## **Sample Syllabus 1: Gender and Society**

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**Course Description**

This course provides students with the opportunity to critically analyze gender and its associated social phenomena. The course is divided into two parts: Theory and Practice. In the first part, students will explore major sociological theories that explain how gender operates in society. They will be encouraged to challenge the notion of gender as "natural" and critically examine how gender is socially constructed through institutions, cultural norms, and representations of the body. In the second part, students will extend these theoretical discussions by applying them to everyday experiences and case studies. Through engagement with diverse gendered experiences, the course ultimately invites students to reflect on their own lives through a critical lens and articulate their insights using scholarly language.

**Course Learning Outcome**

1. Students can explain differences in gender, sex, and sexuality from sociological perspectives.
2. Students can explain gender as a social construct by using diverse theoretical explanations.
3. Students can explain major theories to discuss gender and apply theories to explain social phenomena related to gender.
4. Students can elaborate on the intersectionality that gender intersects and its effects on an individual social life.
5. Students can interpret their gendered everyday experiences by using sociological language.

**Course Assignments and Grading**

Self-reflection is important to develop what we learn. Therefore, this course will offer the opportunity for students to develop their own thoughts by writing weekly memos and an autobiography as a final essay. Also, this course will have an in-class midterm.

1. Weekly note: Students will submit a weekly note every Friday. In this note, students will write about (a) the summary of the readings of the week, and (b) thoughts on the readings. The length of the note will not exceed no more than two paragraphs.
2. Group presentation: Students will be randomly assigned to reading groups. Each group will prepare a 20-minute presentation that includes the following components:  
   - a concise summary of the assigned topic,  
   - an analysis of key social issues related to the ideology of motherhood, and  
   - the inclusion of relevant stories, historical events, or cultural materials (e.g., books, films, media) to help classmates better understand and engage with the topic.
3. Midterm (Analytic Paper): After completing Part One of the course, students will write a short analytic paper that demonstrates their understanding of the key theoretical concepts discussed in class. Students will be asked to select one or two core theories and apply them to a contemporary or personal example in order to critically analyze how gender operates as a social structure. The paper should make clear theoretical connections, include textual references, and reflect the student's ability to synthesize course materials in a thoughtful and analytical way.
4. Final Essay (Critical Autoethnography Essay): Students will reflect on a personal gendered experience and critically analyze it using theories and concepts from the course. They are encouraged to incorporate external scholarly sources and to frame their narratives in relation to broader social structures.

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| Participation | 10% |
| Weekly note | 20% |
| Group Presentation | 20% |
| Midterm | 20% |
| Final essay | 30% |

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| A0 | 94-100 | B+ | 87-89 | C+ | 77-79 | D | 60-69 |
| A- | 90-93 | B0 | 83-86 | C0 | 73-76 | F | below 60 |
|  |  | B- | 80-82 | C- | 70-72 |  |  |

**Expectations**

Understanding other people’s lives comes from listening and trusting. Students are expected to participate in this course to learn knowledge, but they are also expected to learn how to respect and communicate well with others. Therefore, students are asked to actively participate in class with open mindsets, being encouraged to share their life experiences, thoughts, and feelings as well as carefully listen to others.

***Late Policy:***

Students are expected to submit assignments on due dates announced. Students will not get full points for their assignments if they submit theirs after the due dates. Assignments submitted more than 2 days after will not be accepted. Students should inform an instructor if they are in situations requiring additional days for completion (e.g., emergency, etc.).

***Attendance Policy:***

Students can miss classes without an excuse up to two times; after that, students will lose 1% per absence. If students miss classes more than five times, they will lose all credits for participation (10%).

***Academic Integrity:***

Students are asked to abide by the Code of Academic Integrity. Cheating, plagiarism, and assistance from others (either human/nonhuman support) will all count as violations of academic integrity. Keeping academic integrity is one way that students can show their trustworthiness to an instructor. A better score does not indicate students’ improvement through this course. Please consult with an instructor if students want to know more about academic integrity.

***Accommodation:***

If any accommodation is needed, please feel free to contact an instructor before the course starts or anytime during the course. As this course prioritizes mutual interactions among the course participants, students are highly encouraged to consult with an instructor and seek accommodation if needed.

**Course Texts**

Required Textbook: Wade, L. & Ferree, M. M. (2019). *Gender: Ideas, interactions, institutions. Second edition.* W. W. Norton & Company, INC.

\* All required readings other than the textbook will be uploaded on CANVAS.

**Course Schedule**

**Introduction to Gender Studies**

* Chapter 1.

**PART ONE. THEORETICAL DEBATES ON GENDER**

**Understanding Sex**

* Chapter 2.
* Faysto-sterling, A. (2001). Two sexes are not enough. <https://www.pbs.org/wgbh/nova/article/fausto-sterling/>
* Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. Signs: journal of women in culture and society, 16(3), 485-501.

**The Social Construction of Gender**

* Chapter 3.
* De Beauvoir, S. (1952). Introduction in *The Second Sex.*
* Lorber, J. (1994). “Night to His Day”: The Social Construction of Gender. *Paradoxes of Gender.*

**Gender as Social Structure**

* Ridgeway, C. L. (2009). Framed Before We Know It: How Gender Shapes Social Relations. *Gender and Society, 23*(2), 145-160.
* Risman, B. J. (2004). Gender as Social Structure: Theory Wrestling with Activism. *Gender and Society, 148*, 29-50.

**Gender as Performance**

* Chapter 4.
* West, C. & Zimmerman, H. D. (1987). Doing Gender. Gender and Society, 1(2), 125-151.
* Hollander, J. (2013). “I Demand More of People”: Accountability, Interaction, and Gender Change. Gender and Society, 27(1), 5-29.

**Gender as Socialization**

* Chapter 8.
* Adler, P. A., Kless, S. J., & Adler, P. (1992). Socialization to gender roles: Popularity among elementary school boys and girls. *Sociology of education*, 169-187.
* Halpern, H. P., & Perry-Jenkins, M. (2016). Parents’ gender ideology and gendered behavior as predictors of children’s gender-role attitudes: A longitudinal exploration. *Sex roles*, *74*, 527-542.

**Gender as Knowledge**

* Collins, P. H. (1990). The Social Construction of Black Feminist Thoughts. Signs, 14, 745-773.
* Brody, L. R., & Hall, J. A. (2008). Gender and emotion in context. *Handbook of emotions*, *3*, 395-408.

**Gender and Intersectionality**

* Chapter 5.
* Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev.*, *43*, 1241.

**Gender and Power — Hegemony, Masculinity and Femininity**

* Chapter 6 & Chapter 7.
* Connel, R & James, W. Messerschmidt. (2005). Hegemonic Masculinity: Rethinking the Concept. Gender and Society, 19, 829-859.

**Sexuality**

* Chapter 10.
* Pascoe, C. J. (2005). ‘Dude, you’re a fag’: Adolescent masculinity and the fag discourse. Sexualities, 8(3), 329-346.

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| ***### DATE: [MIDTERM] ###*** |

**PART TWO. EMPIRICAL DEBATES ON GENDER**

**Good Mother: Group Presentation #1**

* Lupton, D. (2000). 'A love/hate relationship': the ideals and experiences of first-time mothers. *Journal of Sociology*, *36*(1), 50-63.
* Elliott, S., Powell, R., & Brenton, J. (2015). Being a good mom: Low-income, black single mothers negotiate intensive mothering. *Journal of family issues*, *36*(3), 351-370.
* Liamputtong, P. (2006). Motherhood and “moral career”: Discourses of good motherhood among Southeast Asian immigrant women in Australia. *Qualitative sociology*, *29*, 25-53.

**Work-family balance: Group Presentation #2**

* Chapter 9
* Hochschild, A., & Machung, A. (2012). *The second shift: Working families and the revolution at home*. Penguin. (excerpt)
* Blair-Loy, M. (2001). Cultural constructions of family schemas: The case of women finance executives. *Gender & society*, *15*(5), 687-709.
* Optional:
* How the Pandemic Could Finally End the Mommy Wars. Time. <https://time.com/6130336/mommy-wars-pandemic/\>
* Stone, P., & Lovejoy, M. (2004). Fast-track women and the “choice” to stay home. *The Annals of the American Academy of Political and Social Science*, *596*(1), 62-83.

**Family: Group Presentation #3**

* Chapter 11.
* Moore, M. (2011). *Invisible families: Gay identities, relationships, and motherhood among Black women*. Univ of California Press. (excerpts)
* Rehel, E. M. (2014). When dad stays home too: Paternity leave, gender, and parenting. *Gender & Society*, *28*(1), 110-132.

**Workplace: Group Presentation #4**

* Chapter 12.
* Cotter, D. A., Hermsen, J. M., Ovadia, S., & Vanneman, R. (2001). The glass ceiling effect. *Social forces*, *80*(2), 655-681.
* Castilla, E. J. (2008). Gender, race, and meritocracy in organizational careers. *American journal of sociology*, *113*(6), 1479-1526.

**Sexual Violence: Group Presentation #5**

* Hlavka, H. R. (2014). Normalizing sexual violence: Young women account for harassment and abuse. *Gender & Society*, *28*(3), 337-358.
* Sweet, P. L. (2019). The sociology of gaslighting. *American Sociological Review*, *84*(5), 851-875.

**Transgender: Group Presentation #6**

* Schilt, K. (2006). Just one of the guys? How transmen make gender visible at work. *Gender & Society*, *20*(4), 465-490.
* Rupp, L. J., Taylor, V., & Shapiro, E. I. (2010). Drag queens and drag kings: The difference gender makes. Sexualities, 13(3), 275-294.

**State: Group Presentation #7**

* Chapter 13.
* Fraser, N., & Gordon, L. (1994). A genealogy of dependency: Tracing a keyword of the US welfare state. *Signs: Journal of women in culture and society*, *19*(2), 309-336.
* Hull, K. (2006). Same-sex marriage: The cultural politics of love and law. Cambridge University Press. (Chapter 1)

**Feminist Movement: Group Presentation #8**

* Mendes, K., Ringrose, J., & Keller, J. (2018). # MeToo and the promise and pitfalls of challenging rape culture through digital feminist activism. *European Journal of Women's Studies*, *25*(2), 236-246.
* Rentschler, C. A. (2014). Rape culture and the feminist politics of social media. Girlhood studies, 7(1), 65-82.
* Optional:
* What Are the Four Waves of Feminism?. <https://www.history.com/news/feminism-four-waves>

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| **### [DATE: Final Essay Submission Deadline] ###** |