note: I will not be able to include a question from each student each week. This is generally not a reflection on the quality of your work! If I have any feedback on the quality of your work, I will provide that via D2L.

Grading: Assignments will be marked down if (1) they do not include summary, analysis, and discussion questions; (2) the analysis consist primarily of summarizing rather than showing original or critical thought; or (3) they do not demonstrate clear and concise writing and appropriate proofreading (assignments will be marked down if they show problems with grammar, spelling, word use, typos, and/or awkward sentences that impact the reader's understanding of the content).

Due dates: Response papers must be submitted by 9am on the morning of the class meeting, late work not accepted. Submit your assignment in the appropriate folder (indicated by the author name(s) and year) in the "Assignments" feature of D2L. Be sure to COPY AND PASTE your assignment into the "comments" box as well as ATTACH your word or pdf document.

POLICIES

Required course materials: All course materials are available for free online or are held by the PSU library. If you cannot access the materials held by the library through the links provided, navigate to the materials from the library homepage or by using the title to search for the material online.

Note on course content: Course material and discussions for this course may cover controversial topics related to bodies, sexual practices, sex work, abusive relationships, violence, menstruation, abortion, eating disorders, race and racism, queer and trans identities and experiences, and other topics related to gender that some students may be uncomfortable reading and discussing. If you have concerns about the course content generally or any specific topics we may cover, please see the instructor at the start of the term.

D2L: We will use D2L extensively in this course. It is your responsibility to be able to access D2L.
Zoom: We will use Zoom for weekly course meetings. Students are required to participate via audio and/or chat to receive credit for small group in-class assignments. Students are encouraged but not required to have video on. Zoom sessions will be recorded. The link for the course meetings is: <https://pdx.zoom.us/j/99802974164> (password: SoG).

Email: The instructor and TA will regularly communicate with the class via PSU email so be sure that you are receiving our emails. It is your responsibility to check your email daily during the school week and respond in a timely manner. In emails to the instructor and TA, please put the title of the course in the subject line and sign your emails using your first and last name. Use the email addresses on the first page of the syllabus. The instructor and TAs will generally respond to email within 24 hours. Emails sent after 5:00pm on Friday will generally be answered by 5:00pm on Monday.

Academic honesty: You are expected to demonstrate complete academic honesty. All work for the course must be completed independently (with the exception of assigned group work). Please refer to the Student Conduct Code for more detailed information on PSU policies. Cheating or plagiarism will result in failing the assignment and will be reported.

Plagiarism: If you use a direct quote (i.e. someone else's words), you must include it in quotation marks and cite the source, including author(s) name(s), the date of publication, and the page number. If you summarize or paraphrase an idea from another person, you must cite the source, including author(s) name(s) and the date of publication. Failure to cite your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment and will be reported.

Respectful behavior: You must demonstrate the highest level of respect for your peers, TA, and the instructor. Many points of view will be welcomed and respected; however, statements or behaviors that are disrespectful towards individuals or groups are not acceptable. I have limited our class meeting to two hours per week and I expect students provide their full attention to each class.

Cancelled classes: The instructor will email students if class is cancelled. If class does not start ten minutes after the scheduled start time, consider class cancelled for the day.

Late assignments: No late work will be accepted for this course.

Students with disabilities: Students with disabilities who may require accommodations are encouraged to contact the PSU Disabilities Resource Center (DRC) and the instructor at the beginning of the term to arrange accommodations. The DRC is located in 435 Smith and can be contacted at 725-4150 or by email at drc@pdx.edu. Visit their website at <http://www.pdx.edu/drc>.

Title IX reporting: As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.

LAND AND LABOR ACKNOWLEDGEMENT

Portland State is located on the traditional homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya, and many other indigenous nations of the Columbia River. We acknowledge the ancestors of this place and understand that we are here because of the sacrifices forced upon them. We recognize and honor the past, present, and future of these communities.

We also pause to recognize and acknowledge the labor upon which our country, state, and institution are built. We remember that our country is built on the labor of enslaved people who were abducted and brought to the U.S. and we recognize the continued contribution of their descendants. We also acknowledge labor of all immigrants, voluntary and involuntary, that contributed to the building of the country and continues within our labor force. We acknowledge that our institution relies on hourly, student, contingent, and unpaid labor and we recognize those contributions. Finally, we acknowledge the value of unpaid care-giving labor and the challenges that result from conflicts between care-giving, paid labor, school, and other commitments.