Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Women's Studies Program

1. This request is submitted by the Department of

2. Course prefix, number and complete title of course: WMST 661, Sociology of Gender

3. Course description (not more than 50 words):
Overview of the Sociology of Gender; historical development, primary concepts, contemporary issues. Theory, methods, and applications.

4. Prerequisite(s) __________ Graduate classification __________ Cross-listed with SOCI 661

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes □ No If yes, from _______ to _______.

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? □ Yes □ No

7. Has this course been taught as a 289/489/689? □ Yes □ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught. (has been taught as SOCI 607 - 97A-7, 98A-15)

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Women's Studies Graduate Certificate

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (excluding punctuation)
    WMST | 661 | SOCIOLOGY OF GENDER

    Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
    0 | 3 | 0 | 0 | 3 | 4 | 5 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 8 - 09 | 0 | 0 | 3 | 6 | 3 | 2 | Level

Approval recommended by:
Claudia Nelson 10/23/07
Chair, College Review Committee 11-27-07

Head of Department 10/23/07
Program Director

Head of College 11-28-07
Dean of College

Submitted to Coordinating Board by:
Director of Academic Support Services

Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

1 of 10 B39
Proposed New Course:

Syllabus
WMST 661
Seminar: Sociology of Gender

Barbara Finlay
b-finlay@tamu.edu

This course explores the sociological literature on gender as an element of social structure, including its relation to class, race, and various social institutions. We will examine the historical treatment of gender issues by social science, the rise of the "new scholarship" on women in the 1970s, and the results of research in the field in recent years. We look at cross-cultural and historical evidence on the definition of gender, and on the "gendered" nature of much of social life, focusing mainly on the contemporary United States. Theoretical issues are emphasized in the readings more than empirical studies, and macroscopic issues more than social psychological ones. We will consider such questions as whether male dominance has been universal, why we know so little about women's contributions in the past, what factors are associated with greater gender equality, what the impact of global economic change has been on gender relations, diverse understandings and representations of masculinity, how family and their gendered expectations have changed, how gender is involved in organizational structures and processes, and other questions.

Required textbooks, available at the MSC Bookstore:


4. UNFPA, State of the World 2005: Gender Equity, Reproductive Health, & the MDGs. Download from http://www.unfpa.org/swp/index.htm (pdf, 128 pages, 14 MB; we will be discussing only the Overview, which is also found in a separate outline file at the same URL)

5. Various resources on reserve, accessible online, and at JSTOR.

Requirements/grading:

1. Individual reading analyses and discussion facilitation (40 percent of grade): Everyone should do all of the assigned readings before class. For most meetings, specific students will be asked to prepare 2-page summaries and evaluations of readings (one reading each). These will
be e-mailed to the class by midnight on Monday prior to the class meeting on Wednesday. All students are asked to do all of the readings and the e-mailed summary-comments. When we meet, the student who wrote the summary will take the lead in facilitating discussion, assisted by Dr. Finlay. I expect everyone to do the readings and to contribute to the class discussions.

2. Participation (10 percent of grade). Every student is expected to participate in class discussions of readings and topics. Some of these are online, for participation during Monday-Wed of each week. A grade will be assigned each week, based on your participation in the online discussions and in class (other than your facilitating discussion). Mainly this is based on the seriousness and helpfulness of your comments, questions, and contributions to the understandings of the readings.

3. Research Project paper (50% of grade). This paper will usually be about 15-20 pages in length. A summary of the paper will be presented to the class during one of the last 3 class meetings. The topic should be relevant to the sociology of gender, but it may be chosen with your own interests in mind. I expect this to be a “term” paper—something on which you spend substantial time over the course of the semester. Do not wait until the last week of the term to begin or it will not be adequately prepared. You will need to read broadly, think, consider, and write. The paper should be similar to an article that is ready to send to a conference or a journal. You should demonstrate that you understand the concepts of gender as covered by the course. You will present the paper to the class during the last few meetings, and other students will provide feedback, questions, comments.

The particular form of your paper can be any of the following:

(a) An empirical study, based on secondary data analysis, participant observation, or other research technique. This would include a literature review and discussion in methods, as well as the results—in the form of a research paper or article.

(b) A review and evaluation of the state of the discipline on a gender related topic, including an extensive bibliography. Be sure to consult with me about when choosing a topic, so that it will be narrow enough in scope.

(c) A theoretical review and evaluation of a particular theorist, theory, or concept. (For example, a discussion of the concept of “gender” versus “sex” and the history of these terms; or a discussion of the history of the “sex-roles” literature and its criticism; a consideration of the “androgyny” literature; the rise of “intersectionality” in the study of gender/race/class; the specific issues of domestic violence, sexual assault, women in the military, the impact of war on women, women and professional careers—is the glass ceiling real?)

Proposals for papers are due by the fourth class meeting—you may e-mail your proposal to me. These should include a statement of purpose, a brief description your proposed methods or resources, data or information sources, and a brief bibliography (at least 3-4 sources). The exact format will vary depending on your project. The proposal should be about 2 pages in length. Failure to submit this on time will mean that you will not receive early feedback on your project, and it will affect your class participation grade. We will take some time during the fourth class
meeting (Feb. 8) to briefly discuss project plans, so as to receive feedback and advice from the class.

Grades for projects will be based on the significance of the topic, the relevance to the sociology of gender, your appropriate use of concepts studied in the course, the depth and quality of the analysis, and your presentation and the quality of writing. Aim to make this a paper that you could present at a professional meeting.

NOTE: ALL PAPERS IN THE COURSE SHOULD BE TYPED, double space, using Times New Roman 12 pt., with 1-inch margins. Write carefully and clearly. Double check for spelling, grammar, punctuation, and so forth. Do not plagiarize—if you want to quote an author, use quotation marks and proper citation. If you use someone's ideas, cite them properly. For references, use one of the standard Social Science reference systems, as found in ASR or AJS (or if you are from another discipline with another standard system, use that).

In summary, grades are based on the following requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Summary papers and facilitation</td>
<td>40%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Research paper</td>
<td>50%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
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**Course Schedule and Reading Assignments**

**Week 1**

**Introductions and course expectations**

Discussion of

Zinn reader, McIntosh, *Gender Through the Prism of Difference*, pp. 278-281.

Deutsch, 'Male privilege,' Online at
http://colours.mahost.org/org/maleprivilege.html

Assignment of reports for next week.

**Week 2**

**Gender in the history of sociology**

E-mail reports by Monday.

*Gender & Society* 11(1): 88-107. (JSTOR) (Finlay)

Finlay, 'Introduction' from *Before the Second Wave: Gender in the Sociological Tradition* (Prentice Hall, forthcoming 2006). (Finlay)
Week 3  Development of the Sociology of Gender since 1970
Readings from Myers, Anderson, and Risman, Feminist Foundations
NOTE: In addition to the assigned readings, read all introductions to the parts assigned.

Part I, "The Fourth Revolution: Confronting Androcentrism"
  In Sociology"

     ___________ Bernard, "My Four Revolutions"
     ___________ Rossi, "Equality between the sexes: a modest proposal"
     ___________ England, 'The impact of feminist thought on sociology'
              Contemporary Sociology (JSTOR)
     ___________ Acker, Joan, "Women and social stratification"
     ___________ Huber, Joan, "Trends in gender stratification, 1970-1985"

"Reflections" by Calasanti and Chafetz (152-165)

Week 4  Theorizing gender, gender as structure
     ___________ West and Zimmerman, "Doing gender"

     Mason-Schrock and Ngan-Ling Chow, "Reflections"
     ___________ Kanter, "The impact of hierarchical structures..."
     ___________ Reskin, "Bringing the men back in"
     ___________ Acker, "A theory of gendered organizations"

     Padavic, Yancey Martin, "Reflections"

     Risman, "Making Gender Visible" ASR 60 (5): 775-782. (JSTOR)

Week 5  The Feminist Methods debate (all available through JSTOR)
     ___________ Cancian, 1992, “Feminist Science: Methodologies that Challenge
              Inequality.” Gender & Society. 6(4) 623-642

     Comments and replies on Cancian:
     ___________ Risman, Barbara, Joey Sprague, and Judith Howard. 1993.
     "Comment on Francesca M. Cancian’s ‘Feminist Science.’” Gender &
              Sprague, and Howard.” Gender & Society 7(4): 610-611.

     contributions of feminist methodology.” Annual Review of Sociology.

     Term Research Proposals due by today.
Week 6  Race, Ethnicity, Nation: Intersections and Diversity


Zinn, Hondagneu-Sotelo, and Messner, 'Introduction: Sex and gender through the prism of difference', pp. 1-10.

___________ Connell, 'Masculinities and globalization,' pp. 36-48.


Week 7  Sexuality and Sex Education: Theory and Policy

From Zinn, *Gender through the Prism of Difference*:

___________ Martin, 'I couldn’t ever picture myself having sex... ', pp. 161-176.
___________ Espiritu, 'Americans have a different attitude,' pp. 233-241.
___________ Messner, 'Becoming 100% Straight,' pp. 227-232.


Electronic course reserves, Soci 207 (Library webpage, Services: Course Reserves, Electronic Course Reserves, Access electronic course reserves, login with Net-Id and password. Look for Instructor Finlay or Course Soci 207. Find Levine, "No-Sex Education") This is a pdf file that can be printed.

Week 8  Global issues: trafficking and migration

From Zinn, *Gender through the Prism of Difference*:

___________ Ehrenreich and Hochschild, 'Global Woman', pp. 49-55.
___________ Hondagneu-Sotelo and Avila, 'I’m here but I’m there,' pp. 308-322.
___________ Lan, 'Maid or Madam?' pp 334-346.
___________ Bales, 'Because she looks like a child,' pp. 193-202
___________ Davidson, 'The sex tourist, the expatriate, etc...' pp. 203-215.
___________ Mohanty, 'Antiglobalization pedagogies and feminism', pp. 56-62.
Week 9

**Gendered Family and education**

From Zinn, *Gender through the Prism of Difference*:


---------- Edin, ‘What do low-income single mothers say about marriage?’, pp 365-381


Week 10

**Violence, militarization, harassment**


From Zinn, *Gender through the Prism of Difference*:

---------- Albanese, Nationalism, war, and archaization of gender relations in the Balkans, pp. 143-153.


Week 11

**Reproductive Rights, Human Rights, Women’s rights and US Policy**

Finlay, Chapter 5, 6, 7 (From George W. Bush and the War on Women, Zed Books, forthcoming, 2006.)

Global Gag Rule Look at *Access Denied* website, [www.globalgagrule.org](http://www.globalgagrule.org)
Read the basic information on the home page. Then look into
‘Background’. In ‘Background’, print and read three FactSheets (on Global Gag Rule and HIV/AIDS, Maternal Deaths from Unsafe Abortion, and Contraception supplies). Explore the website.

UNFPA report overview
UNFPA, State of the World 2005: Gender Equity, Reproductive Health, & the MDGs. Entire report can be downloaded http://www.unfpa.org/swp/index.htm (pdf, 128 pages, 14 MB) (You should read the Overview, which can be read without downloading the entire report.

I have e-mailed this to you. The report can be found at http://www.weforum.org/site/homepublic.nsf/Content/Global+Competitiveness+Programme%5CWomen's+Empowerment:+Measuring+the+Global+Gender+Gap

Possibly Individual Reports on Specific Countries in Access Denied website.

Week 12 Student Project Reports
Week 13 Student Project Reports
Week 14 Student Project Reports

Resources:


Extensive bibliographies and resources in women’s studies, by topic. May be a good starting point (other than JSTOR and the usual ones)

Women’s Studies Librarian’s Website, U of Wisconsin System, http://www.library.wisc.edu/libraries/WomensStudies/
Online portions of the course:

I have established an online site for the course in the TAMU Web-CT system. To access this, first go to http://elearning.tamu.edu, which is the portal for online learning systems at TAMU.

Next, click on TAMU and you will be asked to log in. Use your Net-id and password (the same as you use for your NEO e-mail).

This will get you to the main page. You will see your course (SOCI 689-SP TP Gender as an Aspect) listed. Click on that course.

This will take you to the home page for the course, where you will see the syllabus and a series of Learning Module icons, one for each week. In each module, you will find the assignment for the week and a discussion topic. You will see a place to post your comments/inquiries/messages. Your identity will be shown on the discussion, and your participation will count toward your participation grade.
Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statements
AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor/

Pledge (recommended)
On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."