

Sociology 528/628
GENDER INEQUALITY
Spring 2022
Wednesday 2:00-4:50
Cramer 265

Dr. Maura Kelly
Email: maura@pdx.edu
Office: Cramer 217 R
Office hours: Request to meet via email or calendly.com/maura-kelly

COURSE DESCRIPTION

This course will explore sociological scholarship on topics related to gender inequality. Emphasis will be on examining the intersection of gender with race, ethnicity, class, and sexuality. The major focus will be evaluating the theoretical, methodological, and empirical contributions of scholarship in the area of gender inequality.

COURSE GOALS

- Expand your knowledge of the theoretical frameworks used in contemporary scholarship on the sociology of gender
- Develop your ability to discuss and critique feminist and queer theoretical and empirical scholarship, orally and in writing
- Practice core academic skills including presenting/lecturing, facilitating classroom discussion, writing and rewriting/editing, and peer-reviewing.

COVID-19 INFORMATION

Vaccination: Be vaccinated against COVID-19 and complete the [COVID-19 vaccination attestation form](#). Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on the “COVID-19 Vaccine Exemption Request Form” to establish those exemptions.

Students missing class

- Complete the [required self-check for COVID-19 symptoms before coming to campus each day](#).
- If you are feeling sick or have been exposed to COVID-19, do not come to campus. Call [The Center for Student Health and Counseling \(SHAC\)](#) to discuss your symptoms and situation at 503-725-2800. They will advise you on testing, quarantine, and when you can return to campus.
- If you test positive for COVID, [report your result to SHAC](#) and do not come to campus. SHAC will advise you on quarantine, notification of close contacts, and when you can return to campus.

- If you are uncomfortable with the level of risk in attending class, if you have childcare conflicts, or if you have any other reason not to attend class, do not attend class (no reason required, no questions asked).
- If you need to miss a class for any reason, please email me (24 hours in advance if possible) before class to let me know you will not be attending and will be completing an alternative assignment instead. If you miss class, this will not negatively impact your course grade as you can complete an alternative assignment instead.

Instructor missing class

- If I feel sick or if I am exposed to COVID, we will not meet in person for our next class and I will notify you via PSU email about my absence and how course instruction will continue.
- I will continue to hold classes in person as long as PSU allows in person instruction and I and at least 50% of the class are able to attend class in person. If more than half of the students notify me 24 hours in advance that they will not be attending class, we will move that week's class to Zoom.
- Should it not be possible to continue to meet in person at any point in the term, we will shift to remote meetings via Zoom during the scheduled class times. To be clear, I am *not* providing an option for remote attendance during regularly scheduled class times *unless* in-person classes are no longer possible.

Guidance May Change: Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main [COVID-19 Response](#) webpage and look for emails from the University on these topics.

COURSE SUGGESTION BOX

I have provided an online [suggestion box](#) for you to provide anonymous feedback and ask anonymous questions at any point in the term. I will be notified via email when this form is submitted and will address any pressing issues and/or answer questions at our next class meeting. At the midpoint in the term, I will prompt you to submit feedback to the suggestion box to help improve our course for the second half of the term.

COURSE REQUIREMENTS

All written assignments must be submitted via Canvas by 9:00am on our class meeting day. See additional guidelines for assignments at the end of the syllabus.

Discussion questions (10 points): Write three questions for class discussion for five of the ten class meetings. You can write discussion questions for additional class meetings for up to ten points of extra credit. Due weekly on the morning of the class meeting, late work not accepted.

Empirical examples (5 points): Identify recent three empirical peer-reviewed articles that draw on theoretical perspectives we address in this course. Student selections will be added to the syllabus as required course readings. Due week one, late work accepted within a one-week grace period (late submissions will not be included on the syllabus).

Presentation of optional reading (10 points): At our first class meeting, you will sign up for *two* optional readings topic from the syllabus to review and present to the class. Each presentation should be 2-5 minutes. You can use a PPT deck if you prefer but it is not needed. You will present on the day we cover your chosen topic (you may present the following week if you miss class the day you are scheduled to present).

Paper proposal (5 points): Identify the format and topic of your final paper. Due week five, late work accepted within a one-week grace period.

Class participation weeks 1-5 (20 points): Assess your class preparation and participation during weeks 1-5. Note that students are expected to: come to class prepared to discuss the assigned readings and course assignments; take turns leading class discussion; and participate in the conversation with thoughtful comments and questions. Assignments should 200-400 words. Submit any alternative assignments (completed in lieu of attending class) as appendixes to this document. Student self-assessment of their preparation and participation will be due week six, late work accepted within a one-week grace period.

Final paper draft one for peer review (5 points): Write a complete first draft of your final paper based on your approved paper proposal. Regardless of the option you choose, written work must be 2,000-3,000 words and video lectures must be 10-15 minutes. Due week 8, no late work accepted.

Peer review comments (5 points): Read and provide written feedback on the first draft of the final paper for two or three peers. Due week 9, no late work accepted.

Final paper draft two (20 points): Revise the first draft of your final paper based on peer review to produce your final paper. Due Wednesday of finals week, late work not accepted.

Class participation weeks 6-10 (20 points): Assess your class preparation and participation during weeks 6-10. Note that students are expected to: come to class prepared to discuss the assigned readings and course assignments; take turns leading class discussion; and participate in the conversation with thoughtful comments and questions. Assignments should 200-400 words. Submit any alternative assignments (completed in lieu of attending class) as appendixes to this document. Student self-assessment of their preparation and participation will be due Wednesday of finals week, late work not accepted.

COURSE OUTLINE

Background

Note: No background viewing/reading is required, these resources are just for students who would like to brush up on key concepts prior to starting the course.

Optional background viewing: Theorizing Gender Note: I created this video for my undergraduate Gender and Sexualities course, it will provide an overview of many of the perspectives we will explore in this course at an introductory level.

Optional background reading: Gender, Definitions of; Sex versus Gender Categorization; Gender Inequality and Gender Stratification; Gender Equality

Week 1: Decolonizing Feminist Research

Assignments:

- Discussion questions (due 9:00am before class, no late work accepted)
- Empirical examples (due 9:00am before class, late work accepted within a one-week grace period but late submission will not be considered for inclusion on the syllabus).

Required readings:

- Kelly, Maura. 2019. "Chapter 1: Putting Feminist Research into Practice" and "Chapter 2: Overview of Sociological Research" *Feminist Research in Practice*, edited by Maura Kelly and Barbara Gurr. New York City: Rowman and Littlefield.
- Arvin, Maile, Eve Tuck, and Angie Morrill. 2013. "Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy" *Feminist Formations* 8-34.
- Weatherall, Ruth. 2020. "Even When Those Struggles Are Not Our Own: Storytelling and Solidarity in a Feminist Social Justice Organization." *Gender, Work, and Organization* 27(4):471-486.

Optional reading on feminist and queer methods: Feminist Methodology; Queer Methods and Methodologies; Reflexivity; Feminist Standpoint Theory; Strong Objectivity

Week 2: Decolonizing Feminist Research (continued)

Assignments: Discussion questions (due 9:00am before class, no late work accepted)

Required readings:

- Mohanty, Chandra Talpade. 2003. "Introduction: Decolonization, Anticapitalist Critique, and Feminist Commitments" in *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity* [Read pages 1-9 only].
- Mohanty, Chandra Talpade. 2003. "'Under Western Eyes' Revisited: Feminist Solidarity Through Anticapitalist Struggles." *Signs* 28(2): 499-535.
- Two articles selected by students (TBA)

Optional reading on colonialism/decolonization: Colonialism and Gender; Colonialism and Sexuality; Immigration, Colonialism, and Globalization; Theoretical and Critical Perspectives Postcolonialism, on; Feminism, Postcolonial; Eurocentrism; Feminist Perspectives on Whiteness; White Supremacy and Gender; Cross-Cultural Gender Roles

Optional reading on women of color feminisms: Critical Race Theory; Bifurcated Consciousness; Orientalism; Mestiza Consciousness; Feminism, Latina; Borderlands; Feminism, Chicana; Feminism, Black; Feminism in North Africa; Feminism in South Africa; Feminism in Northeast Asia; Class, Caste, and Gender Feminism in Southeast Asia; Feminism, Aboriginal Australia and Torres Strait Islands; Feminism, Chinese; Feminism, Indo-Caribbean; Anglophone Caribbean Feminism; Feminism, Islamic; Feminism, Multiracial

Week 3: Gender and Social Structure

Assignments: Discussion questions (due 9:00am before class, no late work accepted)

Required readings:

- Risman, Barbara J. and Georgiann Davis. 2013. "From Sex Roles to Gender Structure." *Current Sociology* 61(5-6): 733-55
- Acker, Joan. 2006. "Inequality Regimes: Gender, Class, and Race in Organizations." *Gender & Society* 20(4): 441-464.
- Two articles selected by students (TBA)

Optional reading on gender and structure: Gender as Institution; Feminist Theories of Organization

Optional readings on work and economy: Employment Discrimination; Gender Wage Gap; Glass Ceiling and Glass Elevator; Occupational Segregation; Feminization of Poverty

Optional reading on family: Division of Labor, Domestic; Kinship; Same-Sex Families; Work–Family Balance; Parental Leave in Comparative Perspective

Optional reading on education: Gender Inequality in Education; Higher Education and Gender in the United States

Optional reading on health and medicine: Medicine and Medicalization; Reproductive Health; Reproductive Justice and Reproductive Rights in the United States; Health Disparities; Health, Healthcare, and Sexual Minorities

Optional readings on the state: Sexualizing the State; Feminist Theories of the Welfare State; Nationalism and Gender; Gender, Politics, and the State: Overview; Gender, Politics, and the State in Aboriginal Australia and Torres Strait Islands; Gender, Politics, and the State in Australia and New Zealand; Gender, Politics, and the State in Central and Eastern Europe; Gender, Politics, and the State in East Asia; Gender, Politics, and the State in Latin America; Gender, Politics, and the State in Northern Africa; Gender, Politics, and the State in South Asia; Gender, Politics, and the State in Southern Africa; Gender, Politics, and the State in Western

Europe; Gender, Politics, and the State, and the Māori; Gender, Politics, and the State: Indigenous Women; Gender, Politics, and the State in the United States and Canada; Civil Rights Law and Gender in the United States; Criminal Justice System and Sexuality in the United States; Human Rights, International Laws and Policies on; Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); Sexuality and Human Rights;

Week 4: Social Psychology and Symbolic Interactionism

Assignments: Discussion questions (due 9:00am before class, no late work accepted)

Required readings:

- Ridgeway, Cecilia L. 2009. "Framed Before We Know It: How Gender Shapes Social Relations." *Gender & Society* 23(2): 145-160.
- West, Candace and Don H. Zimmerman, 1987. "Doing Gender." *Gender & Society* 1(2):125-151.
- Two articles selected by students (TBA)

Optional reading on social psych: Psychological Theory, Research, Methodology, and Feminist Critiques; Psychology of Gender: History and Development of the Field

Optional reading on symbolic interactionism: Emotion Work; Global Care Chain; Sexual Scripts

Week 5: Materialist Feminism

Assignments:

- Discussion questions (due 9:00am before class, no late work accepted);
- Paper proposal (due 9:00am before class, late work accepted within a one-week grace period);

Required readings:

- Ingraham, Chrys. 1994. "The Heterosexual Imaginary: Feminist Sociology and Theories of Gender." *Sociological Theory*: 203-219.
- Camfield, David. 2016. "Theoretical Foundations of an Anti-Racist Queer Feminist Historical Materialism." *Critical Sociology* 42(2): 289-306.
- Two articles selected by students (TBA)

Optional reading on materialist feminism: Feminism, Materialist; Feminisms, Marxist and Socialist; Feminist Theories of the Body; Aging, Ageism, and Gender; Feminist Disability Studies

Week 6: Black Feminist Thought and Intersectionality

Assignments:

- Discussion questions (due 9:00am before class, no late work accepted)
- Class participation weeks 1-5 (due Sunday at 11:59pm, late work accepted within a one-week

grace period).

- Submit feedback to the [suggestion box](#) to help improve our course for the second half of the term (anonymous and not graded).

Required readings:

- Collins, Patricia Hill. 2019. "Chapter 1: Intersectionality as Critical Inquiry" Pp 21-53 in *Intersectionality as Critical Theory*.
- Two articles selected by students (TBA)

Optional reading on intersectionality: [Intersectionality](#); [Black Feminist Thought](#); [Womanist; Matrix of Domination](#); [Outsider Within](#)

Week 7: Queer Theory

Assignments: Discussion questions (due 9:00am before class, no late work accepted)

Required readings:

- Ghassan Moussawi Salvador Vidal-Ortiz. 2020. "A Queer Sociology: On Power, Race, and Decentering Whiteness" *Sociological Forum* 35(4):1272-1289)
- Two articles selected by students (TBA)

Optional reading on queer theory: [Queer Theory](#); [Epistemology of the Closet](#); [Feminism, Poststructural](#); [Discursive Theories of Gender](#); [Normalization](#); [Identity Politics](#); [Sexualities](#); [Sexual Identity and Orientation](#); [Asexuality](#); [Polyamory](#); [Heterosexism and Homophobia](#); [Heteronormativity and Homonormativity](#); [Regulation of Queer Sexualities](#);

Week 8: Masculinities

Assignments:

- Discussion questions (due 9:00am before class, no late work accepted);
- Final paper draft one for peer review (due 9:00am before class, no late work accepted).

Required readings:

- Connell, Raewyn. 2016. "Masculinities in Global Perspective: Hegemony, Contestation, and Changing Structures of Power." *Theory and Society* 45(4):303-318.
- Two articles selected by students (TBA)

Optional readings on masculinities: [Masculinities](#); [Hegemonic Masculinity](#)

Week 9: Femininities

Assignments:

- Discussion questions (due 9:00am before class, no late work accepted)
- Peer review comments (due 9:00am before class, no late work accepted).

Required readings:

- Two to three papers by peers (for peer review)
- Laura Hamilton, Elizabeth A. Armstrong, J. Lotus Seeley, and Elizabeth M. Armstrong. 2019. "Hegemonic Femininities and Intersectional Domination" *Sociological Theory* 37(4): 315-341.
- One article selected by students (TBA)

Optional readings on masculinities and femininities: Masculinity and Femininity, Theories of;

Week 10: Transgender and Non-Binary Identities

Assignments: Discussion questions (due 9:00am before class, no late work accepted);

Required readings:

- Darwin, Helana. 2020. "Challenging the Cisgender/Transgender Binary: Nonbinary People and the Transgender Label." *Gender & Society* 34(3): 357-380.
- Two articles selected by students (TBA)

Optional readings on transgender and non-binary identities: Genderqueer; Trans Theorizing (Note: These entries use some outdated language)

Finals week

Assignments:

- Final paper draft two (due Wednesday at 11:59pm, late work not accepted).
- Class participation weeks 6-10 due Wednesday at 11:59pm, late work not accepted).

APPROPRIATE CITATIONS AND PLAGIARISM

Citing sources in this course

When you draw ideas from someone else, you need to cite the source in the text and provide a references section. For this course, appropriate citations are essential, but any style of citation is acceptable. Note that readings listed in the syllabus and the examples below use the American Sociological Association (ASA) style. More on ASA style here [LINK](#).

Defining plagiarism

According to the MLA Handbook, plagiarism is “using another person’s ideas, information or expressions without acknowledging that person’s work.”

How to avoid plagiarizing:

Rule #1: If you use another person’s ideas, you must cite your source in the text (author last name and year);

Rule #2: If you use another person's exact words, you must put those words in quotation marks as well as cite your source in the text (author last name, year, and page number)

Examples of appropriate citations and plagiarism

Text from original source

- *Karen's transgressive campiness is also manifest in her flagrant sexuality.*

Appropriate citations

- *Karen's sexuality is transgressive and campy (Cooper 2003)*
- *The character of Karen shows "transgressive campiness" (Cooper 2003:519).*
- *Cooper stated, "Karen's transgressive campiness is also manifest in her flagrant sexuality" (2003:519).*

Plagiarism

- *Karen's transgressive campiness is also manifest in her flagrant sexuality.* [copy and paste, no quotation marks, no citation]
- *Karen's transgressive campiness is shown in her flagrant sexuality.* [almost identical language, no citation]

COURSE 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.

Canvas: We will use Canvas extensively in this course. It is your responsibility to be able to access Canvas.

Email: The instructor 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, 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 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.

Respectful behavior: You must demonstrate the highest level of respect for your peers, the instructor, the scholars we are studying, and the individuals and communities in the research we read. Many points of view will be welcomed and respected; however, statements or behaviors that are disrespectful towards individuals or groups are not acceptable.

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.

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.

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.

DISCUSSION QUESTIONS

TASK: Write three questions for class discussion for five of the ten class meetings. You can write discussion questions for additional class meetings for up to ten points of extra credit. Due weekly on the morning of the class meeting, late work not accepted.

- 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).
- DQs may focus on theory, methods, findings or implications,

- If applicable, provide a quote or a page number to direct our attention to a specific part of the reading
- Each individual question may focus on one reading or may make comparisons across readings for that week.
- DQs may include questions to clarify points in the readings (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 may 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 Canvas.

Include in your assignment: Three questions for class discussion. No minimum or maximum word count.

EMPIRICAL EXAMPLES

TASK: Identify recent three empirical peer-reviewed articles that draw on theoretical perspectives we address in this course. Student selections will be added to the syllabus as required course readings. Due week one, late work accepted within a one-week grace period (late submissions will not be included on the syllabus).

Requirements

- Use an *academic database* for Sociology through the PSU library (e.g. Sociological Abstracts, SocINDEX) to search for articles that draw on the theoretical perspectives we address in this course.
- Choose *empirical* articles in which the author(s) describe both the methods and findings of a research project they conducted. An empirical example will have the following components: intro, lit review, methods, findings, discussion (sections may not always be labeled with these terms)
- Select articles that use *theories covered in this class* that are centrally about *gender* (an additional focus on your area or topic of interest is a bonus!)
- Choose articles published in the *last five years*.
- Seek to find articles *by and about people underrepresented in academia* (e.g. people from the Global South, people of color, queer and trans people, people with disabilities). This is not required for all selections for this assignment.

Notes on searching a database for articles

- If you are unclear about which journals would be appropriate, you can limit your search to these (copy and paste this text to limit the publication titles): "American Journal of Sociology" OR "American Sociological Review" OR "Social Forces" OR "Social Problems" OR "Gender & Society" OR "Journal of Marriage and Family" OR "Sociological Perspectives" OR "Sociological Forum" OR "Sociological Quarterly" OR "Social Currents" OR "Sociological Inquiry" OR "Contemporary Sociology" OR "Current Sociology" OR "Sociological Spectrum" OR "Symbolic Interactionism" OR "Critical Sociology" OR

“Gender, Work, and Organization” OR Signs OR “Feminist Formations” OR “Journal of Contemporary Ethnography” OR “Qualitative Sociology.”

- To ensure you that find empirical articles, you might search for these terms in the abstract (copy and past this text): Interview OR survey OR "focus group" OR "content analysis" OR "discourse analysis" OR "field work" OR "ethnography" OR "participant observation"
- Start with using the names of theories or theorists covered in the course as search terms; for additional ideas for search terms, use the titles of optional readings. Make sure that your article has gender as a focus!
- Add in the date range to limit your search to the last five years.

Include in your assignment

- For each of the three articles
 - The full citation for the article (any format)
 - The theoretical perspective or concept used in the article (must be one we are covering in this course!)
 - A PDF of the article (upload as a separate doc)
- No minimum or maximum word count, just include all the components above for each of the three articles (bullet points preferred).

PRESENTATION OF OPTIONAL READING

TASK: At our first class meeting, you will sign up for *two* optional readings topic from the syllabus to review and present to the class. Each presentation should be 2-5 minutes. You can use a PPT deck if you prefer but it is not needed. You will present on the day we cover your chosen topic (you may present the following week if you miss class the day you are scheduled to present).

Include in your assignment: How you cover the material from your optional reading in your presentation is up to you! No written work required for this assignment.

PAPER PROPOSAL

TASK: Identify the format and topic of your final paper. Due week five, late work accepted within a one-week grace period.

You have the following options to choose from for your final paper

- Practice comprehensive exam. This option is a requirement for anyone taking a gender comprehensive exam in our PhD program and is a good choice for anyone seeking to deepen their knowledge of the course material. No additional reading required.
- Theory review. Develop a literature review focusing on scholarship about a particular feminist/queer theory. Include primary texts (written by the theorist), secondary texts (later work written about the theory), and empirical examples that apply the theory. Review 10-15 peer-reviewed articles, scholarly book chapters, and/or scholarly books (including any relevant selections from the syllabus)
- Literature review. Develop a literature review of the relevant theoretical and empirical scholarship in your area of interest. Review 10-15 peer-reviewed articles, scholarly book

chapters, and/or scholarly books (including any relevant selections from the syllabus).

- Propose your own project (discuss with me prior to submitting this assignment)

Include in your assignment:

- Practice comprehensive exam
 - No additional information needed, just let me know you choose this option. You will receive instructions and the practice exam questions you will answer after submitting the proposal
- Theory review
 - Theoretical perspective
 - Initial list of five readings related to your chosen theory (you do not have to have read them all at this point!). Include at least one primary text, one secondary text, and one empirical example.
 - State whether the format will be a written assignment or video lecture
- Literature review
 - Topic
 - Initial list of five readings (you do not have to have read them all at this point!)
 - State whether the format will be a written assignment or video lecture
- Propose your own project (discuss with me prior to submitting this assignment)
 - Topic
 - Detail on what you proposed to do
 - Format: Written, video, or other
- No minimum or maximum word count for this assignment, but I suggest no more than 200 words.

CLASS PREPARATION AND PARTICIPATION WEEKS 1-5

TASK: Assess your class preparation and participation during weeks 1-5. Note that students are expected to: come to class prepared to discuss the assigned readings and course assignments; take turns leading class discussion; and participate in the conversation with thoughtful comments and questions. Assignments should 200-400 words. Submit any alternative assignments (completed in lieu of attending class) as appendixes to this document. Student self-assessment of their preparation and participation will be due week six, late work accepted within a one-week grace period.

Include in your assignment

- Attendance. Have you missed any classes? Have you missed class time due to arriving late, leaving early, or otherwise leaving the classroom outside of scheduled breaks?
 - Note if you missed a class and completed an alternative assignment, I consider that making up the missed participation points for the week.
 - Text of alternative assignments must be submitted with this self-evaluation.
 - If you missed a class and did *not* make up the points with an alternative assignment, please take that into account into assessing your preparation and participation grade (e.g. if you missed one of the five class meetings and did not complete an alternative assignment, your self-assessment of your grade should be a maximum of 16 of 20 points)

- Preparation: Have you come to class having read and understood the material sufficiently to contribute to class discussions?
- Leading discussions: Have you effectively been able to lead discussions based on the discussion question you submit? Note: If you have not been asked to lead a discussion before the end of week five, skip this.
- Participation: How would you evaluate your contributions to large and small group discussions?
 - Level of participation (Do you tend to over-contribute or under-contribute?)
 - Quality of the content of your participation (Do you provide insights or ask questions that help move forward our collective understanding of the topics discussed?)
- If you have identified any areas for improvement, please reflect on how you can improve your preparation and/or participation in the second half of the term.

FINAL PAPER

TASK: Write a final paper based on your approved paper proposal. Regardless of the option you choose, written work must be 2,000-3,000 words and video lectures must be 10-15 minutes. First draft due week 8, no late work accepted. Final draft due Wednesday of finals week, late work not accepted.

Additional notes:

- Both first and final drafts must be between the minimum and maximum length for full credit. Editing your written work or video for length is part of the assignment!
- To submit/share video lectures (first draft and final), upload the video YouTube (you can set to private if you like) and simply submit/share the link.

Practice comprehensive exam: The task of the practice comprehensive exam is to work towards demonstrate your mastery of the scholarship in the area of gender by answering two essay questions (provided after final paper proposals are submitted). You will need to synthesize the relevant scholarship (as discussed in this class) and articulate clear arguments in which you take a position on debates in the literature. You will be evaluated on your ability to successfully answer the specific question posed. Note that you cannot choose a video lecture for this option!

Include in your assignment

- Reproduce the text of the question you are answering at the beginning of each of the essays.
- Provide an introductory paragraph that provides an overview and outline of your essay and the argument(s) you will present.
- Make sure you fully answer all components of each essay question. Make sure not stray too far afield of the specific questions posed.
- Draw on all relevant readings from the course to answer the question, no outside readings required but you can include if they enhance your argument.
- References section

Theory review: The task of the theory review is to demonstrate your mastery of a specific theoretical perspective within the sociological field of gender (does not have to be a theory covered

in this course). You will need to identify and synthesize examples of the relevant theoretical and empirical scholarship from this theoretical perspective.

Include in your assignment

- Organize your ideas
 - Provide an introduction that provides an overview and outline of your theory review and the argument(s) you will present.
 - Include three to five sections (with subheadings) in which you explore different aspects of the theoretical perspective
 - End with a brief conclusion where you wrap it up
- Briefly discuss one or more primary theorist(s) in this area, including their personal background (if relevant), the time period in which they are/were actively writing, the academic discipline in which they was trained, and the intellectual influences on their work
- Briefly describe the main argument and key concepts of your chosen theoretical perspective
- Discuss how empirical studies have used this theoretical perspective (cite specific empirical examples!)
- Discuss the contribution of this theoretical perspective. Why is it important for sociology?
- Provide a critique of the theoretical perspective What are its major weaknesses? How might this text be critiqued from various feminist, queer, and sociological perspectives?
- Include 10-15 peer-reviewed articles, scholarly book chapters, and/or scholarly books (including any relevant selections from the syllabus) representing the current theoretical and empirical scholarship on your chosen topic.
- Include a references section

Literature review: The task of the literature review is to demonstrate your mastery of the scholarship in your specific area of interest within the sociological field of gender. You will need to identify and synthesize the relevant scholarship and articulate clear arguments in which you take a position on debates in the literature.

Include in your assignment

- Organize your ideas
 - Provide an introduction that provides an overview and outline of your literature review and the argument(s) you will present.
 - Include three to five sections (with subheadings) in which you explore different aspects of the scholarship on your topic
 - End with a brief conclusion where you wrap it up
- Identify the following:
 - What is known on your topic
 - What is debated (where studies or scholars disagree)
 - What gaps in the literature remain (topics not yet explored with empirical research).
- Include 10-15 peer-reviewed articles, scholarly book chapters, and/or scholarly books (including any relevant selections from the syllabus) representing the current theoretical and empirical scholarship on your chosen topic.
- Include a references section

Propose your own project: Details to be proposed by student and approved by me

PEER REVIEW COMMENTS

TASK: Read and provide written feedback on the first draft of the final paper for two or three peers. Due week 9, no late work accepted.

Include in your assignment

- In narrative form (400-800 words), provide general feedback to address the following questions:
 - Author (student) name?
 - What is the assignment about? State the overall argument in your own words
 - What are the current strengths?
 - Does the assignment include ALL the necessary components described in the assignment guidelines? If not, what is missing? Be specific.
 - What else can the author do to improve the assignment? (elaborate on all the specific points for each assignment option below)
- Provide additional feedback specific to the assignment type (see below)
- You will offer comments similar to the approach used in peer review for journal articles. The purpose of the peer review is to provide substantive feedback, NOT to edit or proofread the manuscript. If there are issues with readability, spelling, or grammar in the paper, make one note to the author to carefully edit and proofread prior to submitting the final draft.
- Do not provide comments and edits in tracked changes. If you want to point to specific points in the paper, provide a short quote and/or page number

For comprehensive exams

- Have all components of each essay question been fully answered?
- Does the essay articulate clear arguments?
- Does the essay identify and take a position on debates in the literature?
- Does the essay synthesize the relevant scholarship (as discussed in this class) rather than going one-by-one through sources?
- How effective is the introductory paragraph that provides an overview and outline of the essay and the argument(s) that will be presented?
- Has the essay strayed too far afield of the specific questions posed?
- Does the essay demonstrate working towards mastery of the scholarship in the area of gender?

Theory review

- Does the essay describe the theorist(s) and theoretical perspective, including clearly describing key theoretical concepts associated with this perspective?
- Does the essay include empirical examples of application of the perspective?
- Does the essay provide a convincing assessment of the contribution of this perspective? What other contributions might be included?
- Does the essay provide a convincing critique of the perspective? What other critiques might be included?

- Does the essay synthesize the relevant scholarship rather than going one-by-one through sources?
- Does the essay demonstrate mastery of the theoretical perspective?

Literature review

- Does the essay articulate clear arguments?
- Does the essay clearly demonstrate what is currently known on the topic?
- Does the essay identify and take a position on debates in the literature?
- Does the essay articulate the gaps in the literature?
- Does the essay synthesize the relevant scholarship rather than going one-by-one through sources?
- How effective is the introductory paragraph that provides an overview and outline of the essay and the argument(s) that will be presented?
- Has the essay strayed too far afield of the specific topic?
- Does the essay demonstrate mastery of the specific area of scholarship in the area of gender?

Propose your own project

- For students reviewing other projects, it is up to the student reviewer to determine what kind of additional feedback would be most helpful.

GUIDELINES FOR SELF-EVALUATION OF CLASS PREPARATION AND PARTICIPATION WEEKS 6-10

TASK: Assess your class preparation and participation during weeks 6-10. Note that students are expected to: come to class prepared to discuss the assigned readings and course assignments; take turns leading class discussion; and participate in the conversation with thoughtful comments and questions. Assignments should 200-400 words. Submit any alternative assignments (completed in lieu of attending class) as appendixes to this document. Student self-assessment of their preparation and participation will be due Wednesday of finals week, late work not accepted.

Include in your assignment

- Attendance. Have you missed any classes in the second half of the term? Have you missed class time due to arriving late, leaving early, or otherwise leaving the classroom outside of scheduled breaks in the second half of the term?
 - Note if you missed a class and completed an alternative assignment, I consider that making up the missed participation points for the week.
 - Text of alternative assignments must be submitted with this self-evaluation.
 - If you missed a class and did *not* make up the points with an alternative assignment, please take that into account into assessing your preparation and participation grade (e.g. if you missed one of the five class meetings and did not complete an alternative assignment, your self-assessment of your grade should be a maximum of 16 of 20 points)
- Preparation: Have you come to class having read and understood the material sufficiently to contribute to class discussions in the second half of the term?
- Leading discussions: Have you effectively been able to lead discussions based on the discussion question you submit in the second half of the term?

- Participation: How would you evaluate your contributions to large and small group discussions in the second half of the term?
 - Level of participation (Do you tend to over-contribute or under-contribute?)
 - Quality of the content of your participation (Do you provide insights or ask questions that help move forward our collective understanding of the topics discussed?)
- (How) did your preparation and participation change from weeks 1-5 to weeks 6-10?