

GENDER AND SOCIETY (WMST/POLS 3500)
SYLLABUS, Fall 2009

Class Meeting: T/Th 2:45-4:00pm
Room: EA 229
Instructor: Catherine Connolly, Ph.D., JD
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Office Hours: Tuesday, 4:10-5pm and Wednesday, 1-3pm, and by appointment.

Required Texts: Connell, *Gender*. Oxford: Blackwell Publishers, 2009.

Kleinman, S. *Feminist Fieldwork Analysis*. Los Angeles: Sage Publishers, 2007.

Smith, C. *Market Women: Black Women Entrepreneurs: Past, Present and Future*. New York: Greenwood Publishing, 2005.

Blau, F. *The Declining Significance of Gender?* New York: Russell Sage Foundation, 2006.

Other readings will be available electronically (typically through the WYOWEB course platform) or at Coe library.

Course Overview

Welcome to Gender and Society. Though I have been teaching this class for about 15 years, this semester's class has been totally revamped to reflect both an emphasis on a single topic – the status of women in the US economy, and a conscious decision by Women Studies that this class emphasize the methods of feminist social science research. I am excited about both these changes and hope you will be too!

This class has been designed for students majoring and minoring in Women's Studies, as well as other students who have a significant interest in the subject material. Please note that all students must have completed Introduction to Women's Studies as a prerequisite. Through a variety of assignments and in-class work, students will further develop analytic and writing skills. The assignments are briefly described below and more information will be distributed in class.

Careful preparation for each class period is expected as we will use class time to discuss and grapple with the more complicated readings and complement the descriptive pieces with additional lectures or exercises. This is an upper division WB course. According the requirements of the University Studies program, satisfactory completion of WB courses requires that students demonstrate the ability to:

- Produce writing through a variety of assignments that include discipline based and/or interdisciplinary purposes, forms, and audiences.
- Find, evaluate, analyze, and synthesize information using sources in a specific discipline and/or interdisciplinary field, and document appropriately such sources.
- Make effective use of multiple drafts, of revision and editing, or computer technology, of peer and instructor comments, and of collaboration in the achievement of discipline based and/or interdisciplinary final written works.
- Use appropriate research skills in at least one extensive writing assignment.
- Recognize the purposes and needs of audiences in a specific discipline and/or interdisciplinary field and follow the conventions of format and language appropriate to that discipline and/or interdisciplinary field.
- Observe the accepted conventions of spelling, grammar, structure, and punctuation for Standard English.

Course Requirements:

Grades for the class will reflect mastery of the subject through the assignments described below.

1. **Quizzes.** Two quizzes, each worth 15 percent of your overall grade. Quizzes will be based on readings and lecture material. Total: 30 %

2. **Gender Observations/Fieldwork:**

Using ideas generated from the Feminist Fieldwork Analysis text write three papers, each approximately three pages long, using participant/non-participant observation of interactions between or among individuals that illustrate concepts regarding the social construction of sex, gender or sexuality. Approximately half your paper should be a description of your event (be sure to include sufficient detail) and the other half, your preliminary analysis of the observation. Note, these observations **MUST** take place currently; i.e. you may not use a previous event no matter how illustrative it may be as one of the learning elements of this assignment is note-taking as a field researcher. For this assignment, you will take notes either during or immediately after the event and attach those notes (approximately one-page) with your paper. [We will discuss more examples of possible sites in class but here are some ideas to get your thoughts moving: When shopping at K-Mart do a quick tour of the clothes for infants and notice the colors and illustrations. When watching TV, notice who has the action roles in commercials. At an event with families and friends, who is doing what – cooking, playing with the kids, organizing events? Read the international news of the NYT and note issues where gender is discussed.]

Total: 15%

3. **Summarizing Information: Writing an Annotated Bibliography, Outline and Literature Review Paper.**

The topic for this paper is generally: “Women in the Contemporary US Economy.” In order to explore this topic a variety of materials will be available for you to use. **ONLY**

those materials will be available for you to produce a six-eight page review of the literature. Before completing this paper, each student will produce an annotated bibliography of all the materials and an outline to guide the writing of the overview paper. In addition, this project will also involve careful review and rewriting of the draft after receiving peer and instructor feedback.

- a. AB 5%
- b. Lit Review 15%
- c. Lit Review - Rewrite 10%

Total 30%

4. **Final Project**

This final paper will be the student's choice of subject matter within the broad topic of women in the US economy and will include an empirical portion with analysis to complement a revised version of the literature review produced earlier in the semester. 10-12 pp. totals. More information later in the semester. Total 15%

5. **Participation.**

Students are expected to attend each class. More than two absences will detrimentally impact your grade. As this is a small class and I will be arranging in-class small group work, I would appreciate knowing if you will not be in class on a particular day. [For absences to not count against your grade, it is your obligation to obtain excused absences. Members of 'teams' (e.g. debate, athletics, band) should provide me with a schedule of dates that you will miss class.] Grades for participation will include class discussions, in-class assignments, and presenting 'gender news.' Total: 10%

FOR ALL ABOVE ASSIGNMENTS – Please double space your papers with one inch margins. Papers should not be emailed. Papers are due in class on the due date. Late papers will be penalized one letter grade each late day. Keep a copy of your work.

Students occasionally ask how to interpret letter grades. Let this be your guide:

A: means the writing exceeds the expectations of the assignment. You have thoughtfully integrated the materials in a clear, cogent essay with *no grammar or spelling errors, and proper citation. Papers with technical errors will not earn an A.*

B: means the writing meets the expectations of the assignment in all regards including length and appropriate citations. The writer shows engagement with the topic. The organization of the essay shows clear understanding of the materials, and ease in reading.

C: means the writing meets the minimal expectations of the assignment.

D: typically means the writer failed to meet one or more expectations of the assignment, and/or is sloppy in execution of the essay.

F: Failure to grasp the assignment.

Other Items:

E-mail and WYOWEB Course Platform. Please make sure that you can access your who email account as I email the class regularly. Also, I will be using the WYOWEB Course platform for this class to post articles and links.

Comportment. I adhere to the UW Arts and Sciences document, Students and Teachers Working together which can be found on the A&S website,
<http://uwadmnweb.uwyo.edu/a&s/Current/Students&TeachersWorking%20Together.doc>

Disability Support. Please contact me asap if you have a disability that requires accommodation. Please contact the University Disability Support Services for directions regarding accommodations, <http://uwadmnweb.uwyo.edu/UDSS/>

ACADEMIC DISHONESTY: See University Regulation 802, Revision 2 for a description of academic dishonesty and the penalties, and the Arts and Sciences policies and procedures for due process regarding alleged plagiarism. I require students to thoroughly document and properly cite all sources. If you have any questions about plagiarism please see me.

The course requirements, as the well as the daily reading assignments, are subject to change. Any changes will be announced in class. Reading assignments should be completed before class each day.

Tentative Reading Assignments and Due Dates:

Introduction

August 25: Intro. Grading Template. Gender News.
August 27: Connell 1, Kleinman, 1

Thinking About Gender – Theory and Methods Revisited

Sept 1: Kleinman 2; Connell 2
Sept 3: Kleinman 3 and 4
Sept 8: Gender Obs-1 due; Connell 3
Sept 10: Blau, Ch. 7.
Sept 15: Gender Obs 2 due, Kleinman 5-7
Sept 17: Gender Obs 3 due, Connell 5
Sept 22. Quiz-1

Writing in the Discipline – Literature Review, Outlining and Constructing an Annotated Bibliography.

Sept 24 Smith, preface through the end of Chapter 2.
Sept 29 Lit Review Assignment Overview, Connell, ch 7
Oct 1 Smith, ch 3-4.
Oct 6 Blau, Ch 1
Oct 8: TBD.
Oct 13: TBD. .
Oct 15 Annotated Bib due

Writing in the Discipline: Interviews as a Research Technique

Oct 20: Smith, Ch 5-6
Oct 22: Interview techniques, beginning reading Smith, Ch 7-9
Oct 27 Cont.
Oct 29 Lit review due. In-class review of classmate's paper.
Nov 3 Smith, Ch 10-11.
Nov 5: Quiz-2

Writing in the Discipline: Analyzing and Writing with Quantitative Data

Nov 10: Blau, Ch 2
Nov 12: Blau, Ch 5. Final Project Outlined.
Nov 17/19: Blau, Ch 8 and/or Guest Lecture and/or Lit review rewrite meetings.
Nov 24: Rewrite due

Conclusion

Dec 1: Connell, Ch 8.
Dec 3: Blau, Ch 9
Dec 10th: Final project due.