This course is an introduction to the sociological analysis of gender differences and gender inequality in contemporary American society. Because gender is a cross-cutting dimension of social relations that affects multiple aspects of both personal identity and social structure, it is not possible to survey all topics in the sociology of gender within a single semester. Instead, this course will focus on gender as an organizing force in social relations and the system of social practices, called the “gender system,” that this gives rise to. The gender system is an institutionalized set of social practices for distinguishing between men and women and organizing relations between them on the basis of apparent difference and inequality. The gender system involves social processes at multiple levels of social analysis, including socioeconomic structure, patterns of social interaction among individuals, and patterns of socialization and the development of individual selves. We will examine key processes at each of these levels to gain an overall view of the dynamics of the current gender system in contemporary America, with some comparisons across time and cultures. No previous knowledge of sociology is required.

Course Materials: There is a required reader, available at the CU Bookstore. All other readings are available through Desire2Learn (log in at learn.colorado.edu or through MyCUInfo). You are responsible for completing all readings for the week by the night before your recitation. I also require that you register an iClicker number online for use in each class. If you do not already own an iClicker and cannot borrow one, they are available for purchase at the CU Bookstore.


Course Format: This course requires attendance at lectures and in a weekly recitation. You will be evaluated on the basis of attendance and completing readings, participation in lecture and recitation, individual written work, original sociological research, and group work. The workload for this course is designed to be spread out fairly consistently across the semester, rather than focused on a couple of high-pressure weeks. You must do the assigned readings and keep up with your assigned work from day to day.

Learning Goals:
1. To learn the ways in which sociologists think about gender.
2. To identify documented examples of gender inequality in contemporary American society and critically analyze possible explanations for their origins and persistence.
3. To understand ways in which social class, race, ethnicity, age, family formation, and sexuality shape gender.
4. To conduct sociological research, using various methods, that examines the impact of gender in your own and others’ everyday lives.
5. To think critically about our own participation in patterns, practices, and institutions that perpetuate gender inequality.

Course Requirements (totaling 100% of your course grade):
Please be aware that some course requirements or assigned readings may change during the semester. However, the overall workload will not increase if changes are made.
Participation in lectures and/or online discussions (5%)
You are expected to complete all assigned readings and work on time and to participate actively in discussing this material. There are several aspects of your participation and engagement that we will consider in assigning a participation grade at the end of the semester: attendance in lectures, verbal participation in large-group discussions, and participation in online discussions. Your responses to clicker questions in class will be graded as response/no response and will reflect your attendance. Regular attendance in class is not enough to earn you a high participation grade, though it helps a lot—you must also participate verbally and/or online. Online discussion groups will be available on Desire2Learn if you choose to participate in this way. It is your responsibility to make sure through one or both of these formats that we are aware that you have regularly completed the assigned readings and thought carefully about the course material. Unusually active, insightful participation throughout the semester in class or online can help you raise your overall course grade. You are not required to agree with ideas discussed in this class, but you must understand and think critically about them and be respectful of others in the class.

Research projects (45% total; 10% for projects 1-3 and 15% for project 4)
The research projects will encompass a large part of the work you will do in this class. We will assign 4 short projects in which you will do independent, original sociological research of various types (interviews, surveys, and content analysis) to investigate gender-related issues. You will work together in small groups to pool your findings and discuss them, then for all but the last project you will individually answer a series of written questions that summarize your group’s findings and apply them to ideas and issues from the course. Expect to spend plenty of time writing insightful answers for each assignment. Your work will be graded and returned to you so that you can continually improve during the semester. Note that it may seem easy to do this research and answer the questions, but to get a good grade you will need to do a thoughtful and critical analysis of your results that takes time to write. Project 1 will be a content analysis of advertisements, project 2 will be a survey on the household division of labor, and project 3 will be an interview study about men’s and women’s friendships. Project 4 will be a group project providing gender-related advice for a new male or female college graduate, in any format you choose (e.g., PowerPoint, poster, pamphlet, oral presentation). You will choose your own group members and present your project jointly. You will be required to complete a tutorial in the first weeks of class on conducting research with human subjects before you can collect any data from human subjects in projects 2 and 3.

Recitation attendance, participation, and small-group work (5%)
You are expected to attend all recitations unless you have a documented excused absence. Recitations will include small-group work on the research projects, discussion of the readings and course content, and other discussions. See the recitation syllabus for more information. Your attendance in recitation, your participation in small-group work on research projects, and your participation in discussions will determine your recitation grade.

In-class essays (45%, or 9% each)
At six points in the semester (indicated in the schedule below), you will be asked to write a 25-minute, one-page in-class essay assessing your critical thinking about the readings, lectures, and other materials. Intended to replace midterm and final exams, these essays will demonstrate your mastery of the course. To do well on the essays, it is very important that you do all of the assigned readings. You will be expected to engage insightfully with the readings, as well as other materials and ideas from the course, in your answer. You should make sure to attend class when there is an in-class essay. Your overall essay grade will be an average of your five highest essay grades. If you complete all six essays, your lowest grade will be dropped—we recommend that you try to write all six essays so you can end up with the highest overall essay grade. If you miss an essay for any reason (excused or not), the other five grades will be averaged. We will not do any make-up essays.

Grading Policies:
Below is the standard for the level of assessment of written assignments and overall evaluation for course grades (adapted from Glenda Walden). These standards may be higher than you have encountered previously in your education career. The distribution of final grades will meet the standards for fair and rigorous evaluation.
Letter Percentage Description

A  93-100  Exceptional: Exceeds all required elements of the assignment, and the quality of the work is considerably greater than what is required. The quality of the work is considerably above the class average and impressive to the evaluator.
A-  90-92

B+  88-89  Good: Meets all required elements of the assignment, and the quality of the work is better than what is required.
B  83-87
B-  80-82

C+  78-79  Average: Meets all required elements of an assignment, no more, no less. Quality of assignment is satisfactory for college level work.
C  73-77
C-  70-72

D+  68-69  Below average: Does not meet all the required elements of the assignment, and/or the quality of the assignment is lower than satisfactory.
D  63-67
D-  60-62

F  59 and below  Failing: One or more of the fundamental requirements of the assignment is not met and/or the quality of the assignment is well below basic standards of writing, comprehension, and/or ability to follow instructions.

Other Course Policies:
1. Getting to class late, sleeping, talking out of turn, reading, using your cell phone, using headphones, or otherwise being distracted and distracting, are not acceptable classroom activities.
2. Because they distract other students and have been found to lower students’ grades, laptop computers, tablets, and cell phones are not permitted in class unless you notify us that you have a documented disability requiring their use. My lecture slides will be available on Desire2Learn shortly before each class in case you want to print them out and take notes on them.
3. Class ends at 11:50. At that time please begin to pack up at leave the classroom.
4. Please let me know immediately if you have a health problem or disability that necessitates leaving the room during class time, or if you have a conflict that regularly prevents you from getting to class on time.
5. If you miss a class, please get notes from a classmate rather than asking the TA or instructor for notes. You are responsible for all information communicated in class, whether or not you are in attendance. In addition, information on scheduling changes, assigned work, and grades will be emailed and/or posted on Desire2Learn. Please consult Desire2Learn before contacting us with these questions.
6. Assignments must be handed in as hard copies at the beginning of lecture or recitation. Emailed documents will not be accepted except in unusual circumstances. Written work must be spell-checked, grammar-checked, and proofread: The quality of your writing will affect your grade.
7. Stef is happy to provide general feedback on drafts of papers or projects that are submitted at least 5 days in advance of the due date. They can be emailed to mollborn@colorado.edu.
8. Except for unavoidable, documented circumstances such as illness or family emergencies, when an assignment is turned in late we will dock your grade by 10 percentage points (one full letter grade) for each 24-hour period or portion thereof. Please plan your schedule accordingly and allow extra time for unforeseen events. If you have not had time to do a good job completing an assignment by its due date, it may be in your best interests to take an extra day and turn in a better final product, even though you will lose 10 points. Late assignments may be emailed to Stef and Dani.
9. I will not give incompletes in this course except under extremely unusual, well-documented circumstances.
10. Both Stef and Dani will be grading assignments in this class, and fairness is very important to us. After receiving a grade and speaking to the grader about the basis for the grade, you always have the option to request that Stef regrade your work. If Stef originally graded the work, she will consult with Dani for the regrade. These requests should be made in person during Stef’s office hours. Regrades start over “from scratch,” so bear in mind that it is possible that your grade may go up or down or stay the same.
11. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic
dishonesty, fabrication, lying, bribery, and threatening behavior. **Giving your clicker to another student to “click in” responses for you is an honor code violation for both people involved and will result in failing the course.** All incidents of academic misconduct shall be reported to the Honor Code Council and those students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member involved and non-academic sanctions given by the Honor Code Council (including but not limited to university probation, suspension, or expulsion). Please refer to [www.colorado.edu/honorcode](http://www.colorado.edu/honorcode) to view the specific guidelines. If you have any questions related to this policy, please contact the Honor Code Council at [honor@colorado.edu](mailto:honor@colorado.edu). Honor code violations will result in a 0 for the assignment at a minimum and may also result in failing this course, probation, or expulsion.

12. We want you to do well in this class. If you become concerned about your grade, please see one of us immediately. Do not wait until the end of the semester, when we cannot help you. When we return written work to you with a grade, take some time to read our comments. If you have concerns, make an appointment with one of us during office hours and come to the meeting having written down your specific questions and/or comments.

**Office hours/Getting Help:** Stef's office hours are Mondays 12:30-1:30 and Wednesdays 1:30-2:30 in Ketchum Room 210. Dani’s office hours are Tuesdays 10-12:20 in Ketchum 8. Students who email us beforehand to set up an appointment will be given priority during office hours, but we are usually available if you drop in and can wait a bit. We are happy to talk with students about academic issues that are unrelated to course material, such as deciding whether to major in sociology, writing an honors thesis, graduate school, etc. Feel free to email us with questions, but be aware that it may take up to 24 hours for us to respond (longer on a weekend or if we are out of town).

**Web Page/Email:** The course web page is on Desire2Learn, accessed at [http://learn.colorado.edu](http://learn.colorado.edu). The syllabus, handouts, assignments, grades, and other information will be posted on the website. Email updates will be sent out when important material is posted on the website. You must know how to access Desire2Learn so that this important information can reach you. **We will make critical announcements and updates over email, so make sure to check your colorado.edu email account regularly throughout the semester.**

**Clicker Registration:** Your iClicker has a number that needs to be registered online and linked to your student ID number for grading purposes. You are required to register your iClicker online at [MyCUInfo](http://mycuinfo.colorado.edu) (not at the iClicker website).

**Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to disciplinary measures. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion, and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities (a major part of this class). Class rosters are provided to the instructor with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See polices at [http://www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html) and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code).

**Discrimination and Harassment:** The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced
policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh.

Religious Holidays: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you should notify me at least two weeks ahead of time to request special accommodation if you have a conflict. See full details at http://www.colorado.edu/policies/fac_relig.html.

Students with Disabilities: If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (Contact: 303-492-8671, Willard 322, www.colorado.edu/disabilityservices).

PRELIMINARY SCHEDULE

Note: Reading assignments and scheduled items are subject to change. See the syllabus on Desire2Learn for any updates. Assignments are either in the assigned text or (if marked with a *) on Desire2Learn. You are responsible for completing all readings before the start of class on the day on which they are listed.

WEEK 1
Jan. 16 NO CLASS—MARTIN LUTHER KING, JR. DAY

Recitation Introduction and practical issues.

Jan. 18 Course introduction.
Reading assignment: Kimmel, Introduction to the reader, pp. 1-6. Also read entire syllabus.

WEEK 2
Jan. 23 Introduction to the sociology of gender.
Reading assignment: *Gerson, Kathleen. The Unfinished Revolution. Chapter 1.

Recitation The sociology of gender.

Jan. 25 Start bringing your clicker to each lecture.
Biological explanations for gender difference.

WEEK 3
Jan. 30 Deadline to complete online human subjects tutorial at: https://www.citiprogram.org/default.asp. Instructions posted on Desire2Learn. Print out completion certificate and bring to class.
Cultural explanations for gender difference.

Recitation Project #1 handed out. Project assignment: Images of men and women in the media.

Feb. 1 Deadline to register iClicker online at mycuinfo.colorado.edu.
Cross-cultural manifestations of gender.
MOVIE: “Paradise Bent: Boys Will Be Girls in Samoa.”

WEEK 4
Feb. 6
Socialization.

Recitation
Research project #1: Share findings with small groups.

Feb. 8
In-class essay #1.
The social construction of gender.

WEEK 5
Feb. 13
The gender system.

Recitation
Research project #1 write-up due at start of recitation.

Feb. 15
Gender in interpersonal interactions.
In-class exercise: Micro-analysis of mixed-gender conversations.

WEEK 6
Feb. 20
Gender and families. No readings. MOVIE: “The Motherhood Manifesto.”

Recitation
Project #2 handed out. Project assignment: Who does the housework?

Feb. 22
In-class essay #2.
Gender and families continued.
Reading assignment: Introduction to the Gendered Family, p. 184.

WEEK 7
Feb. 27
Gender and families continued.

Recitation
Research project #2: Share findings in small groups.

Feb. 29
Gender and families continued.
WEEK 8

Mar. 5  
**In-class essay #3.**
Gender and education.
*Reading assignment:* Introduction to the Gendered Classroom, p. 234.

**Recitation**  
*Research project #2 write-up due at start of recitation.*

Mar. 7  
Gender and education continued.

WEEK 9

Mar. 12  
Gender and work.
*Reading assignment:* Introduction to the Gendered Workplace, p. 295.

**Recitation**  
Discuss gender and education.

Mar. 14  
Gender and work continued.

WEEK 10

Mar. 19  
Gender and work continued.

**Recitation**  
Project #3 handed out. Project assignment: Men’s and women’s friendships.

Mar. 21  
Gender and work continued.

WEEK 11  
NO CLASS: SPRING BREAK

WEEK 12

April 2  
**In-class essay #4.**

**Recitation**  
*Research project #3: Share findings in small groups.*

April 4  
Gender and media continued. MOVIE: “Tough Guise: Part I.”

WEEK 13

April 9  
Recitation  Research project #3 write-up due at start of recitation.

April 11 Gender and relationships continued.

WEEK 14
April 16 In-class essay #5.

Recitation Research project #4 handed out. Project assignment: Advice for a new college graduate.

April 18 Gender and sexuality.
MOVIE: Understanding Hookup Culture.

WEEK 15
April 23 Gender and the body.
Fill out FCQs.

Recitation Present research project #4 in recitation.
Fill out FCQs.

April 25 Gender and violence.
Reading assignment: Introduction to the Gender of Violence, p. 564.
Sanday, “Rape-Prone Versus Rape-Free Campus Cultures,” pp. 594-606.

WEEK 16
April 30 Gender in international contexts.

Recitation Review and conclusions.

May 2 In-class essay #6.
Final class discussion.
Reading assignment: *Gerson, Kathleen. The Unfinished Revolution. Conclusion.