

Class: Teams, MW 2-3:15

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Office Hours: By appointment (See Google Sheet); please email me the day before to let me know which platform you'd like to use (Teams, FaceTime, Zoom, phone, etc).

The first question people ask about a baby, even before it is born is: "Is it a boy or a girl?" Common sense tells us that men and women are binary opposites: men are from Mars, women are from Venus; boys are aggressive and girls are passive. This course challenges common-sense assumptions about gender, gender difference, and inequality with studies based on scientific and social-scientific evidence and the theories that draw from it. Definitions of gender permeate our lives, but they have changed over time and have different meanings in different cultures

Objectives:

By the end of this course, students will:

think deeply and critically about how gender (intersecting with race, sexuality, and other important things in life) shapes people's selves, relationships, and opportunities

be able to explain at a deep level what it means to say that gender, race, sexuality, and even sex are socially constructed;

be able to explain the institutional and interactional dynamics that pro

thoughts and a question that will prompt others to engage thoughtfully with the readings and concepts. You must begin your own thread before you will be able to see others'. By 1:30 on the day of class (Monday and Wednesday), please vote on which threads you would like to discuss further on Teams. An up vote only means you want to discuss it, it is not an evaluation of the question itself. That is how we will structure our class discussion. For the Teams meetin

- 2) "What are some examples of...?"
- 3) "How do we compare or contrast \_\_\_\_ to \_\_\_\_?"
- 4) "

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It is entirely to be expected that we may disagree with each other or the readings, be

2. Class Wiki on our Teams site (30%)

As part of our daily conversation, the class will develop your own wiki, a private (just for this class) online reference guide to course's concepts and the arguments put forth by each reading. This reference guide will be something you can refer to as you develop your final projects, and it will help you each to recognize and define key concepts, gain a solid understanding of the readings' arguments, and develop your questions. The class will be divided into groups 1, 2, and 3, and these groups will rotate the three major components of composing the wiki: Definitions (D), Analysis/Tracing the Argument (A), Revisions (R). As a group, you'll have to organize yourselves to divide the labor fairly and work together efficiently; you will also want to develop a contingency plan for what to do if a reading turns out to be longer than you expected or if someone gets sick and can't complete their assigned task

and make it known that something need

The Reflection Essay (10 points, approximately 500-700 words, Due November 11) will explore how one of our class concepts helps you to understand something specific to your own experience or that of someone close to you, or helps you (or others) better to understand your position amidst social hierarchies (a-ha! moments). It will provide another way of teaching our audience about what these concepts mean and how they help us to understand how the social world works, while conveying the depth at which the social dynamics they illuminate shape our lives. This is a great place for poetic, vivid descriptions of situations and feelings.

Each essay will be workshopped collectively and revised for clarity and strength. We will also think about the overall presentation and organization of the book, to make it something that will actually be informative and interesting for other people to read—think about showing it to your friends, family, or future employers. You will get credit (10 points) for contributing meaningfully to others' revision process and to the overall presentation of the book.

The Rubrics in D2L will show you how each essay will be evaluated. Here is a summary of the grading criteria for each:

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- Concept is clearly correctly and clearly defined and essay makes importance clear (0-4)
  - Explanation (Example, Analogy, or Explanation) is illuminating and makes unmistakable to anyone why it is important (0-4)
  - Clarity: Writing is easy to follow and allows ideas to come through unimpeded (0-4)
  - Organization: Essay is clearly organized and presents a logical flow (0-





WEEK 2  
31 August

WEEK 4

14 September

Group 1 R

Group 2 D

Group 3 A

Watch Context Video: MartinSapolskySteinem

Emily Martin, "The Egg and the Sperm," *Signs*, Vol. 16, No. 3. (Spring, 1991), pp. 485-501.

—CONTENT

Robert M. Sapolsky, "Testosterone Rules," *Discover* 18(3, 1997):45-50

—CONTENT

Gloria Steinem, "If Men Could Menstruate" originally published in *Ms.* (October, 1978)—

[LINK]

Contribute to the Wiki as determined by your group

Start Discussion

WEEK 6

28 September

Group 1 A

Group 2 R

Group 3 D

14 October	Plan Final Book What Topics Should We Cover? What Topic Would You Like to Write Your Concept Essay About?
WEEK 9 19 October	Laurel Richardson, "Gender Stereotyping in the English Language," (and insets) pp. 115-122 in <i>Feminist Frontiers</i> (4 <sup>th</sup> ed.) (New York: McGraw Hill, 1997). Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss
Group 1 D Group 2 A Group 3 R	
21 October	Kylan Mattias De Vries, 2012, "Intersectional Identities and Conceptions of the Self: The Experience of Transgender People," <i>Symbolic Interaction</i> 35(1): 49-67. —CONTENT Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss

WEEK 10  
26 October

Group 1 A Group 2 R Group 3 D
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4 November  
Group 1 R