San José State University
College of Social Science/Department of Sociology and Interdisciplinary Social Sciences
SOCI /WOMS 175, Sociology of Masculinities and Femininities, (80), Fall, 2019

Course and Contact Information

Instructor: Frank J. Ortega, Ph.D.
Office Location: TBD
Telephone: (408) 924-5320 (Main Office)
Email: frank.ortega@sjsu.edu
Office Hours: Online
Prerequisite: SOCI 001
Classroom: Online Only

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Leaning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

Examination and analysis of social construction of gender through interaction and social institutions. Explores gender-based identities and how intersections of gender, race, class, and sexuality shape men's and women's experiences. Examines theories of gender and gender-based social movements.

Mission Statement

The Department of Sociology and Interdisciplinary Social Sciences educates students about the social processes that create, maintain, and transform our society. The major uses sociological foundations and applications as well as interdisciplinary approaches to the study of society and in teacher education training. Sociologists analyze how social institutions and social structures such as the economy, politics, education, the family, mass media, and the criminal justice system affect individuals in society. The major provides students with the skills and knowledge to navigate the social, political, economic, historical, and cultural issues that build and sustain effective leadership in our complex global society.

Course Learning Outcomes (CLO)

Upon successful completion of the course, students will be able to:

1. Develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences including making sense of your everyday life.
2. Distinguish the sociological perspective from other sciences, including its methods, theories, and empathetic standpoint.
   • Evaluate the sociological approach to the study of gender as it compares to individualistic as well as biologically determinist approaches.
4. Investigate the varieties of masculinities and femininities in different contexts.
5. Analyze how gender structures social life and the life chances of men, women, and the trans community.
7. Understand the concept of gendered institutions and apply it to the family, education, work, and media.
8. Communicate your thoughts effectively in writing and build convincing arguments using concepts and evidence.

**Required Texts/Readings (Required)**

**Textbook**


**Other Readings**


Course related materials (pdf) including weekly readings (i.e. academic articles and book chapters) will be posted on our Canvas page. Please check Canvas periodically for any updates including course announcements. Students are expected to contribute to class discussions by reading materials prior to class.

**Library Liaison (Jane Dodge)**

Librarian Jane Dodge is the Martin Luther King, Jr. Librarian Liaison for the Department of Sociology and Interdisciplinary Social Sciences. She is an expert on how to best use the library and information technology to locate resources for the Department of Sociology and Interdisciplinary Social Sciences. You may e-mail jane.dodge@sjsu.edu, or telephone her (408-808-2321), to explore ways to access sources for your required research papers.

**Course Requirements and Assignments**

All papers are to be individually written. They must have one-inch margins all around; be printed in a standard font (i.e., 11 or 12pt Times New Roman); include citations ASA style; and be numbered on every page. Assignments will receive a letter grade. Please note: You will receive detailed instructions for each written assignment in advance of its due date.

*The following is only a general description of course requirements and assignments:*

1. **Film Assignments** (25%) 250 points. Write five (5) film analysis (minimum 2 pages) (50 points each). Each film assignment (5) will analyze: (1) two specific topics that you found interesting/learned from the film, and (2) discuss how each topic relates to two specific concepts/ideas from the assigned readings. To fulfill this assignment, you are required to select four quote/except from each textbook and then explain why you find the
film compelling, interesting, useful, or perhaps problematic. Detailed instructions will be further discussed and posted online.

2. Research Papers (30%) 300 points. (1) Embodiment, (2) Sexuality, and (3) Gender and Media (100 points each). Student topics must be approved before starting the research paper. The research projects will be submitted through Turnitin (a service that checks for plagiarism) through our course Canvas. Detailed instructions will be further discussed and posted online.

3. Discussion Entries (20%) 200 points. Due most Fridays by 11:59 p.m. (see Canvas) Each student will contribute eight module (25 point each) discussions on Canvas, posting a minimum response of 250 words. Please include your word count at the bottom of your entry. You must respond to the prompts provided. You also must thoughtfully respond to two (2) of your peers for full credit. This aspect of the course is meant to encourage collaborative learning, creative reflection, synthesis of material, and application of the readings to your everyday life. This assignment will be graded on both effort and completion.

4. Visual Projects (25%) 250 points (125 points each). This assignment is designed to be a creative interpretation of two (2) separate topics: (a) Violence and (b) Health/Illness. You will utilize PowerPoint to present the topic. You also must thoughtfully respond to two (2) of your peers for full credit. Detailed instructions will be further discussed and posted online.

Online Etiquette

- Online discussion is to remain civil. We talk about a wide-array of sensitive and provocative subjects in this class. We are here to learn from each other. It is difficult to learn from others when they are engaging in disruptive behaviors such as unprofessional banter, racist/sexist/homophobic language insults, and/or harassment. Disrespectful behavior will not be tolerated and will be reported.
- Reference your sources if you are re-posting word-for-word passages from course content. Copying another’s work without citation is dishonest. Also, academic dishonesty of this sort could result in accusations of plagiarism, which could lead to disciplinary action.
- Students are not allowed to intentionally post, upload, or disseminate materials containing obscene materials.
- Avoid using all caps, sarcasm, and/or “text talk” in your discussion posts with others. All caps may be perceived of as yelling. Sarcasm is often misunderstood online, and “text talk” is not considered academic.

University Policy Expectations

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course-related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

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<tr>
<th>List of Assignments and Linkages to Learning Outcomes</th>
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<td>Assignments</td>
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<td>Learning Outcomes</td>
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<td>Film Assignments</td>
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<td>Discussion Entries</td>
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<td>Visual Projects</td>
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Determination of Grades

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<th>Grade</th>
<th>Points</th>
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<td>A plus</td>
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<td>A</td>
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<td>A minus</td>
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Grading Information

Written Assignment Guidelines: All assignments must be typed using standard margins, double-spaced. Proof all your work before submitting it. Be careful to submit the proper draft of your work. Include your name, student ID, the name of the class, class number, and section. Please date all of your assignments. Submit your assignments on CANVAS in PDF format. I will not accept any assignment in print form or by email. Please note: University Policy designates that: “This course must be passed with a C- or better as a CSU graduation requirement.”

To earn a passing grade (C+) you must do all the reading and assignments with a C or better. Your work must demonstrate that you are engaged in class discussions. You must demonstrate your reading by using complete and well-developed arguments in your essays and by engaging in critical inquiry during class and Canvas discussions.

To achieve a grade of B or better, you must demonstrate mastery of a subject by using excellent bibliographic references, carefully crafted illustrations and providing insightful conclusions or recommendations. You must go to office hours at least 4 times during the semester.

To achieve an “A” grade you must demonstrate near perfection-you have completed and followed all the requirements, attended class regularly, been to office hours at least 4 times during the semester, and you have no grammatical errors in your essays and research paper, you demonstrate teaching in your essays and your reader from your spoken and written narratives.

A final note on grading: It is possible to fail the class even if you do some of the work. If you earn less than 50% of the possible points in your assignments, you will fail. I will not curve grades. In general, I will not accept late submissions. You must have a legitimate reason for turning in late assignments or taking tests and I will need to have an official written document to support any possibility of making up work or submitting a late assignment.

Late work Excuses due to lack of Internet access will not suffice as an acceptable reason for submitting late assignments. Pay attention to due dates and times. Also, please do not wait until the last minute to upload your assignments. You will NOT be excused from lateness because of uploading/posting problems. Furthermore, if
you do not successfully upload your assignment, or if you upload a file that cannot be opened, your assignment will not be considered submitted. If you are having uploading problems, please email me your assignment before the due date and time.

Extra Credit On occasion, I will make extra credit options available. These options are not intended to substitute any course work, but rather to help you develop out of class experiences that help to illustrate or apply class objectives. In general, these opportunities may help you to improve your final grade, but not take the place of any assigned course work. I will announce these opportunities and class and on our Canvas home page.

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<th>Assignment</th>
<th>Percentage Points</th>
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<td>Film Assignments</td>
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<td>Discussion Entries</td>
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<tr>
<td>Research Papers</td>
<td>30%</td>
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<tr>
<td>Visual Projects</td>
<td>25%</td>
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<td>Total Points</td>
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Online Classroom Protocol

Discovery, research, critical thinking, written work, attention to the rich gender and sexual cultural diversity of the campus, and active discussion will be key parts of this course. Our online classroom experience is intended to be highly interactive and allow you to easily interact with your professor and fellow students. I ask you to be open to important ideas and be open to viewing your ideas from different perspectives.

In this class, your success is based on your preparation. Please stay on top of class readings and assignments. Being prepared enables you to be active participants asking questions, taking notes, and by interacting with your peers. I take notes of your engagement and so do your classmates. As for behavior—please remember that as university scholars you must engage in ethical and considerate behavior toward your peers in terms of general behavior, gender/sexual, race/ethnic, class and other University Policies.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such a conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the
current deadlines and penalties for dropping classes. Information about the latest changes and news is available
at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain
instructor’s permission to record the course.

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her.
You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission
allows the recordings to be used for your private, study purposes only. The recordings are the intellectual
property of the instructor; you have not been given any rights to reproduce or distribute the material.” You must
speak to me during office hours to determine how to obtain permission.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared
publicly without his/her approval. You may not publicly share or upload instructor generated material for this
course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State
University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf
requires you to be honest in all your academic course work. Faculty members are required to report all
infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical
Development website is available at http://www.sjsu.edu/studentconduct/.

Plagiarism

The University takes a very strict outlook on matters of academic integrity, especially in cases involving
plagiarism, multiple submission, and illegitimate assistance. On a personal note, in order to protect the sincere
efforts of ethical students, I consider it my duty to verify suspected incidents of plagiarism. If you are caught
plagiarizing (in any form), you will automatically fail this course and I will report you to the Dean of Students
office.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make
special arrangements in case the building must be evacuated, please make an appointment with me
as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/
president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations
must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of
their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/
located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union.
Additional computer labs may be available in your department/college. Computers are also available in the
Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from
Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras;
video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens, and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of the Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at [http://peerconnections.sjsu.edu](http://peerconnections.sjsu.edu) for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**SJSU Counseling Services**

The SJSU Counseling Services is located on 7th Street in the new Wellness Center. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the Counseling Services website at [http://www.sjsu.edu/counseling](http://www.sjsu.edu/counseling).
## Course Schedule

Note: The professor reserves the right to change this syllabus as needed. Selections are to be read in their entirety by the due date and films are to be screened by the date listed on the syllabus too. Some pieces are longer than others, so plan accordingly.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | 8/21 – 8/25 | Welcome: Introduction & Course Objectives  
Due: Discussion Assignment #1 |
| 2 & 3 | 8/26 – 9/1  
9/2 – 9/8 | Module 1: Introduction to Masculinities and Femininities  
Readings: The Sociology of Gender, Amy S. Wharton (AW)  
Chapter 1: “Introduction to the Sociology of Gender”  
Due: Discussion Assignment #2 |
| 4 & 5 | 9/9 – 9/15  
9/16 – 9/22 | Module 2: Conceptual Approaches (Part I) & It’s Not Just About Gender  
Readings: Chapter 2: “The Gendered Person” (AW)  
Reconstructing Gender, Estelle Disch (ED):  
“From Nothing, A Consciousness” (ED)  
“Latinas on the Fault Lines of Citizenship” (ED)  
“Patriarchy, the System: An It, Not a He, a Them, or an Us” (ED)  
Due: Discussion Assignment #3  
Film Assignment #1  
Research Paper #1 |
| 6 & 7 | 9/23 – 9/29  
9/30 – 10/6 | Module 3: Conceptual Approaches (Part I)  
Readings: Chapter 3: “Gender in Interaction and Institutions” (AW)  
Due: Discussion Assignment #4  
Film Assignment #2 |
| 8 & 9 | 10/7 – 10/13  
10/14 – 10/20 | Module 4: Gender in Context (Part II) & Families  
Readings: Chapter 4: “Work and Family as Gendered Institutions” (AW)  
“Bloodmothers, Othermothers, and Women-Centered Networks” (ED)  
“Dilemmas of Involved Fatherhood” (ED)  
“What is Marriage for?” (ED)  
Due: Discussion Assignment #5  
Film Assignment #3  
Due: Visual Project #1 |
| 10 & 11 | 10/21 – 10/27  
10/28 – 11/3 | Module 5: Gender in Context (Part II) & Gender Socialization  
Readings: Chapter 5: “Gender, Childhood, and Family Life” (AW)  
“The Social Construction of Gender” (ED)  
“Boyhood, Organized Sports, and the Construction of Masculinities” (ED)  
“Who’s the Fairest of Them All?” (ED)  
Due: Discussion Assignment #6  
Film Assignment #4  
Research Paper #2 |
| 12 & 13 | 11/4 – 11/10  
11/11 – 11/17, Veteran’s Day | Module 6: Gender in Context (Part II) & Paid Work and Unemployment  
Readings: Chapter 6: “Gendered Jobs and Gendered Workers” (AW)  
“Global Woman” (ED)  
“America’s Dirty Work: Migrant Maids and Modern-Day Slavery” (ED)  
“The Center of Masculine Production: Gay Athletes in Professional Sports” (ED)  
Due: Discussion Assignment #7 & Film Assignment #5 |
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<tr>
<td>14 &amp; 15</td>
<td>11/18 – 11/24</td>
<td><strong>Module 7: Epilogue (Part III) &amp; A World That is Truly Human</strong></td>
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<td>11/25 – 12/1</td>
<td><strong>Readings:</strong> Chapter 7: “Deconstructing Gender Differences and Inequalities” (AW)</td>
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<td>“Statement of Principles, National Organization for Men Against Sexism” (ED)</td>
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<td>“New Black Men” (ED)</td>
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<td>“Feminism’s Future: Young Feminists of Color Take the Mic” (ED)</td>
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<td>Thanksgiving</td>
<td><strong>Due: Discussion Assignment #8</strong></td>
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<tr>
<td>Break</td>
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<td><strong>Research Paper #3</strong></td>
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<td>16</td>
<td>12/2 &amp; 12/9</td>
<td><strong>Due: Visual Project #2</strong></td>
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<tr>
<td>Finals</td>
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<td><strong>Thursday, December 12th</strong></td>
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<td>Week</td>
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