This course will examine gender in a societal context, and will be highly attuned to differences based on race and class. Although biological and psychological approaches will be considered, this reading and participation intensive course will examine gender primarily as a social and structural construct. The course will begin with central debates in gender studies and sociology (e.g., the merits of biological explanations of gender) and how feminisms - mainstream, Black, and others - have shaped theoretical and empirical studies of gender. We will then move into specific topics, such as families and sex work. This course will center on the following guiding questions: Is gender shaped by nature, nurture, or both? How have feminists influenced the study of gender? Is gender inequality inevitable? What do race, class, and sexuality tell us about gender? Can gender be “undone”?

To help tackle these questions this reading and participation intensive seminar will assess differences between and within genders, and will analyze gender dynamics from a critical race feminist perspective. Four central themes of critical race feminism (CRF) are:

1) Social identities are historically and culturally specific and change over time.
2) Race, class, gender, and sexuality are not separate identities that are easily distinguishable from one another. These social identities intersect and reinforce each other. For example, one cannot talk about race without examining its implications for gender and vice versa.
3) CRF acknowledges the importance of laws, policies, and institutions in the perpetuation of inequalities.
4) Finally, CRF is skeptical of concepts such as objectivity, neutrality, and meritocracy. Therefore, ideas of equality must be critically examined.

**Course Expectations and Evaluation:**
1) This is a reading and participation intensive course. Readings are due on the date they are listed. Come to class ready to discuss them.

2) If you miss class, you are responsible for getting notes from a classmate. Missing three classes will constitute failing the course. A doctor, school administrator, or other certified official must verify an absence in order for it to be excused. Notes from parents or legal guardians will not be accepted.

3) You will be evaluated in the following four areas:
a. Class Participation (15%): This includes contributing to class discussions, respecting the views of others, and a presentation of your final paper at the end of the semester (which will be discussed more below). I have found that students often have a tendency to over generalize their own personal experiences to the overall population. This tendency is especially striking in courses that address gender, race, and social dynamics. These topics seem to elicit statements such as: “Well, where I’m from it’s not like that” or “That’s not how I was raised.” This course is positioned firmly in C. Wright Mills’ “sociological imagination” which highlights the connections between history, social structure, and personal biography. The organization of this course nurtures the sociological imagination through its emphasis on multiple perspectives and how history and social structure converge to impinge on the life chances of different types of people. Class participation should do so as well.

To help us achieve this goal, discussions will focus on the readings and pertinent current events. Personal anecdotes should be kept to a minimum. Personal experience should only be used to illuminate theoretical points. Relying too heavily on your own experience or straying too far from the topic of conversation will negatively impact your participation grade. Students are encouraged to critique all the assigned readings and to dissect the debates within them. Also, the guiding questions posed in the first paragraph of this syllabus should be addressed, in one form or another, in every class discussion.

b. Class Presentation (25%): You will also lead a class presentation based on a particular day’s assigned readings. You are encouraged to include outside material, but this is not required. Class presentations can take a variety of forms and can incorporate a range of presentation aids (e.g., film, interpretive dance, lecture, poetry, posters, etc.) Leave 20 minutes at the end of class to allow the professor to highlight key points. Your presentation will be carefully evaluated based on the following rubric:

Class Presentation Rubric

Is the class session well organized?
Relates material to previous readings 1 2 3 4 5
Provides internal summaries and transitions 1 2 3 4 5
Maintains continuity in the discussion/presentation 1 2 3 4 5
Summarizes main points at end of presentation 1 2 3 4 5
Paces class session appropriately 1 2 3 4 5

How is the content presented?
Presentation aids are useful 1 2 3 4 5
Presents background information for ideas 1 2 3 4 5
Explains difficult terms and concepts 1 2 3 4 5
Integrates readings and discussion/presentation 1 2 3 4 5
Helps clarify material 1 2 3 4 5

Is the presenter credible?
Appears well-prepared 1 2 3 4 5
Understands the material 1 2 3 4 5
Is able to admit insufficient knowledge 1 2 3 4 5
Speaks audibly and clearly 1 2 3 4 5
Communicates enthusiasm 1 2 3 4 5
How is the presenter’s rapport with the other class members?

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NOTE: I recognize that some class sessions require a heavier reading load and/or involve more complex ideas and concepts. I will take this into consideration when evaluating class presentations.

c. Weekly Statements (25%): A weekly statement will be due every Tuesday by 11:59 p.m. via email to the professor and/or class presenter. These statements should be focused on the assigned readings and address one or more of the guiding questions in the first paragraph of the syllabus. Although it is not imperative to directly mention each reading, statements should at least tackle the ideas presented in all of them.

Statements will be evaluated based on the following criteria: (a) an introduction that distinctly states your topic and why it is important; (b) responses should have a logical flow with supporting evidence from the readings and lecture; (c) a succinct critique of the pertinent issues; (d) and all papers should be typed, double spaced, and NO MORE than two pages. Your final evaluation of your weekly statements will come at the end of the semester and will be based on improvement over time. At the end of the semester you will neatly organize and hand-in a portfolio including each of your statements and a final paper (which will be discussed more below) in a portfolio.

d. Final Paper (35%): The last fraction of your final grade will consist of an 18-25 page paper (12 point font, double spaced, one-inch margins). The page limits include text, end/footnotes, charts and graphs, and references. The paper should focus on a particular aspect of gender and society, incorporate outside sources, and should draw from the course readings. Sample topics include, but are not limited to: gender, race and class differences in parenting strategies; how race, class, and sexuality shape gender representations in popular culture; how sexuality impacts the performance of gender; gender, families and social policy; and inter-racial dating and marriage patterns. The last two days of the course will be dedicated to presenting your final papers to the other class members. Plan to spend about 10-15 minutes on these presentations.

Although the topic of the paper is of your own choosing, the paper must address two or more of the course’s guiding questions and must include ample material from the course. You can also incorporate your weekly statements into the final paper. In fact, once you’ve decided on your topic you should start to craft your weekly statements with your final paper in mind. This will greatly assist in completing the final paper. Topics, a rough outline, and a tentative reading list must be submitted to the professor by October 19th. These materials should also be included in your final portfolio. The final paper is due at the start of class on December 7th, the last day of regularly scheduled classes! Late papers will not be accepted.
Grading Scale:

94-100 = A  
90-93 = A-  
86-89 = B+  
82-85 = B  
78-81 = B-  
74-77 = C+  
70-73 = C  
66-69 = C-  
62-65 = D+  
58-61 = D  
54-57 = D-  
53-00 = F

Academic Integrity
Academic integrity is a standard of utmost importance in this course. Guidelines for academic integrity in written work are posted on the Boston College website at:

www.bc.edu/integrity

If you have any questions pertaining to the academic integrity guidelines, please come and talk with me for more clarification. If you are caught violating Boston College’s policies on academic integrity, you will receive a failing grade for the assignment and the appropriate Dean will be notified in accordance to the rules set forth by Boston College.

Required Readings:

Ereserve Readings: To access e-reserve readings (a) go to the libraries home page; (b) click on “more catalog search options;” (c) click on “Course/On-line Reserves;” and (d) Search by my last name, McGuffey.

The professor reserves the right to incorporate additional readings throughout the course.

Reading Schedule:

*Feminist Consciousness, Feminist Conversations: Feminisms in Sociology*

**Sept. 7:** First Day of Class – Introductory Concepts. No Assigned Readings.


*(Feminisms in Sociology continued on next page)*


**Accounting for Gender**

**Part I: Biological and Psychoanalytic/Psychological Theories**


Part II: Interactive and Sociological Theories of Gender


Masculinities


Femininities


(Femininities Continued on next page)


**Children and Youth**

Oct. 19: DUE – Topic, rough outline, and a tentative reading list for Final Paper


Solebello, Nicholas and Sinikka Elliott. 2011. “‘We Want Them to Be as Heterosexual as Possible:’ Father’s Talk About Their Teen Children’s Sexuality.” *Gender & Society* 25(3): 293-315.


**Poverty, Policy and Prisons**


(Poverty, Policy and Prisons continued on next page)


**Sex Work**


**Intimate Partner Violence**


**Nov. 23: NO CLASS!!! Enjoy your Break!!!**

**Gender and Popular Culture**


**Class Presentations**

Dec. 7: Project Presentations) Begin/ Final Papers Due at Start of Class!!! (Last day of regularly scheduled classes)

Project Presentations Continued During Finals Week (TBA)
Health Service Resources

**Boston College Resources**

**Health Services**, 119 Cushing Hall  
552-3225  
Emergency (24 hours): 552-3227

**Counseling Services**, 108 Gasson Hall  
552-3310

**Women’s Resource Center**, 213 McElroy Hall  
552-3489

**Sexual Assault Network**  
552-BC11

**BC Police Dept.**  
Emergency: 552-4444  
Non-emergency: 552-3475

**Boston Area Resources**

**Boston Area Rape Crisis Center**  
617-492-7273

**Battered Women’s Hotline**  
617-661-7203

**Casa Myrna Vazque**  
English/Spanish Hotline  
617-521-0100

**Gay Men’s Domestic Violence Project**  
Serves gay and bisexual men, men who have sex with men & transgendered men  
Hotline: 1-800-832-1901  
Office: 617-354-6056

**Mass. Coalition for Battered Women**  
1-800-799-SAFE  
617-248-0922

**The Network/ La Red**  
Serves lesbians and bisexual women, women involved with other women, and transgendered individuals (MTF & FTM)  
Hotline/Linea de Crisis: 617-742-4911  
TTY: 617-227-4911

**Victim Rights Law Center**  
617-399-6720

**New England Area Resources**

**New England Learning Center for Women in Transition**  
413-772-0806