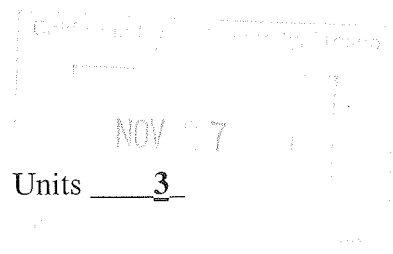


General Education Course Proposal



Proposed Course: Soc 131 Sociology of Sex & Gender Units 3
Prefix No. Title
Department: Sociology School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D___; E___
Integration: B___; C___; Dx; International/Multicultural___

Existing Course___; Revised Coursex; New Course___
Course Included in Current GE Programx

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

See bottom of page 1 proposal_) "Sociology of Sex and Gender introduces students...etc. (Former Soc/W S 131)

Enrollment limit per section: 50
Expected number of sections per semester – Year 1 4-5; Year 3 4-5

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Elizabeth H... 10/25/00
Department Chair Date
Max D... 11/20/00
School Dean Date
J. Sch... 2/16/01
Associate Provost Date

John R... 11/20/00
School Curriculum Committee Date
... 2/16/01
General Education Subcommittee Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S TA 54

Attachment 2: General Syllabus

Course Number: Sociology/WS 131

Title: Sociology of Sex and Gender

Department: Sociology

The Sociology of Sex and Gender satisfies the 3 unit integration requirement for upper division Area D only if a student has completed Foundations and Area D1, D2, D3 courses.

Integrative courses provide an integrative experience at the upper-division level in which the skills and knowledge developed in Foundation, Area A, and Breadth, Area D1, D2, and D3 are integrated, bring their interrelationships into focus.

Statement of common elements, activities, grading, texts, schedule in Soc/WS 131.

Common elements in all sections of Soc/WS 131 include three major areas of emphasis (**basic ideas**) with approximately a third of the course time devoted to section one (**foundations**). The remainder of the material will be covered in greater or lesser depth depending on the interests and expertise of each instructor. That is, some instructors might emphasize only two or three social institutions, and others might provide a survey approach to issues and problems experienced differently by women and men. These **basic issues** are enumerated below:

I. Theoretical Foundations: What makes us who we are?

- A) Introduction to the Study of Sex and Gender in Society
- B) Constructing Gender: Social History of Gender. Meanings of masculinity/femininity
- C) Theories about Gender and Personality—
 1. Individual level: biological ideas; sex role socialization;
 2. Structural level: gender in social institutions

II. Gender in Social Structures: How are resources distributed?

- A) Work and the Economy
- B) Work and the Family
- C) Education
- D) Politics and Power
- E) Media
- F) Religion

H) Health and Illness

III. Challenges to Gender Structures

- A) Social Movements with a Gender Basis
 - 1. Historical and Contemporary Women's Movements
 - 2. Men's Movements
- B) Synthesizing course material

Each instructor will cover points (I), (II), and (III) in some general fashion as these are the common elements of the course. Under **basic issues** (I), (II), and (III), **course tools** are listed. That is, upon completion of **basic issue I**, in the course foundations unit, students should be able to look at gender and personality via the application of the following **tools**: biological theory and research, socialization theory and research, social structure theory and research. The student should be able to **apply** what s/he has learned by demonstrating the ability to critically assess, and compare and contrast, two sets of theoretical ideas (see application #1, syllabus). Under **basic issue (II)**, **course tools** include the student understanding the idea of social institution, and understanding and critiquing key ideas, theories and debates in each of the individual social institutions the instructor chooses to cover or those in which s/he has expertise. For example, an **application** under work and the economy would involve being able to explain which labor market theory the student feels best explains continuing labor market clustering. Finally, under **basic issue (III)**, students synthesize what they have learned and look at how gender structures are challenged and changed. **Applications** for the course, that is, demonstrating that one can use the information provided in the class, include exams and structured writing assignments which use computer applications such as on-line data bases, library reference searches on-line, reading primary sources, conducting original research, mini-research projects. Students will also be given the chance to reflect on classroom discussion and ideas via in-class free-writing.

General Course Objectives

The Sociology of Sex and Gender introduces you to the study of sex and gender through several sets of lenses. Sociology is the study of predictable patterns in everyday life; gender is a social status that influences profoundly how we live our lives. However, the thoughtful student of gender borrows from a variety of different disciplines, including but not restricted to, the social sciences.

You will find that this class raises more questions that it can answer. We will look at the following basic issues and questions. For example, in the first few weeks of the class we'll ask:

What is the nature of sex inequality?

Where do sex differences in behavior come from? How important are these differences? Are men and women "naturally" better at different kinds of things?

How do differences come to be interpreted as deficiencies? (And later in the course)

Why do women and men end up in different jobs? Why is women's work so poorly paid? How does this affect our roles in the family? Can families be egalitarian?

Course Content and Schedule:

- Weeks 1-2** **Foundations for the course:** The discipline of sociology and the study of gender is introduced. How to apply sociology to the study of gender at both the micro and macro levels is explained. Examples could include the language of etiquette and what constitutes good manners (micro level) to how we organize family life (macro level). Different ways of looking at the ties between sex and gender are discussed.
- Weeks 3-5** **Foundations continues w/ introduction of basic issue one: social theory.** Theories addressing the question of what makes us who we are are discussed along with presentation and critique of appropriate studies and data. Theories include sociobiology (or biosociology), evolutionary psychology, evidence from endocrinology, social learning theory and sex role socialization, and the idea of gender at the individual and structural level.
Application #1: how to critically assess a theory.
- Week 6** **Basic issue #2: What is a social institution? Why do sociologists focus on social structures to make sense of the social universe?**
Application #2: is a social institution a social fact?
- Weeks 7-9** **Basic issue #3: Specific social institutions.**
For example, Gender institution I: Work and the Economy
In these weeks, we define: work, labor markets, examine distribution of men and women in labor markets, examine theories about labor market placement revisiting the **tools** of theory from **basic issue one**, that is socialization, rational-choice models (human capital), employer discrimination, split labor markets, etc. We also examine treating economic inequality with affirmative action, Title IX, etc.
Application #3: students critique and apply specific theories of labor market placement to the data.
- Weeks 10-12** **Gender institution II (for example): The Family**
Weeks 10-12 examine the definition of what is a family, family and marriage as social institutions, theories about the origin of families and what they are charged to do, how families reproduce economic placement, class and gender, what families look like today, and family as a site of conflict.
Application #4: students able to critique and apply specific theories about families to existing data.

- Weeks 13-14** Gender institution III (for example): Medicine and Health
Weeks 13-14 could look at the structure of health and differences in women's and men's mortality, disease and accident patterns, reproductive health of women and men, protective labor legislation, etc. and so on.
Application #5: students compare and contrast international and domestic fertility and mortality statistics by race/ethnicity and sex.
- Weeks 15-16** **Basic issue three: Roles of individuals and social change**
To conclude the course, students examine how life in social institutions affect individual roles, revisit the notion of free choice/free will in role play, revisit the question of "What makes us who we are?" and examine the history of social movements focused on sex.
Application #6: students synthesize ideas across the social institutions studied to make better sense of gender policy and polemics at the time of the course.

Representative Textbooks for Foundations:

Margaret L. Andersen, *Thinking about Women: Sociological Perspectives on Sex and Gender*, Allyn and Bacon. Now in 5th edition.

Judith Lorber, *The Gender Paradox*, Yale University Press, 1994.

Michael S. Kimmel, *The Gendered Society*, Oxford University Press, 2000.

Michael S. Kimmel, *Manhood in America: A Cultural History*, The Free Press, 1996.

Barbara Risman, *Gender Vertigo*, Yale University Press, 1998.

Eleanor E. Maccoby, *The Two Sexes: Growing Up Apart, Coming Together*, Harvard University Press, 1999.

E. O. Wilson, *Sociobiology: The New Synthesis*. 25th anniversary edition. 2000.

Representative Texts for Basic Issues/Social Institutions:

Arlie Hochschild, *The Time Bind: When Home Becomes Work and Work Becomes Home*, Metropolitan Books, 1997 and *The Second Shift: Working Parents and the Revolution at Home*, Viking Press, 1989.

Judith Stacey, *Brave New Families: Stories of Domestic Upheaval in Late 20th Century America*. Basic Books, 1990.

Marjorie DeVault, *Feeding the Family: The Social Organization of Caring as Gendered Work*, University of Chicago Press, 1991.

Kathleen Gerson, *No man's land: men's changing commitments to family and work*. Basic Books, 1993.

Sharlene Hesse-Biber, *Working Women in America: Split Dreams*, Oxford University Press, 2000.

Laurence Tribe, *Abortion: the Clash of Absolutes*, W.W. Norton & Company, 1990.

Elaine Tyler May, *Barren in the Promised Land: Childless Americans and the Pursuit of Happiness*. Basic Books, 1995.

Required Student Activities:

This is an upper-division course. Therefore, students are expected to demonstrate mastery of ideas through exams, in-class activities (such as free-writing exercises, panel discussions, debates), and out of class activities (such as take home exams, brief essays, and more structured writing assignments).

a. Writing Assignments for all Sections: Multiple writing assignments covering **foundations**, **tools** (to express understanding of basic ideas), and **applications** are required. Each section of the course shall incorporate a structured research project where students will go to the literature in the field to answer an applications kind of question. Students will be expected to know how to do a search of the research journals and monographs as a result of completing the project. By course end, students will have completed a total of no less than 4,000 words (or approximately 15 pages of typed text) with one sustained writing assignment of at least 2,500 words using the ASA, APA, MLA or other consistent referencing format (see the attached specific example in the context of a specific course). Your paper(s) will be evaluated using a writing rubric, which will combine analysis of the substance of your work along with the quality and clarity of your writing. Only those students who have mastered college-level writing can be regarded as submitting "A" work. Although the Sociology of Sex and Gender is not a "W" course, writing competence is an integral part of GE and of being an educated person.

The writing evaluation criteria appear below:

A/B+/B papers: *These papers clearly engage the issue identified and demonstrate superior skill in organizing, developing, and conveying in standard written English the writer's ideas about the topic.*

C papers: *Papers demonstrate engagement with the issue identified but do not demonstrate the evidence of writing skill that would make them outstanding.*

D papers: *Papers in the lower range fail in some way to demonstrate proficiency in language use, clarity of organization, engagement with the issue, or understanding the assignment.*

F papers: *Papers receiving this score do not address the assignment, or are illegible, incoherent and otherwise unacceptable.*

b. Quizzes and exams: You will be tested via exams at least 3 times during the term and possibly more. Quizzes covering less material less comprehensively may be announced or unannounced. Quizzes and exams may be objective or essay/short-answer at the discretion of the instructor.

c. Final exam: All sections of this class require a final examination given at the assigned time.

Evaluation: Each syllabus will contain a grading policy that complies with university standards, so that,

“A” work is excellent, demonstrating the highest level of competence, sustained superiority in meeting course objectives and responsibilities, and exhibiting a very high degree of intellectual initiative;

“B” work is very good, demonstrating a high level of competence, sustain superiority in meeting course objectives and responsibilities, and exhibiting a high degree of intellectual initiative;

“C” work demonstrates a satisfactory level of competence, showing an adequate level of understanding of course objectives, responsibilities and comprehension of course content.

“D” work is unsatisfactory. The student has shown inadequacy in meeting course objectives, responsibilities, and comprehension of course content.

“F” work is failing. Work at this level does not meet requirements for credit toward a degree.

Grades: Each syllabus will include a grading scale and an explanation of how grades will be assigned as well as criteria for grading.

General Information to be included in each syllabus:

1. Attendance policy notifying students that they are responsible for keeping up to date with changes in the schedule;
2. Policy on missed quizzes, make-up work, late papers. Students are responsible for doing all work when due. However, the instructor is under no obligation to provide special scheduling.
3. Cheating and plagiarism. Refer students to the policy in this year’s academic catalog and in the schedule of courses.
4. Statement on ADA will be included in each syllabus.
5. Nondiscrimination Policy and Student Discipline Policy.

Attachment 3: Prototypical Syllabus

Sociology of Sex and Gender (formerly Sociology of Sex Roles)

Sociology/Women's Studies 131

INSTRUCTOR: Dr. Elizabeth Hartung

OFFICE: Social Science 227, Department of Sociology

PHONE: 278-2234 (O)

OFFICE HOURS: Minimum of 6 hours weekly

E-Mail: bethh@csufresno.edu

REQUIRED TEXTS: (in order of appearance)

All texts are available in paperback; some are available used.

Eleanor E. Maccoby, The Two Sexes: Growing up Apart, Coming Together (Harvard University Press) 1998.

Sharlene Hesse-Biber and Gregg Lee Carter, Working Women in America: Split Dreams (Oxford University Press) 2000.

Ophira Edut (ed), Adiós, Barbie (The Seal Press) 1998.

COURSE OBJECTIVES:

This class examines the sex ranking system in our society and how that system is undergoing tremendous change as reflected in specific social institutions.

Sociology asks the question, "What is the connection between private troubles (your life) and public issues (our collective lives)?" In other words, how are sex and gender issues that we as individual experience expressed at the institutional level?

Over the next 16 weeks, then, we will look at:

(1) how do we as members of society construct understandings of femininity and masculinity;

(2) why is there sex inequality;

(3) is inequality inevitable?;

(4) what, if anything, should be done about it?;

(5) how is gender treated in various social institutions: especially work and the economy, the family, media; and

(6) how have various gender-based movements envisioned the good society?

What is the "good society"?

By the end of the class, you will be familiar with how sociologists, and social critics and theorists, contemporary and historical, have addressed and analyzed these questions. You will have been presented data on the state of Americans in various social institutions. Having been presented with others' ideas, the course objective is that you be able to more carefully formulate your own answers to the questions above.

COURSE ASSUMPTIONS:

In this class, discussion is extremely important, and so is careful listening. The topics we'll talk about will hit close to home for some of you, and people have strong feelings about them. That's fine. However, a caveat: students who cannot distinguish

personal attack from critiquing an idea should not take this course. We -- students and instructor -- share the responsibility for creating a harassment-free environment for all persons present. That doesn't mean we'll agree on everything or anything, but it does mean listening when other people are making a point, and respecting differing opinions.

COURSE REQUIREMENTS:

Your grade for this class will be based on the following scale:

1. Four 50 point exams, three midterms and a cumulative final. You have the option to take all three midterms and drop the lowest score, or to skip a midterm. Everyone must take the final exam. In any event, with this kind of flexibility, there will be no make up exams. Exams will feature a combination of multiple-choice and true/false items as well as essay and short answer items. 150 points.

2. Out of class written work. You'll be asked to do a short (7-8 page paper) involving some library research based on the textbooks. You'll have a detailed explanation of this assignment around the time of the first midterm. Briefly, I will ask you to locate a refereed journal article in the social sciences that asks some question on gender and is tied to either Hesse-Biber (on work) or Edut (on body image issues). Upon completion of the project, you will be familiar with on-line sources available through the Henry Madden Library. 50 points. (see attached).

3. Application of lecture materials via responses to specific and unannounced questions written in and out of class. These essays will be evaluated carefully, that is, you will be held to the standards for college-level writing in-class as well as outside class, but they also serve the purpose of being a gauge of your attendance. 10 points each for 50 points total.

The Grading scale for this class, then, looks like this:

A (90% and above)	250-225
B (80% to 89%)	224-200
C (70% to 79%)	199-175
D (60% to 69%)	174-150
F (59% and below)	149 and below

According to the University catalog, evaluation of your work follows these guidelines:

“A” work is excellent, demonstrating the highest level of competence, sustained superiority in meeting course objectives and responsibilities, and exhibiting a very high degree of intellectual initiative.

“B” work is very good, demonstrating a high level of competence, sustain superiority in meeting course objectives and responsibilities, and exhibiting a high degree of intellectual initiative.

“C” work demonstrates a satisfactory level of competence, showing an adequate level of understanding of course objectives, responsibilities and comprehension of course content.

“D” work is unsatisfactory. The student has shown inadequacy in meeting course objectives, responsibilities, and comprehension of course content.

“F” work is failing. Work at this level does not meet requirements for credit toward a degree.

Course Policy and General Information:

1. Class attendance is not required. However, any work assigned in class and outside the syllabus (free writes, response essays) cannot be made up. You are responsible for keeping up to date with changes in the course schedule, and deadlines for exams and term projects. Do not e-mail the instructor asking for an overview of the lecture for that day.

2. Students are expected to turn in all work on time. Under special circumstances such as a serious illness, the student may make different arrangements with the instructor. However, the instructor is under no obligation to provide special scheduling.

3. The class policy on cell-phones, beepers, and other electronic devices in class is this: leave them at home or turn them off.

4. Class comportment: You are expected to be in class on time, and class will always end on time. If you have a conflicting appointment and need to leave during the class session, please do me the courtesy of letting me know in advance.

5. Cheating and Plagiarism and other Misconduct: UNIVERSITY POLICY ON CHEATING AND PLAGIARISM WILL BE STRICTLY ENFORCED. FOR DEFINITION, SEE PP. 36 IN THE FALL 2000 SCHEDULE OF COURSES. STUDENTS SHOULD ALSO BE AWARE OF THEIR OWN RIGHTS AND RESPONSIBILITIES ACCORDING TO UNIVERSITY POLICY. SEE PP. 37 IN THE FALL SCHEDULE OF COURSES RE: EXPECTATIONS FOR STUDENT BEHAVIOR.

6. STUDENTS WITH DISABILITIES RECEIVE REASONABLE ACCOMODATION FOR LEARNING AND EVALUATION (eg., testing). FOR MORE INFORMATION, CONTACT SERVICES TO STUDENTS WITH DISABILITIES IN MADDEN LIBRARY 1049, PHONE 278-2811.

7. THE INSTRUCTOR HAS THE RESPONSIBILITY TO MAINTAIN THE ORDERLINESS AND INTEGRITY OF THE CLASSROOM. STUDENTS HAVE A RESPONSIBILITY TO RESPECT THE LEARNING ENVIRONMENT AND

THE INTEGRITY OF OTHERS IN THE CLASSROOM SETTING. For more on these responsibilities, see pp. 37 in the fall, 2000 schedule of courses.

FINALLY, CALIFORNIA STATE UNIVERSITY, FRESNO PROHIBITS DISCRIMINATION BASED ON RACE, COLOR, RELIGION, GENDER, SEXUAL ORIENTATION, ETC.

Sex and Gender Readings and Topics Syllabus++

<u>Date:</u>	<u>Topic:</u>
Week 1	FOUNDATIONS: Introduction to the class UNIT ONE: Studying Gender/Doing Gender Reading: Introduction and C. 1, Two Sexes
Week 2	FOUNDATIONS: Basic Issue #1: Social theory Explaining Differences: the Nature of Gender— Evidence from Sociobiology, Evolutionary Psychology, Endocrinology Reading: C. 2, 3, 4, Two Sexes
Week 3	FOUNDATIONS: Explaining Differences: Nurturing Gender Evidence from Social Learning Perspectives Reading: C. 5, Two Sexes
Week 4	Weighing the evidence: Nurture and nature Reading: Begin reading Adiós Barbie (through page 54) C. 6, Two Sexes [APPLICATION #1: CRITICAL ASSESSMENT OF A THEORY]
Week 5	Exam Basic Issue #2: Social Institutions [APPLICATION #2: SOCIAL INSTITUTIONS AS SOCIAL FACTS]
Week 6	Basic Issue #2a. Gender and Work and the Economy Film: Rosie, the Riveter Reading: C. 1 & 2, Working Women
Week 7	Stratification and sex stratification: why do we end up in the jobs we do? Reading: C. 3 & 4, Working Women
Week 8	Treating stratification: what's fair? Title IX and Sports Affirmative Action Reading: C. 5 & 6, Working Women [APPLICATION #3: COMPARISON OF LABOR MARKET THEORY TO EXPLAIN DIFFERENTIAL PLACEMENT]
Week 9	Basic Issue #2b. The family. Unpaid labor – family work Exam Two Reading: C. 7, Working Women

- Week 10 Life in families: contemporary households
 Rough drafts of papers due!
 Reading: C. 9, Two Sexes
- Week 11 Family issues: cohabitation, changing roles, etc.
 Reading: C. 8 and 10, Two Sexes
**[APPLICATION #4: ASSESSMENT OF MODELS OF AMERICAN
 FAMILY LIFE BASED ON CURRENT HOUSEHOLD DATA.]**
- Week 12 Intimacy and social control
 Reading: Continue Adiós, Barbie, pp. 55-113
- Week 13 **Basic Issue #2c. Media messages about Gender**
 Exam 3
 Final draft of papers due
 Reading: continue reading Adiós, Barbie,
- Week 14 **Basic Issue #3. 20th Century Social Movements:**
 Women's Movement/Men's Movements;
 Anti-feminism, Men's Rights Movements
 Film clip: Not for Ourselves Alone
 Reading: finish Adiós, Barbie
- Week 15 Course Wrap-Up: What we know; what we think we know
 Reading: C. 8, Working Women; Overview, Two Sexes
**[APPLICATION #5: SYNTHESIS OF IDEAS ACROSS SOCIAL
 INSTITUTIONS COVERED: ECONOMY, FAMILY, MEDIA RE:
 GENDER INEQUITY/EQUITY]**
- Week 16 Review and Synthesis
 Consultation Days
 Final Exam: date and time

++ All reading should be completed before the class period. Dates on this syllabus are tentative and subject to change. You are responsible for being aware of due dates for assignments.

Sociology 131**SAMPLE OF TERM PROJECT HANDOUT**

The books for this class, The Two Sexes, Working Women in America, and Adiós, Barbie examine different issues. The Two Sexes looks at gender identity and behavioral differences. Working Women examines how work is gendered. And Adiós, Barbie examines the constraints and problems of the beauty image. For this project, you have two options, based on one of the books. Each option requires additional library work (finding a recent journal article that incorporates sex/gender as a key variable).

Option #1: Working Women and Men

Option #1 involves 1. finding some data on the job or position you hope to assume after college (paid or unpaid), or if you're still undecided, researching an occupation that interests you, and 2. finding an article that identifies some current gender issue/controversy within that field. For example, if you're planning on entering the law, you could look at whether men and women study different areas of the law, or if the timing of making partner interferes with having a family for women. For this option, then, you will need to locate two sources of information about labor markets. You will need general statistics about the structure of your preferred work (who's doing it and what proportion are men? white?), and you will need to find a specific study having to do with a gender issue now current in your field. Government publications often express data on occupations across fairly broad categories. You may not find something as specific as "high school football coach" or "photojournalist" in census publications. If so, present the best general data that you can find.

The article you locate must be an empirical study, must be in the social sciences, and must be broadly related to the field you want to enter. By empirical, I mean that the authors have either collected original data or have provided an original analysis of secondary data. You cannot use essays that simply review other people's work, or theoretical pieces for this assignment. The study must be located in a scholarly journal, and must incorporate sex or gender as core variables. A scholarly journal publishes original, current research in specific fields. Possible journals for this assignment could include: *Sex Roles*, *The Psychology of Women Quarterly*, *Social Problems*, *Signs*, *Sociological Quarterly*, *The Journal of Marriage and the Family* and many others. The most recent issues (last two years) are available on the first floor of Madden Library, or can be checked out for two hours through the reserve desk also located on the first floor. Some journals have articles available on line. Once you've located the article, copy it. Then follow these steps to write your paper:

Title: Job Title and Topic Area
References: Author, Title of Article, Journal,
Volume, Issue, Date, Page numbers

(I) Introduction:

A. What is the field you hope to enter when you finish your degree? What interests you about this job? (What talents, affinities, values does it allow you to express)? What are its intrinsic and extrinsic rewards? In other words why do you want to do this job?

B. What is the current composition of workers within this field? What proportion are men? women? white? African American? Hispanic? In other words, is this a profession or occupation balkanized by race or gender? Why or why not?

C. What is the gender topic in your field that you found?

(II) Discussion of Empirical Piece:

A. What does the author of the journal article hypothesize? (What is the research question?) How does she/he test his/her hypothesis? (what research method is used) What population is being studied? And so on.

B. What does the author conclude about your topic? What are the results of his/her research? What other sorts of questions does s/he raise about it?

C. Critique: What does the author do well? Poorly? Why? How do the results of the study support or refute what your text has to say about the same issue?

(III) Conclusion:

A. What did you learn about your preferred field of employment from this exercise? What did you learn about how research is conducted in the social sciences? Does this exercise challenge or change the way you see your textbook? Why or why not?

Option #2 Adiós Barbie

As an alternative to the assignment on labor markets and future career choices, students can opt to complete another kind of exercise over the book, Adiós, Barbie. The paper should be organized in the same way, while addressing somewhat different questions, but with the same Introduction, Discussion of an Empirical Piece of Research, and Conclusions:

1. Choose an account in Adiós that is particularly compelling, moving, disturbing, intriguing etc. to you. What is the key issue for the author? How does she (or does she) resolve it? Why does this issue speak to you personally? What does the issue suggest to you about the state of gender relations today?
2. Find some data on this issue. If the issue is eating disorders, for example, find a scholarly empirical study on your issue and describe and critique it following the guidelines offered in Option #1. Attach an abstract. If possible, find statistics on the universe of people with this particular issue/dilemma (this won't be possible in all cases).
3. Compare and contrast the first person voice of the storyteller in Adiós with the scholarly voice of the outside author you've selected. What is the point of the collection of stories in Adiós, Barbie? What does the title mean to you?

All papers should be typed, double-spaced, proofed for spelling, grammar, punctuation and etc. In addition, papers should be referenced in text where appropriate (e.g., if you quote directly from your article, or paraphrase from your article, you should give the page number of the article from which the quote was taken). A minimum length of 2,000 words is expected, or 6-7 typed pages.

Attach the xeroxed abstract of the article you've chosen to your essay. Do not turn in papers in plastic binders or any kind of folders. You can turn your work in early! I will evaluate your work based on mechanics (25% of your grade) and content (75%) of your grade. A grading rubric is attached.

Evaluation Rubric: Sociology 131 project(s) Fall, 2000

_____ Appropriate Study? (If checked, not an acceptable source. Return to student.)

Introduction (5 points):

_____ 1) Occupation is clearly identified; interests in field; etc.

_____ 2) Statistics on sex/race composition of field of employment are presented; gender issue is clearly identified

_____ 3) Or, alternatively, selection from *Adiós, Barbie* is clearly identified along with the particular issue discussed by the author.

Body (25 points):

_____ 1) Discussion of how the study was conducted: Is the hypothesis clearly stated? Research methods clearly discussed? Research subjects identified? etc. (10 points)

_____ 2) Discussion of results: What does the author conclude from this study? What other sorts of questions are raised for her/him? (5 points)

_____ 3) Critique: How well does the author address the issue that s/he say will be addressed? (10 points)

Conclusions (5 points)

_____ 1) Discussion of what you learned about your chosen field, research methods in the social sciences, etc.

_____ 2) Or, Compare and contrast the first person voice of the storyteller in *Adiós* with the scholarship you selected. What is the point of the collection of stories? What does the title mean?

_____ Mechanics Grade (0-15 points): if checked, these areas need more work or are somehow deficient--->

- _____ spelling/typos
- _____ punctuation
- _____ sentence structure (sentence fragments, run on sentences, etc.)
- _____ paragraph structure
- _____ overall organization of text/ideas
- _____ referencing consistency and correctness
- _____ subject-verb agreement
- _____ capitalization
- _____ inclusion of abstract
- _____ overall presentation (dark *SEP 30 1999* type face/etc)
- _____ other

Comments: