



## Gender in Society

SOC 2640 (CRN: 22228)

Spring 2023: January 9 – May 6, 2023

In Person, Tuesday-Thursday 11 AM to 12:15 PM, DeBartolo 346

### Contact Information

**Professor:** Dr. Amanda Fehlbaum

**Pronouns:** She/Her/Hers

**Office:** DeBartolo Hall 437

**Phone:** 330-941-2716 (Office) or 330-406-9490 (Google Voice/Text)

**Email:** afehlbaum@ysu.edu

**Preferred Contact Method:** Email

**Student Support Hours:** Tuesdays and Thursdays from 2 – 3 PM; Wednesdays from 1 to 4 PM.

I am also willing to meet by appointment (virtual or in person) at other times.

**Communication Expectations:** I typically respond to email within 24 hours on weekdays. I strive to grade assignments within one week.

### Catalog Description

Sociological analysis of gender role reinforcement by major institutions of society. These include political, educational, economic and legal systems as well as media and the family. Major focus is on effects of stratification, culture, gender norms, and the socialization process.

### Course Description

This course is an introduction to gender norms and roles. Gender Studies arose out of Women's Studies; however, "gender" is not synonymous with "woman." "Gender" is also not synonymous with "sex" (male or female). Gender is a social construction and is an important organizing principle of society. It affects everyone, regardless of sex, class, race, sexuality, etc. We will explore the ways in which gender is socially constructed and perpetuated, especially for women. To do this, we will look at the social, cultural, and historical changes of gender in different areas of life.

Women and men are empowered and limited by their gendered identities. These identities are developed because of socialization. Thus, we will study the ways gender, race, class, ethnicity, and sexual orientation are often interlocking, creating both oppression and privilege. Social institutions such as family, education, economy, politics, and legal system are all gendered. We will examine how gender and sex impact people's experiences within these institutions and how these institutions maintain gender ideologies.

## Course Materials

Required Textbooks:

Wade, Lisa, and Myra Marx Ferree. *Gender: Ideas, Interactions, Institutions*. 3<sup>rd</sup> Ed. WW Norton. ISBN-13: 978-1324044055

Meadow, Tey. 2018. *Trans Kids: Being Gendered in the Twenty-First Century*. Oakland, CA: University of California Press. ISBN-13: 978-0520275041

Students are required to have access to [Blackboard](#) for weekly quizzes and some reading assignments. These are the [computer lab locations](#) on campus

If the university shifts to a fully online modality, the course will take place as “online-live” over Zoom/WebEx videoconferencing. In that case, a webcam, microphone, and speakers will be required, whether as separate devices or as integrated into a computer or smartphone.

## Course Learning Outcomes/Objectives

After successful completion of this course, students will be able to:

- Understand the concept of gender, specifically what it is and what it is not.
- Analyze how gender affects all of us, in all aspects of our lives, on all levels.
- Critically examine messages we get about women and gender (ours and others).
- Analyze how treatment of women and men is dependent on time, culture, and geography.
- Explain how gender, sex, race, class, and sexuality are intersecting.

## Design of the Course

### Participation

This course stresses participation and interaction and as a result we will spend the roughly half of course time in discussion. Because of the personal nature of the material covered in this class, it will inevitably expose many strong emotions and opinions. Please remember that this can be exciting as long as the material is approached in the proper spirit. You will quickly notice that scholars do not agree amongst themselves, and undoubtedly as a class we will not either. However, while you will not all be expected to think alike, respect for one another as well as willingness to deal with controversial or uncomfortable issues is essential to the success of this class. I will go over “ground rules” at the beginning of the course.

Because participation is so vital to this course, it is worth 50 points total for the semester. Participation does not mean simply coming to class. It means being an active part of class discussion (both speaking and listening). It means asking questions when they arise in class, in activities, or in student support hours. If you are taking part in these actions, it shows me that you are prepared and thinking about the course material.

The class will devise a participation rubric in the first days of class (to be located under “Design of the Course” on Blackboard). The rubric will be used for each class meeting starting January 19. These grades are averaged over the course of the semester to serve as your overall participation grade. You will also be asked to periodically assess your own participation to not only provide me with useful data, but also encourages you to think reflectively about the class environment.

### **Readings**

Completing the assigned readings for each class is crucial to your success in this course. Exam questions are based, in part, on the assigned readings.

### **Quizzes**

There will be 14 quizzes in this class, given approximately every week, generally on Thursdays. Quizzes are formatted to include a combination of multiple choice, true/false, matching, fill-in-the-blank, etc. Each quiz is worth 20 points total. They will generally cover the reading material assigned since the last quiz, as well as questions from the lecture since the last quiz. Information about what will be covered on each quiz is posted on Blackboard. Quizzes are closed book and closed note.

Quizzes will be open as soon as class ends on Thursday and you will have 20 minutes to complete the quiz. Quizzes will remain open until 11:59 PM on Friday and you can only take each quiz once. In the event there is a technological issue during the quiz, I will reset it for you once. You get one full reset due to technological issues per semester. Note: Blackboard does not always cooperate when quizzes are taken using smart phones. You are encouraged to take your quizzes on a computer.

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If you have a problem with a quiz question, such as how it was worded or if you think the answers are incorrect or vague, you need to make an appointment or see me during my Student Support Hours to discuss it. I will not address quiz questions or answers during the quiz, after class, over email, or in public.

Quizzes take the place of exams in this course. That is, you will not have a midterm exam or a final exam in the traditional sense. Your last quiz is given during finals week.

### **Syllabus Quiz**

In addition to the quizzes given during the course, a quiz worth up to ten points will be given. You have from the first day of class (January 10) to January 24 to take the syllabus quiz. The

syllabus quiz grade cannot be dropped. For the quiz, you need to be familiar with the general policies, assignments, and expectations of the course.

### Papers

You have a choice among eight paper assignments. You will sign up in advance to do two of the eight assignments using a [Doodle Poll](#) that is set up for this course. The instructions for each paper assignment are posted under the Papers link on Blackboard – press the “view assessment” button. After the Doodle Poll has closed, a file titled “What Paper Did I Sign Up For?” will be posted under the Papers link on Blackboard as well in the event that you forget which assignments you signed up to complete.

**Summary of Paper Due Dates**

#	Topic	Due Date	#	Topic	Due Date
1	Socialization	2/7	2	Culture	2/14
3	Sexualities	3/16	4	Media	3/21
5	Education	3/23	6	Family	4/18
7	Work	4/20	8	Politics	4/25

Each paper must follow the *Written Assignment Guidelines* posted under the Papers link in Blackboard. Your paper must be two-to-three pages in length (one-and-a-half pages is not two full pages). Each paper is worth 50 points. Your paper must be submitted to the proper Safe Assign link by 11:59 P.M. on the due date.

You do not have to turn in a hard copy of your written assignment; however, I accept hard copies in addition to – not in lieu of – uploading your assignment to Blackboard. You must upload your assignment to Blackboard, regardless of if you turn in a hard copy. I do not accept the hard copy alone. If you turn in more than two of the same assignment, I will only grade the last version. Turning in additional assignments does not mean that you get extra points or that you can replace an earlier bad grade. If you are retaking this class to receive a higher/passing grade, you may not submit assignments you previously submitted in the course.

Although this course is not a writing class, part of the written assignment grade includes quality of writing and following directions. It is in your best interest to proofread your assignments for proper grammar and spelling as well as follow formatting directions. Neglect to follow formatting directions will also result in deduction of points.

Submitting Papers to the Safe Assign Folder on Blackboard

The reason you must submit papers to the Safe Assign link on Blackboard is so that a plagiarism check can be run on your paper. If you turn in your assignment early and see that you had a high plagiarism rating in the originality report, you may have the opportunity to see what you did and correct the assignment before it is due. You may contact me to clear your original paper

so that you can submit an improved paper. Plagiarism, regardless of intention, is taken seriously.<sup>1</sup>

Please make sure you are submitting to the correct assignment folder. **If you have problems submitting to the assignment folder, you need to e-mail me and let me know well before the assignment is due (e.g., two days, not two minutes).** Assignments should be submitted as .doc, .docx, .pdf, or .odt files. Other file types will not be accepted. You are responsible for converting your document, if necessary, into an acceptable format. **Do not just copy and paste the assignment into the text box!** If you use Google Docs, you must save the doc as a PDF or Word Document.<sup>2</sup> If you use OneDrive, you need to download the document, then upload it to Blackboard – do not just copy and paste the link from OneDrive.<sup>3</sup>

**Submitting a link to a Google Doc or OneDrive document will result in a grade of zero because it does not allow for the plagiarism check to take place.**

Please take care to ensure that your paper properly uploaded to Blackboard.<sup>4</sup> After you submit your file to the Safe Assign folder, you will see a blue bar stating that your submission was successful.

You may submit a rough draft via email or hard copy one week before a paper assignment is due. I will give you feedback and tell you if you are headed in the right direction.

### Extra Credit

There are a few opportunities to earn extra credit in this course.

The main opportunity, worth 20 points, involves violating body hair norms and documenting this experience for 10 weeks. More details are posted on Blackboard.

Another opportunity involves attending approved events, such as during Women’s History Month, and doing a brief reflection. More details are posted on Blackboard.

### How to Succeed in This Course

I truly want everyone in this class to succeed not only in this course but throughout their college careers. To succeed in this course, I expect students to attend class regularly, engage with the course, complete the assigned readings for each class, participate in class discussion, complete assignments on time, proofread their papers, and not plagiarize.

Levels of engagement can vary from above average to below average and may be reflected in your grade.

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<sup>1</sup> See section on Academic Integrity

<sup>2</sup> [This is a video on how to save a Google Doc as a Word Document.](#) I suggest saving the file to your Desktop so that you can easily find it to submit to Blackboard.

<sup>3</sup> [This is a video on how to download a OneDrive file.](#)

<sup>4</sup> [This video shows you how to upload an assignment](#)

Above average engagement involves:

- Spirited intellectual engagement with the course readings and the class
- Conscientious and insightful preparation of assignments
- Papers that make and support sophisticated arguments, are well-written and interesting to read, and are free of errors in spelling, punctuation, and grammar
- Active and thoughtful participation in class discussion

Average engagement involves:

- Clear demonstration in papers and in class discussion of understanding the sociological concepts we explore
- Papers with clear thesis statements and careful research
- Consistent participation in class discussion

Below average engagement involves:

- Work that shows minimal synthesis of concepts or original analysis
- Infrequent participation in discussion
- Assignments that are incomplete or late
- Papers that are not well-researched or are presented carelessly (not proofread or contain many mechanical errors)

My Student Support Hours (Office Hours) are held Tuesdays and Thursdays from 2 to 3 PM, Wednesdays from 1 to 4 PM, and by appointment. Please see me if you have any questions concerning the reading material, in-class assignments, quizzes, papers, study strategies, etc. If you are unable to meet me during these hours, but need to be seen, you can e-mail me to make an appointment

### **How to Get Help**

YSU is committed to your success. As a student you have access to several resources that may be instrumental in helping you succeed in this course and others. Please do not hesitate to utilize any of these [free support services](#) to support your academic success, physical and mental health, and help you navigate your time as a YSU student.

One such support service is the [Writing Center](#). They provide writing consultations for any discipline as well as basic computer literacy help.

If you are reading this sentence before the end of the second week of class, send me an email with the subject line “Roar” and include an image of your favorite dinosaur. I will award you 5 points. Thank you for reading the syllabus.

## Attendance Expectations

This course is designed to be interactive. Please come to class prepared to discuss and actively participate. I encourage vibrant and respectful interaction. Discussion should be directed to the entire class. I start instruction promptly and continue to the end of designated class time.

Attendance will be taken during each live class. I understand that you may not be able to attend every class and/or that you may be required to leave a class early. I ask that you please communicate with me via email as soon as possible if you cannot attend a class and/or you have to leave a class early, and together we will make arrangements to ensure you can catch up on any content you missed.

[Youngstown State University's Attendance Policy](#) reads as follows:

The faculty believes that classroom activities are essential to learning. The student is responsible for knowing and meeting all course requirements, including tests, assignments, and class participation, as indicated by the course instructor. The responsibility for work missed during absence rests with the student.

The instructor has no obligation to give make-up graded coursework or to review other class work missed by a student because of absence apart from absences due to participation in university-sponsored events, government-related activities, religious observances, death of a family member, and documented personal illness.

This course follows an informal 'everyone gets two' policy – this means two unexcused absences from class with no penalty starting January 19 (the last day to add a class is January 17). You can track your attendance on the Attendance link on Blackboard.

Thereafter, unexcused absences incur the following penalties:

- 3 absences reduce your highest possible final letter grade to a B
- 4 absences reduce your highest possible final letter grade to a C and you will be referred to academic counseling via the Resch Academic Success Center.

Students who are consistently absent without a university-sanctioned excuse and accompanying documentation need to meet with me to discuss their situation and what steps can be taken to ensure their success in the course. Missing more than 60% of classes and/or non-submission of coursework may result in a Nonattendance F (NAF).

## Late Work Submission Policy

Late papers are eligible for credit according to the following schedule: one day past due = 75%, three days past due = 50%, one week past due = 25%. Papers cannot be accepted more than one week past the due date.

Your lowest two quiz grades are dropped from final grade calculations. **Make-up quiz assignments will not be given for any reason.** Quizzes will only be given during the window for the quiz – not before or after. The dropping of the lowest two quiz grades is designed to

accommodate people who experience unavoidable emergencies or conflicts during the semester (including, but not limited to: work, religious holidays or celebrations, doctor's appointments, extracurricular events, etc.). If your schedule requires that you must frequently miss this window, it may be in your best interest to drop this course. You may want to set a calendar reminder or alarm to remember to take the quiz each week.

### **Please Note**

Technological difficulties are not considered a valid excuse for tardiness. Please contact me – email, call, text - well before an assignment (paper, quiz, etc.) is due if you are having technical difficulties. I will do my best to work with you to address the situation.

### **Class Conduct**

The American Sociological Association states, [“As sociological scholars and citizens, we have a responsibility to study and speak out regarding all forms of racism and injustice.”](#) I stand in solidarity and support the fight against systemic racism and the oppression of Black folks, Indigenous folks, and other People of Color, members of the LGBTQIA+ community, and non-binary individuals.

In this class, we will discuss issues that are highly controversial. We all come from different perspectives on these issues. It is likely that we will disagree with one another. I welcome and encourage lively discussion, as that is necessary for true learning to occur. However, disagreements should not come in the form of personal attack. Mutual respect is required to maximize a healthy and fair learning environment. You may disagree with each other's ideas and the evidence used in the arguments, but you should respect each other as people.

I show several video clips from a variety of sources as part of the course curriculum and to aid your understanding of concepts that are sometimes abstract or hard to understand. If anyone is ever made to feel uncomfortable or feels something is inappropriate, I request that you talk to me about it to see if the issue can be resolved in a way that allows learning to occur on both of our parts.

### **Communication Issues**

#### **Email**

I can best be reached by e-mail, but my response may not be immediate. Please indicate which course you are in when emailing me for the first time. You also need to always sign your emails at the end (write your name).

Students are expected to check their e-mail for university announcements or information from instructors, though announcements will typically be cross-posted on Blackboard. It is to your benefit to check your e-mail so that you have the most up-to-date information pertaining to this class. If you use an e-mail address other than your YSU account (in other words, it does not end in “@ysu.edu”), I cannot guarantee that I will receive your e-mail.



Emails that address the professor as Miss, Ms., Mrs., or by first name will not receive a response after an initial warning. Please address me as Dr. Fehlbaum, Professor Fehlbaum, or Prof. Fehlbaum.

### Phone

I have a phone in my office; however, I cannot always be relied upon to answer it. The number is 330-941-2716. You may call or text my Google Voice number - 330-406-9490. If texting, please identify yourself.

## Grading and Grading Scale

### Evaluation

A breakdown of the points available in this course is shown below:

Participation	50
Syllabus Quiz	10
Quizzes (14 total, 2 dropped, 20 points each)	240
Papers (2, 50 points each)	<u>100</u>
	400 points total

### Grading Scale

Syllabus Quiz	Paper	Quizzes	Total Raw Points	Letter Grade
9 - 10	45 - 50	18-20	360 - 400	A
8	40 - 44	16-17	320 - 359	B
7	35 - 39	14-15	280 - 319	C
6	30 - 34	12-13	240 - 279	D
0 - 5	0 - 29	0-11	0 - 239	F

### Final Grades

Final letter grades will be assigned as follows:

A: 360 - 400

B: 320 - 359

C: 280 - 319

D: 240 - 279

F: 0 – 239

YSU's Grading System can be found [here](#).

Final grades will be based on points, not percentage. **Final grades are non-negotiable.**

### Honors Contract Language

Honors students may contract this course for honors credit. Notify me of your interest to discuss options and complete required paperwork. You must submit the project to me by the semester deadline.

## University Policies

[University policies](#) can be found online and provide you guidance on your rights as a student in this course. The links below take you directly to a specific policy. Should you have any questions about a policy, please do not hesitate to contact me using the information at the top of the syllabus.

- [Statement of Non-Discrimination from the University](#)
- [Student Accessibility](#)
- [Incomplete Grade Policy](#)
- [Classroom Safety and Health Protocols](#)

## Academic Integrity

As outlined in *The Student Code of Conduct*, all forms of academic dishonesty are prohibited at Youngstown State University. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the [academic integrity policy](#) will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of *The Student Code of Conduct*, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Note: Not adequately citing your sources, such as only listing sources at the end and not citing them within the paper, is a violation of academic integrity. If you do this in a paper or homework, you will receive a zero on your assignment and will be reported for academic dishonesty.

If you are retaking this class to receive a higher/passing grade, you may not submit papers you previously submitted in the course.

## Title IX

Title IX makes it clear that violence, discrimination, and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: Title IX Coordinator ([titleix@ysu.edu](mailto:titleix@ysu.edu)), Counseling Services (330-941-3737), YSU Police (330-941-3527), and Rape Crisis & Counseling Center (24-hour crisis line: 330-782-3936). More information can be found at <https://ysu.edu/title-ix/>.

## Voluntary/Involuntary Medical Leave or Withdrawal

[Medical leave/withdrawal](#) is available for all students with a documented physical or psychological illness of a serious nature that requires them to leave the university after the last day to withdraw with a grade of “W” without completing their coursework.

In the event that you are hospitalized with Covid-19-related illness and incapacitated in some way (e.g., placed on a ventilator), you have this option.

### University Schedule of Operations

Last Day to Add or Change a Grade Option:	Tuesday, January 17, 2023
Last Day for 100% Refund:	Sunday, January 22, 2023
Last Day for Withdrawing with a Grade of “W”:	Wednesday, March 22, 2023
No Class (MLK Day):	Monday, January 16, 2023
Spring Break:	Monday, March 6 - Sunday, March 12, 2023

### Course Schedule

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning. For maximum benefit in this course, complete the readings by the assigned date to prepare for class

Gender = *Gender: Ideas, Interactions, and Institutions*

B = Reading posted to Blackboard

TK = *Trans Kids*

Date	Topic	To Prepare for Class / Paper Due / Quiz Opens
January 10	Introduction to Course	
January 12	Women’s and Gender Studies: Perspectives and Practices	B: “Why Every Human Should Take a Women’s Studies Course” B: “The Sociology of Gender”
January 17	What is Gender? Why Do We Study It?	Gender: Chapters 1
January 19	Bodies	Gender: Chapter 2 B: “Sex Redefined” Quiz 1 <b>Paper Assignment Sign-Up DUE</b>
January 24	Determining Sex and Gender	B: “We Don’t Know If Your Baby is a Boy or a Girl” B: “Nine Young People on How They Found Out They Were Intersex” <b>Syllabus Quiz DUE</b>

Date	Topic	To Prepare for Class / Paper Due / Quiz Opens
January 26	Gender Socialization	B: "I Let My Child Create Their Own Gender Identity" B: "Can A Child Be Raised Free of Gender Stereotypes?" Quiz 2
January 31	Gendered Experiences	Gender: Chapter 3
February 2	Culture and Ideology	B: "The Edge of Gender" Quiz 3
February 7	Different Cultures, Different Genders	B: "Multiple Genders Among North American Indians" B: "The Third Gender" <a href="#">Paper 1 (Socialization) DUE</a>
February 9	Intersectionality	Gender: Chapter 4 Quiz 4
February 14	Gender and Violence	B: "Carrying Guns, Contesting Gender" B: "The Rage of the Incels" <a href="#">Paper 2 (Culture) DUE</a>
February 16	Inequalities: Men & Masculinity	Gender: Chapter 5 Quiz 5 <b>FIRST PARTICIPATION ASSESSMENT DUE</b>
February 21	Inequalities: Women & Femininity	Gender: Chapter 6
February 23	Institutions	Gender: Chapter 7 Quiz 6
February 28	Change	Gender: Chapter 8
March 2	Sexualities	Gender: Chapter 9 Quiz 7
March 7	NO CLASS	SPRING BREAK
March 9	NO CLASS	SPRING BREAK
March 14	Gendered Media	B: "Gender in 20 <sup>th</sup> Century Children's Books"
March 16	<b>CLASS ONLINE</b> Gendered Education	B: "What Gender is Science?" B: "The Rise of Women" Quiz 8 <a href="#">Paper 3 (Sexualities) DUE</a>
March 21	<i>Trans Kids</i>	TK: Studying Each Other <a href="#">Paper 4 (Media) DUE</a>

Date	Topic	To Prepare for Class / Paper Due / Quiz Opens
March 23	<i>Trans Kids</i>	TK: Gender Troubles Quiz 9 <a href="#">Paper 5 (Education) DUE</a> <b>SECOND PARTICIPATION ASSESSMENT DUE</b>
March 28	<i>Trans Kids</i>	TK: The Gender Clinic
March 30	<i>Trans Kids</i>	TK: Building a Parent Movement Quiz 10
April 4	<i>Trans Kids</i>	TK: Anxiety and Gender Regulation
April 6	<i>Trans Kids</i>	TK: Telling Gender Stories TK: From Failure to Form Quiz 11
April 11	Families	Gender: Chapter 10
April 13	Work	Gender: Chapter 11 Quiz 12
April 18	Politics & Gender	Gender: Chapter 12 <a href="#">Paper 6 (Family) DUE</a>
April 20	<b>CLASS ONLINE</b> Current Events	B: <i>TBD</i> Quiz 13 <a href="#">Paper 7 (Work) DUE</a> <b>THIRD PARTICIPATION ASSESSMENT DUE</b>
April 25	Onward	B: "Video Killed the Video Star" B: "What Does It Mean to Identify as Feminist?" <a href="#">Paper 8 (Politics) DUE</a>
April 27	The Future	B: "Some Things We Need for a Feminist Revolution"

University Scheduled Final Exam Time: May 4, 2023 – 10:30 AM to 12:30 PM

**Quiz 14 will open on May 4 at 10:30 AM and close at 11:59 PM on May 6.**

The quiz is not cumulative.