

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	WST 218
Course Title	Gender & Society
Department(s)	Women's and Gender Studies
Discipline	Women's and Gender Studies
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Exploration and analysis of gender in society at both the interpersonal and institutional level. The course will examine how gender intersects with other social statuses such as race/ethnicity, class, and sexuality.
Special Features (e.g., linked courses)	This course regularly meets with Sociology 228 which has already been approved as fulfilling the 'individual & society' pathways requirement.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
- US Experience in its Diversity Scientific World
- Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Learning Outcomes	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
<p>This SLO is assessed by writing assignments, exam questions, and/or group activities that require students to gather and interpret empirical data and/or textual evidence from a variety of sources.</p> <p>Example: An essay assignment that asks students to gather, interpret, and assess information on the role of families, media, schools, health, and sexuality on gender experiences and inequalities in contemporary society using evidence from an assortment of research studies and results.</p>	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
<p>This SLO is assessed by writing assignments, exam questions, and/or group activities that require students to gather and critically evaluate empirical and/or textual evidence from a variety of sources on the various topics covered in the class ranging from education and health to work and family.</p> <p>Example: A homework assignment where students need to assess US government data about the pay gap they've collected and discussed during in-class group activities, and use that as evidence to make written arguments about what the data can and cannot explain about the patterns they see in the statistical charts.</p>	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
<p>Students are required to make written arguments in a variety of short homework assignments throughout the semester, and are asked to present their arguments and findings orally in-class.</p> <p>*Example: A homework assignment where students choose a social issue that pertains to gender (e.g., pay gap, child care, sex education), and drawing on class materials and/outside sources write a letter to the politician explaining the social issue and the policy they think the politician should support to address it. Students read their letters to the class and get feedback from their peers on their use of evidence and their argument.</p>	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
<p>This SLO is assessed by writing assignments, exam questions and/or group activities that require students to identify and apply</p>	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

<p>fundamental sociological concepts in particular examples or assigned materials.</p> <p>Example: Test questions that require students to discuss and reflect upon competing gender theories of and concepts about workplace inequalities.</p>	
<p>This SLO is assessed by writing assignments, exam questions, and/or group activities wherein students examine the interconnectedness of the individual and social institutions to understand how individual agency and social structure shape values, choices, experiences, successes, and overall well-being for individuals.</p> <p>Example: A homework assignment, drawing on West & Zimmerman’s article “Doing Gender,” wherein students attempt to “do the opposite gender” for at least 20 minutes and write a reflection essay on their experiences and others’ reactions to them as they think about what it means to do gender in contemporary society.</p>	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
<p>This SLO is assessed by writing assignments, exam questions, and/or group-activities wherein students examine how gender, along with other social statuses, impact experiences of individuals across their lifetime, in different historical epochs, and cross-nationally.</p> <p>Example: A final essay writing assignment that asks students to gather, interpret, and assess information on how social institutions, social policy and gender shape individuals’ work and domestic roles and choices in contemporary society using evidence from an assortment of statistical charts and research studies.</p>	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Gender & Society (WST 218)
Lehman College

Instructor: Professor Sample Professor
Office Hours: Monday XX:00-XX:00 in Carman XXX
Email: sample.professor@lehman.cuny.edu

Course Catalog Description

3 hours, 3 credits. Exploration and analysis of gender in society at both the interpersonal and institutional level. The course will examine how gender intersects with other social statuses such as race/ethnicity, class, and sexuality.

Course Objectives:

- understand sociological approaches to gender
- evaluate research on gender
- apply concepts about gender to current events and course materials

This course also fulfills the Individual & Society flexible core requirement. As such this course includes: Systematic study of individuals, their impact on society and society's impact on them: introduction to typical modes of inquiry and systematic ways of thinking about the topic.

Learning Outcomes (for pathways flexible core Individual & Society course):

- √ Gather, interpret, and assess information from a variety of sources and points of view.
- √ Evaluate evidence and arguments critically or analytically.
- √ Produce well-reasoned written or oral arguments using evidence to support conclusions.
- √ Identify and apply the fundamental concepts and methods of sociology and women/gender studies, exploring the relationship between the individual and society
- √ Examine how an individual's place in society affects experiences, values, or choices.
- √ Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making

Required Texts and Readings:

- (1) Most of the readings are articles and are available on the course Blackboard website (all readings are listed later in the syllabus under "course outline & weekly assignments" section)
- (2) You will need access to just one book for the class from which we will be reading and discussing several chapters (information below). The book can be purchased from the Lehman College Bookstore. You can also look at Amazon to rent the book or buy a used copy, including an e-book version.

Required book: Hochschild, Arlie. 2012 edition. *The Second Shift*. NY: Penguin Books

COURSE REQUIREMENTS (HOW YOU WILL BE GRADED):

Two Exams (@30% midterm; @30% final – @60% of final grade total): Your exams will consist of short answers and an essay. For the first exam you will be responsible for all reading and lecture material through week 6 of the semester. For the second exam you will be responsible for the material covered in from weeks 8-14 of the course.

Quizzes (@15% of final grade): There will be a short quizzes every week. These will consist of multiple choice type questions that test you on your understanding of readings, lectures and films for the week.

Class Participation/Attendance and Bb Discussion Board (@10% of final grade): Each week I will create a new discussion board forum where I will pose questions about that week's material. To get full credit for discussion board participation and weekly "attendance" you must post a reply to the question(s) I pose by class AND reply to two other students' posts before class. These postings don't get graded, but you should write in full sentences (no text messaging abbreviations, etc.).

"Homework" Assignments (15% of final grade): Throughout the semester you will be assigned five brief "homework" assignments. As part of the "homework" assignment you will be asked to write up a very short 1-2 page paper that will allow you to apply concepts and findings to the course to real life experiences and data.

Course Grading for Final Grade:**

A = 93-100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 60-66; F = 0-59

COURSE OUTLINE

WEEK 1: How Does Gender Matter?: Feminist perspectives

*Frye, "Oppression"

*McIntosh, "White Privilege: Unpacking the Invisible Knapsack"

Week 2: Nature vs. Nurture: The Variability and Social Construction of Gender (and Sex)

*Lorber, "'Night to His Day': The Social Construction of Gender"

*West & Zimmerman, "Doing Gender"

WEEK 3: Learning Gender: Language and Interpersonal Behavior, Families, Peers and Schools

*Richardson, "Gender Stereotyping in the English Language,"

*Orenstein, "Shortchanging Girls: Gender Socialization in School"

*Kane, "No Way My Boys are Going to Be Like That!: Parents' Responses to Children's Nongender Conformity"

WEEK 4: Gender Images and the Media

*Wolf, "The Beauty Myth,"

*Kareithi, "Hegemonic Masculinity in Media Contents"

*Gengler, "Selling Feminism, Consuming Femininity"

WEEK 5: Gendered Differences, Inequalities and Conception of Health & Bodies

*Steinem, "If Men Could Menstruate"

*Gimilin, "Cosmetic Surgery: Beauty as Commodity"

* Courtenay, "Constructions of masculinity and their influence on men's well-being: a theory of gender and health"

WEEK 6: Gender & Sexuality

- *Armstrong, Hamilton & England, “Is Hooking Up Bad for Young Women?”
- *Tolman et al, “Getting Close, Staying Cool: Early Adolescent Boys' Experiences with Romantic Relationships”
- * Mackler, "Sex Ed: How Do We Score?"

WEEK 7: MIDTERM

WEEK 8: Gender & The Labor Force-Change & Continuities

- *Bose & Wheley, “Sex Segregation in the US Labor Force”
- *Schilt “Just one of the Guys?: How Transmen Make Gender Visible at Work”

WEEK 9: Gendered Labor: Emotional Labor and Non-Traditional Labor

- *Kang, “The Managed Hand”
- *Eisenberg "Marking Gender Boundaries: Porn, Piss and Power Tools”

WEEK 10: Tokens, Sexual Harassment, and Men in Non-Traditional Occupations

- *Quinn, “Sexual Harassment and Masculinity: The Power and Meaning of Girl Watching”
- * Wingfield, “Racializing the Glass Escalator: Reconsidering Men’s Experiences with Women’s Work”

WEEK 11: Chore Wars: Housework and Invisible Labor

- *Hochschild, *The Second Shift*, chapters 1-6, and 9

WEEK 12: The Stalled Revolution: Childcare and Social Policy, The Gendered Implications

- *Hochschild, *The Second Shift*, chapters 12-13, 15-17, and afterward

WEEK 13: Gender and Work-Family Conflict

- *Gerson, K. “Falling Back on Plan B”

WEEK 14: What Would You Like to Change? (Student Presentations)

WEEK 15: FINAL EXAM

OVERVIEW OF ASSIGNMENTS KEYED TO LEARNING OUTCOMES:

Midterm Essay Instructions

Drawing upon specific examples from the course readings, lectures, and/or films summarize some of the most prominent ways gender inequality is produced, reinforced, challenged, and/or has changed in four of the areas we have studied in week 3 through week 6. The areas we have studied that you should write about include (you choose which 4 to focus on): (1) language, (2) family, (3) education, (4) the media, (5) health, and (6) sexuality. The essay question should be answered as fully and completely as possible, drawing from all of the information covered in the course so far. Make sure you have an introduction with a thesis statement/argument and provide at least two examples for each topic you discuss.

Learning outcomes: (#1) Gather, interpret, and assess information from a variety of sources and points of view; (#2) Evaluate evidence and arguments critically or analytically;; (#4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society; (#6) Examine how an individual's place in society affects experiences, values, or choices; (#8) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Summary of Final Essay Instructions

Answer the following question: how does gender affect 1) employment/work, and 2) family/parenting? The essay question should be answered as fully and completely as possible, drawing from all of the information covered in the course since the midterm/week 7. Use specific examples from the course materials (readings, class lectures/power-points, films) -- whatever information you can marshal to give the best possible answer. You are expected to have an introduction with a thesis statement/argument and each for each of the two topics you should provide at least three specific and distinct examples in which you explain its relevance to the question.

Learning outcomes: (#8) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making; (#1) Gather, interpret, and assess information from a variety of sources and points of view; (#2) Evaluate evidence and arguments critically or analytically; (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions; (#4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society; (#6) Examine how an individual's place in society affects experiences, values, or choices.

Short Answer Exam Questions:

This section requires you to recall key information/findings from readings and lecture on how gender is experienced as both a personal identity and social status in society, how we enact and learn gender, and the social institutions that shape gender experiences and expectations. Your answers should be in complete sentences and can be as short as a few sentences but no longer than a long paragraph. Good answers will demonstrate your knowledge and understanding of course materials and sociological concepts.

Learning outcomes: (#4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society; (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions; (#6) Examine how an individual's place in society affects experiences, values, or choices.

Homework #1 Instructions

Drawing on what we've learned from West & Zimmerman's articles "Doing Gender" regarding the omnirelevance of gender in society your homework is to "Do the opposite gender" of the gender you consider yourself to be for at least 20 minutes and write up a short description of your experience with this experiment. The paper should include the following information: 1. Explain/describe what you did and the reactions you got; 2. Explain why you chose to do what you did; 3. Explain why you think you were or were not 'successful' with the assignment; 4. what this experiment/experience has taught you about gender and any connections you see with the reading and what we've learned so far about the role of gender in society.

Learning Outcomes: (#6) Examine how an individual's place in society affects experiences, values, or choices; (#2) Evaluate evidence and arguments critically or analytically; (#4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society.

Homework #2 Instructions

Collect one magazine or newspaper advertisement that depicts people (or one person). The ad must be recent (within the last year). Your homework assignment is to describe and analyze the gender content of the ad you found. In particular, you should be answering the question “what messages about gender does this ad (pictures and text) send?” You must draw on course materials and concepts for your analysis. Your paper should be 1-2 pages double-spaced, and draw on at least two course sources.

Learning Outcomes: (#2) Evaluate evidence and arguments critically or analytically; (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions.

Homework #3 Instructions

Drawing on the Highlight of Women’s Earnings for 2019 data that we worked together with on class in creating summary tables of the pay gap across various groups, answer the following questions and justify your responses from what you see in the tables: 1. What is the current gender wage gap as of 2019 (comparing all working age women and men)?; 2. If we examine race along with gender is there still a gender wage gap? Explain; 3. What’s the impact of education on the earnings of men and women? Do increases in education affect the gender pay gap?; 4. Would holding different jobs affect the gender pay gap? Explain; 5. Do any of these tables prove discrimination? Explain why or why not.

Learning Outcomes: (#2) Evaluate evidence and arguments critically or analytically; (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions; (#8) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Homework #4 Instructions

For this assignment you are to write a one to two paragraph (one page max.) single-spaced letter to a politician on any issue connected to topics we have covered in class (or create an online petition letter). Your letter/petition should start by stating what you are writing about. You should state what position you take. You need to provide explanations/data/facts for why the topic is important, and why the politician should adopt your position on it. You should do this by drawing on course materials and/or trustworthy material/statistics you can collect on the web.

Learning Outcomes: (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions; (#2) Evaluate evidence and arguments critically or analytically; (#8) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.