

Soc 138: Sociology of Gender

Summer 2020

Syllabus

“Producing intellectual work is generally not attributed to Black women artists and political activists. Especially in elite institutions of higher education, such women are typically viewed as objects of study, a classification that creates a false dichotomy between scholarship and activism, between thinking and doing. In contrast, examining the ideas and actions of these excluded groups in a way that views them as subjects reveals a world in which behavior is a statement of philosophy and in which a vibrant, both/and, scholar/activist tradition remains intact.” –Dr. Patricia Hill Collins, *Black Feminist Thought*

“Real education doesn’t make your life easy. It complicates things and makes everything messy and disturbing. But the alternative . . . is to live your life based on injustice and lies.”
–Professor Kristain, *The Black Witch* by Laurie Forest

Instructor: Nona Gronert
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Class dates: June 15 – July 12
Student hours: by appointment

Course Description

Sociology challenges us to analyze and question what we see as “normal” or “the way the world works.” This course invites you to critically examine how gender ideologies shape social interaction, how individual experiences are informed by institutions and the cultures we live in, and how we affect institutions and cultures through individual and collective action.

While many in daily life use gender to refer specifically to women, sociologists of gender use the term in a broader sense: gender is a power relationship, rather than an individual’s identity. Gender connects bodies with social processes, revealing how perceived differences impact individuals, people’s interactions, and institutions. Gender never operates alone—it shapes and is shaped by other forms of power and inequality (e.g. race, nationality, age, religion, disability). This means that we each experience gender differently, depending on our relationships to these other sources of stratification. While our course material will focus on gender, we will also address intersections such as these.

Gender profoundly shapes our daily lives and how we see the world. Expect this course to challenge your ideas, and prepare to reflect critically on your own lived experiences of gender. Be prepared to participate and to share your thoughts and questions with the rest of the class, but also be prepared to listen, read, and think critically about the readings and your classmates’ contributions.

STATEMENT ON CONTENT: Some of the issues and topics we will discuss may be difficult for some students to discuss. Please review each day’s topic prior to participating on Canvas. Contact me beforehand to share your concerns or to request alternate assignments. I do not

guarantee that I will accept all requests. Some topics are important to intellectual growth even if you might find them distasteful. Sometimes discussions go in unexpected directions. If you have concerns about a discussion, please contact me.

Course Goals

The goals for this course fall into two broad categories: 1) knowledge acquisition and 2) skill development. The assessment tasks (quizzes, the final project, and participation) are designed to measure the extent of your knowledge and skill development. As with other Sociology courses, the following knowledge and skill areas are transferrable to many workplaces, and you should consider how to integrate them into your own careers and job application materials.

Knowledge

- Reveal how gender infiltrates the world around us in ways we often don't recognize:
 - Understand how many of our "common sense" ideas and assumptions are gendered
 - Consider how we enact gender in our daily lives
- Deconstruct binary categories of male/female, man/woman, and masculine/feminine
- Learn how gender is historically and culturally specific (i.e. it varies by time and place)
- Reveal how major institutions (e.g. family, education, sports, politics) shape our experiences of gender
- Understand how gender intersects with other sources of difference and inequality, including race, sex, class, disability, sexuality, and age, and why this is important
- Understand how gender relates to queer, transgender, and intersex experiences
- Strategize ways to cope with (and eliminate) sexism and intersecting oppressions in society

Skills

- Learn to read academic texts strategically and efficiently
- Develop your social science writing skills
- Advance your verbal and written communication skills
- Develop critical thinking and analytic skills
 - Apply concepts from the course to everyday encounters
 - Identify and analyze the role of gender in popular culture and texts
- Draw on insights from existing scholarship and other data to make evidence-based claims about gender
- Learn to properly cite sources in your writing and/or in podcast form

The above course goals also address the following learning objectives designated as priorities by the Department of Sociology: (1) Communicate skillfully; (2) Critical thinking about society and social processes; (3) See things from a global perspective; (4) Prepare for graduate school and the job market. More information on these learning objectives can be found in [UW-Madison's Undergraduate Guide](#).

Credits

This is a 3-credit course. In accordance with UW-Madison's credit hour policy standards, this credit load is equivalent to 135 hours of learning activities over the semester (or 45 hours per credit). This means you can expect to spend a little over 33 hours a week on our course between participation, readings, assessment tasks, and other course materials.

Virtual Classroom Norms

How you approach this course will not only shape your experience but also the experiences of your peers. In addition to discussion expectations that we will draft collectively, I also expect students to be responsible, respectful, engaged, and honest.

1) Be Responsible.

Participate in the course. Watch or listen to the lectures and videos. Read the readings. Be aware of due dates and assignment details. *Talk to me if you are struggling or have concerns about the course.*

Participation is very important given the compressed time and pacing of the course. You will have a variety of opportunities for engagement, and I encourage you to pick and choose among them.

Ask for extensions when you need them.

2) Be Respectful.

Engaging and fruitful discussions require that we be respectful of each other. Some students are nervous about saying the "wrong" thing. You will never be penalized for misunderstanding a concept during discussion! My goal is for our online classroom to be a safe environment that encourages participation and active engagement. With this goal in mind, we can and should discuss ideas and theories. Provocative ideas and thoughtful questions are acceptable and encouraged. *However, personal attacks, insults, and blatant sexist, racist, transphobic, homophobic, or antagonistic language and behavior will not be tolerated. Critique arguments, not people.*

Sometimes our choice of words can affect others in unintended ways. My goal is that through drafting and upholding our collective classroom expectations, we can have lively discussions where we call each other into the space to examine difficult topics. I expect us all to contribute to an environment in which we can discuss the meaning behind each other's statements and how those statements impact one another.

3) **Be Engaged.**

Be ready to participate and engage with the material. This means reading the assigned readings in advance of discussions. Thoughtfully consider your classmates' questions and contributions during discussions. Your peers often struggle with the same concepts you do, and we can work together to improve our understanding.

Build on classmates' comments in the discussion and give credit to a classmate who inspired your comment (e.g. "to extend what Marina said..."). Ask your classmates and me questions when you don't understand what we mean or think we could dig deeper. Ask your classmates and me for evidence for and against our arguments.

Use assignments to relate the material to your everyday life. Ask questions on the discussion board, via email, or in student hours. Talk to your fellow students, friends, and family about the concepts you learn.

4) **Be Honest.**

Don't plagiarize or cheat. Academic dishonesty is not tolerated. Do not copy or sell lecture videos or your course notes. More on that later in the syllabus.

Student Hours

I encourage you to meet with me at least once during the semester remotely via video conference. Student hours are a time when I can answer questions you have about the material or upcoming assignments. If you have feedback on the course, this is a great time to share it with me. If your questions are about course material, please come prepared with written questions, as well as relevant readings or notes. For legal purposes, I cannot discuss your grade(s) via e-mail—for such discussions, please schedule to meet with me during student hours. *Due to our remote learning environment, please email me with a list of days/times when you can meet.*

Email Policy

I will try to reply promptly to emails with time-sensitive questions. I will disregard questions that are answered in the syllabus.

Emailing me questions: Given the size of our class and compressed timeframe, I ask that you publicly post questions in discussion threads for each unit if they are about course material, readings, or assignments. If questions apply specifically to you, please email me. I will only answer questions posted on the weekend if they are time-sensitive and cannot wait until Monday.

Email etiquette: Email in this course is considered professional correspondence and must include a greeting (e.g., "Hello"), a spelling- and grammar-checked body, and your name. (This is the name you use in your daily life. Given that some students may have dead names, I understand your name might not match what is listed on the roster.) For questions about email etiquette,

please see: <https://www.wikihow.com/Write-a-Formal-Email>. I will not respond to emails that significantly deviate from this format. I will not answer emails after 5 PM Central Time the night before assignments are due.

Weekly Class Structure

Lectures, readings, and other materials: The course schedule later in the syllabus details when you should read specific readings or watch/listen to other course materials. You are expected to have read, watched, or listened to these materials before you engage in the participation and assessment tasks based on them.

Participation: Each week, you are expected to complete at least two Journal entries, which are due the following Monday (except for the final week where they will be due by Friday). You will have one weekly Reading Group and its due date will be indicated on the syllabus and on Canvas. You are expected to complete three Seeing Gender Activities by the end of the course. One Seeing Gender Activity will be offered weekly, with synchronous and asynchronous options. There are optional Journal share-out opportunities each week. Please note that the first week of the course is the most participation-heavy as there are additional expectations so we can build our course community.

Assessments: You are expected to complete the weekly quiz by Monday of the following week. Each week you will have an assignment due for your final project. These weekly assignments will help you focus on your topic, gather your sources, and construct your final project over the course of our summer session. Moreover, your participation activities will help you apply course concepts and think through what interests you most for your final project. More details on these assessments later in the syllabus.

Extra credit: Students may earn points from up to 3 extra credit opportunities. To earn points, you must write a 500 to 1000 word paper on the event/documentary/podcast and analyze it using what you are learning in the course. Applicable extra credit materials are listed on Canvas. If you see an extra credit opportunity not listed on Canvas but think it could count towards an opportunity, please email me and I will determine if it counts. Extra credit work is due by 8 AM CT on Friday, July 10th.

Materials

Textbook: *Gender: Ideas, Interactions, Institutions* (2nd edition) by Lisa Wade and Myra Marx Ferree, Norton, 2018.

Other readings, quizzes, and assignments will be available on our course website at canvas.wisc.edu.

Grades and Assessment

Grading Scale

A: 93-100%
AB: 88-92.9%
B: 83-87.9%
BC: 78-82.9%
C: 70-77.9%
D: 60-69.9%
F: 59% or below

Grade Weighting

1. Participation: 40%
2. Weekly Quizzes: 15%
3. Final Project: 45%
 - a. Topic Statement: part of Participation grade
 - b. Student Hours Meeting: 5%
 - c. Outline and Annotated Bibliography: 5%
 - d. Early Draft: 10%
 - e. Peer Review: 10%
 - f. Final Draft: 15%

Assessment Tasks

1) Participation: 40%

- The course includes a variety of ways for you to participate: Seeing Gender Activities, Reading Group discussions, Journals, whole class discussions, and optional synchronous engagement.
- You may pick and choose among the participation opportunities. I expect you at a minimum to participate in Introductions, Collective Discussion Guidelines, Reading Group discussions, three Seeing Gender Activities (3 over the course of the summer session), and two weekly Journal entries (2 Journal entries per week).
- Your participation grade will also be based on the quality of your engagement in discussions and other activities on Canvas. This includes actively contributing in discussions, respecting the views of others, and coming prepared with assigned work (e.g. readings, videos, lectures, or specific assignments). In the spirit of C. Wright Mills' "sociological imagination" I encourage discussion that emphasizes the connections among history, social structure, and personal experience in ways that critically engage with course topics. Try to apply the course topics to your own life and current events.
- The participation activities are designed to give you ideas for your final project.
- Please note that attendance is not a separate grade in this course. You should plan to log into our classroom at least 4 times a week. You should expect to spend

about 33 hours each week on this course so block off time on 4 to 7 days each week to devote to this class.

2) Weekly Quizzes: 15%

- There will be 4 quizzes during the semester. Your lowest quiz score will be dropped. Each remaining quiz will be worth 5% of your final grade.
- Quizzes are not cumulative. Each quiz will cover the previous week's material.
- You will not have the opportunity to re-take questions you answer incorrectly.
- Quiz questions may be based on lecture or reading material.
- Quizzes can be accessed using Canvas.

3) Final Project: 45%

- In place of a cumulative final exam, you have three final project options:
 - Research Paper
 - You will write a sociological research paper using empirical evidence, critical reading, and social scientific writing conventions. The topic of the paper is your choice—the only requirement is that it must fall within the Sociology of Gender. The paper must be 8 to 12 pages long (1,940 to 2,900 words), not including the bibliography.
 - Critical Self-Reflection Paper
 - You will critically assess your own lived experiences. The ideology of the gender binary permeates every aspect of our lives, so with this task I expect you to reflect critically on your relationship to this ideology, how you have participated in it or deviated from it, and what you have witnessed as some of the key mechanisms by which we acquire our “knowledge” that gender is (or should be) binary. This essay is an opportunity for you to evaluate what you have learned from class and demonstrate your understanding of key concepts and ideas covered. The paper must be 5 to 10 pages long (1,200 to 2,500 words), not including the bibliography.
 - Podcast
 - You will create a podcast episode that applies course theories and concepts to a topic of your choosing. The topic you choose must address the Sociology of Gender in a central way. You may work on your own or in a small group (four or fewer people). The podcast must be at least 10 minutes long, not including the credits.
- You will complete a portion of the final project each week and be graded accordingly (more details in the assignment prompts):
 - Week 1:
 - Topic Statement: part of Participation grade

- Week 2:
 - Student Hours Meeting or detailed email conversation with Nona about your project: 5%
 - Outline and Annotated Bibliography: 5%
- Week 3:
 - Early Draft: 10%
- Week 4:
 - Peer Review: 10%
- End-of-course:
 - Final Draft: 15%

24-Hour Policy on Grading

Please wait 24 hours before emailing me about grades on assignments or quizzes. It is understandable that when a student receives a grade that they did not expect that they want to address it. However, 24 hours gives the student time to read comments, look over the assignment, and decide what exactly they want to address with me. It also allows me to give you my undivided attention and privacy to discuss your concerns. After 24 hours, you should email me about your concerns and set up a time to meet with me. Please include what it is you are concerned about (example: I am not sure why points were deducted for my argument, and I'd like to know more), and your availability to meet.

Accommodations

Students may need accommodations for disabilities, athletic schedules, religious observances, or other matters. *Please send me an email by the end of the first week of the course* (Friday, June 19) if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course.

Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. Provide a copy of your accommodations letter to me by the end of the first week of class. You're also welcome to meet with me individually if you'd like to explain the accommodations.

Important Note: Even if you don't have a McBurney letter, please talk to me about anything that affects your performance in this class. This includes things like "I'm not 'disabled enough' according to McBurney standards to get a visa," and "I have to work to support myself," and "I am a single parent." We can discuss such things via email and/or by appointment.

If you wish to request a scheduling accommodation for religious observances, *send me an email by the end of the first week of the course* (Friday, June 19th) stating the specific date(s) for which you request accommodation. Campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](#) for details.

Basic Needs Security Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. University Health Services has compiled a [list of student food and financial resources](#). Furthermore, please notify me if you are comfortable in doing so. I want you to succeed in my course and beyond.

Policy on Children in Synchronous Sessions

We will have limited and optional synchronous sessions. I believe that if we want to expand educational access, we must also expect children to be present in some form. The policy described here is a reflection of my own beliefs and commitments to student, staff, and faculty parents.

- 1) I ask that all students work with me to create a welcoming environment that is respectful of multiple forms life experiences, such as parenting status.
- 2) All exclusively breastfeeding babies are welcome in class. Because not all people can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 3) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 4) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare, and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Digital Access and Equality

Digital devices are becoming increasingly important to success in college. In this course, you will need digital devices to access readings, complete and submit written assignments, complete online quizzes, take polls, and find resources for your final projects.

I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that may fail. I also recognize that those technology problems can be a significant source of stress for students. Given those

challenges, I encourage students to contact me with technology-related problem that interfere with their coursework. This will enable me to assist students in accessing support.

I also encourage students to be aware of the many technology-related resources that UW-Madison provides, including:

- Free on-campus [wireless internet](#) (wifi) access through eduroam or Wireless UWNNet networks.
- Free software (including Microsoft Office, Adobe Creative Suite, statistical software, etc.) through the [Campus Software Library](#).
- Free secure online storage through [Box](#) (a great way to back up files).
- Free [support](#) with issues related to UW Madison technology (e.g. email, Canvas, wifi, device set up etc.). Online and in-person options are available.
- Free [technology training](#) for students.
- Laptops and tablets that students can borrow from the libraries ([here](#) is more information—such use may be limited due to COVID-19).
- [Discounts](#) on electronic devices.

Academic Integrity

As with all courses, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined [here](#) by the Office of the Dean of Students. [According to UWS 14](#), academic misconduct is defined as:

- Seeking to claim credit for the work or efforts of another without authorization or citation
- Using unauthorized materials or fabricated data in any academic exercise
- Forging or falsifying academic documents or records
- Intentionally impeding or damaging the academic work of others
- Engaging in conduct aimed at making false representation of a student's academic performance
- Assisting other students in any of these acts

Questions about the rules for any of the assignments should be directed to me. Cheating will not be tolerated. I report all forms of academic dishonesty to the Dean of Students Office. Engaging in such behavior may result in failing the course. *Knowledge of these rules is your responsibility.* If you have questions about citing ideas properly or attributing concepts correctly, please talk with me.

Lecture materials and recordings for the Sociology of Gender are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation.

Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Feedback

The Department of Sociology conducts student evaluations of courses at the end of the semester. I will administer a more informal evaluation of the course mid-term. Students who have more immediate concerns may report them to me. Students may also discuss their concerns with Professor Christine Schwartz, Chair of the Sociology Department (cschwartz@ssc.wisc.edu). I encourage you to contact me with suggestions or feedback on the course—we can always improve!

Campus Resources

Immigrant Justice Clinic (ICJ): The ICJ clinic provides services to immigrants facing a variety of legal issues. These may include filing applications for humanitarian relief available to non-citizen victims of crime, persecution, and human trafficking, or defending non-citizens facing removal in Immigration Court. Contact them at <https://law.wisc.edu/eji/ijc/> or call 608-890-3753

McBurney Disability Resource Center: Students with disabilities, visible and invisible, can contact the McBurney Disability Resource Center by calling (608) 263-2741 or texting (608) -225-7956. Webpage: www.mcburney.wisc.edu. Again, students with accommodations should make sure to speak with me ASAP to make sure I received your accommodation letter.

Neighborhood Law Clinic: The Neighborhood Law Clinic (NLC) provides free legal information and in some cases, free legal representation to residents of Dane County, and surrounding counties in limited circumstances. They generally work on housing issues and some employment issues. Contact them at <https://law.wisc.edu/eji/nlc/> or call 608-890-0678.

Survivor Services: Sexual violence affects university students before they reach campus and throughout their time at college. Survivor Services provides confidential support to UW-Madison student survivors of sexual assault, sexual harassment, dating violence, domestic violence, and/or stalking. **These services are available at no cost. Visit <https://www.uhs.wisc.edu/survivor-services/> for further information.**

University Mental Health Services: School (and life) can be stressful! To obtain assistance for personal, social, career, and/or study skills problems, please contact the counseling center at University Health Services by calling (608) 265-5600 or MyUHS for appointment booking. <https://www.uhs.wisc.edu/mental-health/>. The Crisis Line is available by calling (608) 265-5600 (option 9).

University Health Services (UHS) Clinical Services: For health issues ranging from the flu to sexual health testing, UHS offers health services for many student needs. Please contact them by calling 608-265-5600, visiting uhs.wisc.edu, or calling the 24-Hour Nurse Line 608-265-5600 (option 1).

VOCA Restraining Order Clinic: Law students assist survivors of intimate-partner violence by completing Restraining Order petitions, representing them at injunction hearings (restraining-order hearings), and providing relevant resources under the supervision of experienced clinical faculty. The Clinic works directly with community groups and agencies throughout the counties to provide services with no cost to the survivor. Contact them at <https://law.wisc.edu/eji/voca/> or 608-263-9574.

Many thanks to the following people for their syllabus and course resources:

- Sociology graduate students and alumnae: Gina Longo, Katie Zaman, Madeleine Pape, Abby Letak, and Maria Azocar
- Academic Twitter: [Dr. Sara Goldrick-Rab](#) and [Dr. Jessica Calarco](#)
- [Other internet resources: Dr. Melissa Cheyney](#)

Course Schedule*

All times in Central Time (CT)

See the “Weekly Class Structure” and “Participation” Syllabus sections for details on expectations

How to use the detailed course schedule: You can find all course deadlines in this document. The “required materials” column shows the course materials you should read, listen, or watch before you engage in the participation opportunities.

Module	Date	Participation Opportunities	Required Materials
<i>Week 1</i>			
1: Introduction to the Sociology of Gender	June 15 (M)	Group Discussion #1: Introduction [due by 8 AM CT Tuesday, June 16] Small Group #1: Collaborate on Discussion Guidelines [due by 8 AM CT Tuesday, June 16] Introduction Survey [due by 8 AM CT on Wednesday, June 17]	Relevant course videos, as indicated on Canvas Wade & Ferree, Chapter 1
2: Ideas, Gender Binary, Gendered Biology	June 16 (T)	Group Discussion #2: Vote on Discussion Guidelines [due by 8 AM CT Wednesday, June 17] Seeing Gender Activity #1: Deodorant (synchronous and asynchronous options, see Canvas) Journal #1: Gender Unicorn [due by 8 AM CT, Monday, June 22]	Relevant course videos, as indicated on Canvas Wade & Ferree, Chapter 2, Chapter 3 Pape, 2019, “I was sore about losing to Caster Semenya. But this decision against her is wrong.”
3: Living Outside the Binary	June 17 (W)	Reading Group #1: 1) Reading an academic article and 2) each person completing their first reading group role [your role is due by 8 AM CT, Friday, June 19; your response is due by 8 AM CT, Monday June 22]	Relevant course videos, as indicated on Canvas Davis, Georgiann, Jodie M. Dewey, and Erin L. Murphy. 2016. "Giving sex: Deconstructing intersex and trans

* Subject to revision

		Journal #2: Gender, Science, and Bias [due by 8 AM CT, Monday, June 22]	medicalization practices." <i>Gender & Society</i> . 30(3):490-514.
4: Doing Gender, Gender Stereotypes	June 18 (R)	Seeing Gender Activity #2: Analyzing a TV episode, asynchronous [due by 8 AM CT Friday, June 26] Journal #3: Sex Differences/Similarities and What's "Real" [due by 8 AM CT, Monday, June 22] Project Task #1: Topic Statement [due by 8 AM CT Monday, June 22] <i>Optional Journal Share-Out: Journal #3 [due by 8 AM CT Monday, June 22]</i>	Relevant course videos, as indicated on Canvas Wade & Ferree, Chapter 4 <i>Additional readings of your choice, as indicated on Canvas</i>
<i>Quiz 1</i>		Quiz #1 [due by 8 AM CT Monday, June 22]	
<i>Topic Statement</i>		Topic Statement [due by 8 AM CT Monday, June 22]	
Week 2			
5: Intersectionality	June 22 (M)	Seeing Gender Activity #3: Intersectionality Iceberg (synchronous and asynchronous options, see Canvas) Journal #4: Breaking Gender Rules [due by 8 AM CT, Monday, June 29] <i>Optional Journal Share-Out: Journal #4 [due by 8 AM CT Monday, June 29]</i>	Relevant course videos, as indicated on Canvas Wade & Ferree, Chapter 5 Combahee River Collective. "Combahee River Collective Statement" (1977).
5: Intersectionality	June 23 (T)	Journal #5: Your Intersectionality Iceberg [due by 8 AM CT, Monday, June 29]	Relevant course videos, as indicated on Canvas Crenshaw, " The urgency of intersectionality " <i>Additional readings of your choice (see Canvas)</i>

6: Masculinities	June 24 (W)	<p>Reading Group #2: Connell, 1998 [your role is due by 8 AM CT Friday, June 26; your response is due by 8 AM CT, Monday June 29]</p> <p>Journal #6: Personal Identity Statement [due by 8 AM CT, Monday, June 29]</p> <p>Anonymous mid-term evaluation [due by 8 AM CT on Friday, June 26]</p> <p><i>Optional Journal Share-Out: Journal #6 [due by 8 AM CT Monday, June 29]</i></p>	<p>Relevant course videos, as indicated on Canvas</p> <p>Wade & Ferree, Chapter 6</p> <p>Connell, 1998, "Gender Politics for Men"</p> <p>Smith, 2019, "Backlash Erupts After Gillette Launches a New #MeToo-Inspired Ad Campaign"</p> <p>Pascoe, 2016, "How do we know a toxic masculinity when we see it?"</p>
7: Femininities	June 25 (R)	<p>Journal #7: Doing Gender and Doing Heteronormativity [due by 8 AM CT on Friday, June 26]</p> <p><i>Optional Journal Share-Out: Journal #7 [due by 8 AM CT Monday, June 29]</i></p>	<p>Relevant course videos, as indicated on Canvas</p> <p>Wade & Ferree, Chapter 7</p> <p>Lockhart, 2018, "What Serena Williams's scary childbirth story says about medical treatment of black women"</p>
<i>Quiz 2</i>		Quiz #2 [due by 8 AM CT Monday, June 29]	
<i>Student Hours Meeting or Detailed Email Conversation</i>		Student Hours Meeting or Email Conversation about your final project [due by 4 PM CT, Friday June 26]	
<i>Outline and Annotated Bibliography</i>		Outline and Annotated Bibliography [due by 8 AM CT Monday, June 29]	
Week 3			
8: Gendered Institutions	June 29 (M)	Reading Group #3: Johnson, 1998 AND Wade & Ferree, Chapter 8 [your role is due by 8 AM CT Friday, July 3; your	Relevant course videos, as indicated on Canvas

		response is due by 8 AM CT, Monday July 6] Journal #8: Dressing Up [due by 8 AM CT Monday, July 6]	Wade & Ferree, Chapter 8 Johnson, A. G. 1997. "Patriarchy, the system."
9: Historical Change in Marriage, Work, and Sexualities	June 30 (T)	Journal #9: Dating and Relationships [due by 8 AM CT Monday, July 6] <i>Optional Journal Share-Out: Journal #9 [due by 8 AM CT Monday, July 6]</i>	Relevant course videos, as indicated on Canvas Wade & Ferree, Chapter 9
10: Sexual Violence	July 1 (W)	Seeing Gender Activity #4: Rape Culture (synchronous and asynchronous options, see Canvas) Journal #10: Rape Culture [due by 8 AM CT Monday, July 6] <i>Optional Journal Share-Out: Journal #10 [due by 8 AM CT Monday, July 6]</i>	Relevant course videos, as indicated on Canvas Hattery & Smith, Chapters 1 and 2
11: Sexualities	July 2 (R)	Journal #11: Free Write [due by 8 AM CT Monday, July 6] <i>Optional Journal Share-Out: Journal #11 [due by 8 AM CT Friday, July 10]</i>	Relevant course videos, as indicated on Canvas Wade & Ferree, Chapter 10
<i>Quiz 3</i>		Quiz #3 [due by 8 AM CT Monday, July 6]	
<i>Early Draft of Final Project</i>		Early Draft [due by 8 AM CT Monday, July 6]	
<i>Week 4</i>			
12: Work-Family Balance at Home	July 6 (M)	Seeing Gender Activity #5: Final Project – sharing a synopsis (synchronous and asynchronous options, see Canvas)	Relevant course videos, as indicated on Canvas Wade & Ferree, Chapter 11 Gross, 2020, "Pandemic Makes Evident 'Grotesque' Gender Inequality In Housework"

13: Work-Family Balance in the Workplace	July 7 (T)	Reading Group #4: Wade & Ferree, Chapter 12 AND additional reading of your choice [your role is due by 8 AM CT Friday, July 10; your response is due by 8 AM CT, Monday July 13] Journal #12: Institutions Free Write [due by 8 AM Friday, July 10]	Relevant course videos, as indicated on Canvas Wade & Ferree, Chapter 12 <i>Additional readings of your choice (see Canvas)</i>
14: Gender and Politics, Feminism and Feminist Politics	July 8 (W)	Journal #13: Activism and Collective Change [due by 8 AM Friday, July 10] <i>Optional Journal Share-Out: Journal #13 [due by 8 AM CT Friday, July 10]</i>	Relevant course videos, as indicated on Canvas Wade & Ferree, Chapter 13
15: Course Conclusion	July 9 (R)	Journal #14: Semester Reflection [due by 8 AM Friday, July 10] <i>Optional Journal Share-Out: Journal #14 [due by 8 AM CT Friday, July 10]</i>	Relevant course videos, as indicated on Canvas Wade & Ferree, Chapter 14
<i>Peer Review</i>		Peer Review [due by 8 AM CT, Thursday, July 9]	
<i>Quiz #4</i>		Quiz #4 [due by 8 AM CT Monday, July 13]	
<i>Final Project</i>		Final Project [due by 8 AM CT, Thursday July 16]	