**SYD 3804: Gender Project Professor Vrushali Patil**

**Learning Goals:**

* The classical sociologist C. W. Mills wrote that sociology involves having a 'sociological imagination,' or a 'quality of mind' that helps individuals critically assess events in society and link them to their own lives, to see the connection between personal biography and history. One major goal of this assignment is to give you an opportunity to develop a sociological imagination—particularly regarding the *intersectional social construction of gender*.
* The requirement to use and apply sociological concepts and language in each essay will help you to deepen your understand of these concepts.
* Bringing the requested examples to class each week for Essay II will allow you to explore how gender in socially constructed for your chosen group in relation to the specific areas we cover each week.
* Situating your findings in relation to what the scholarly literature says, as you are asked to do in Essay II, will help you learn about conducting literature reviews, analyzing data, and making sense of what you have found in relation to what is already ‘known’ about a topic.
* Essay III will help you examine and assess strategies for social change used by your chosen social group.

There are several parts to this project, titled Essays I, II and III.

**Essay I**

First, consider the dominant norms regarding gender, particularly masculinity and femininity, in American society. You must choose one social location to study (i.e., poor white women, African American girls, Asian American men, older white men, gay men, etc). I would like about a 1 page description of 1) dominant norms of masculinity and femininity in American society 2) how you believe your group is treated and perceived in American society and 2) how the *gender* of your particular group is constructed in American society. Do you believe the construction of gender for your group is consistent with dominant gender norms? If so, why? If not, why not? The purpose of this initial essay is to 1) help you to clearly articulate your perceptions of this group's gender status and 2) Demonstrate that you can use sociological concepts and language in your thinking.

* **Due Thursday Feb 14th by Midnighton Canvas**
* **4.5 points total (15% of the total grade for this project)**

**Essay II**

You must temporarily suspend your preconceived beliefs about the gender status of this group. The task now is to look for examples of how your group/your group’s gender is socially constructed. Specifically, you need to find two examples per week, for the weeks of Feb 19, Feb 26, Mar 5, and Mar 19 (in total, you will need *at least eight* examples). For each week, your examples must come from the theme of our class that week. So for Feb 19, we are focusing on “Learning and Doing Gender.” For this week, please find examples from the kinds of things the reading and lecture for that week talk about for how your group’s gender is constructed. For Feb 26, “Buying and Selling Gender,” please find examples from the kinds of things the reading and lecture for that week talk about for how your group’s gender is constructed. For Mar 5, “Gender and Work,” please find examples from the kinds of things the reading and lecture for that week talk about for how your group’s gender is constructed. Finally, for Mar 19, “Gender and Intimate Relationships,” please find examples from the kinds of things the reading and lecture for that week talk about for how your group’s gender is constructed. For each week, you will bring your examples to class as part of your worksheet for that week. We will further work with your examples in class. Specifically in Essay II, you must situate your examples within the scholarly research on the social construction of gender for your group by doing the following:

1) Find at least 3 scholarly sources on the social construction of gender for your group and describe what these sources have to say about it (make sure you provide a bibliography of your sources and properly cite them, using ASA format provided just below this assignment.

2) Describe each example and how you think it constructs gender for your group. Are there any patterns (things you see again and again) in how the gender of your group is constructed in your examples? Clearly describe these patterns.

3) Based on the patterns you see, discuss whether your examples generally confirm what the scholarship says or not.

4) Based on your findings, do you believe the social construction of gender for your group is consistent with dominant norms of gender in the United States? If so, why? If not, why not? *Be sure* to consider the role played by the particular social location of your group (the particular race/ethnicity, class, culture, sexuality, etc) in this construction.

* **Due Thursday March 28th by Midnight on Canvas**
* **18 points (60% of the total grade for this project)**

Note: Do not wait till the last minute to do this! Please stay on schedule as best you can!

**Essay III**

Find an example of a social change strategy that is being used by people in your group to address the particular problems they face in society, and describe it in detail (include information on the who, what, when, where and why). Think about what you have discussed in earlier essays and in the class overall. Do you think this strategy addresses the key reasons for why this group is experiencing inequality? If yes, please explain. If not, discuss what should be changed.

* **Due on Canvas on Thursday April 25th by midnight**
* **7.5 points (25% of the total grade for this project)**

***Note: All due dates are final, no exceptions.***

**This entire project is worth 30 points total, or 30% of your total grade in the class. The grading rubrics for each part are below.**

**Grading Rubrics**

**For Essay I**

|  |  |
| --- | --- |
| **Requirement** | **Points**  |
| Accurately identifies dominant norms of masculinity and femininity in American society | 1 |
| Discusses personal expectations/assumptions about how the gender of a chosen group is constructed and how that group is treated in American society | 1.5 |
| Discusses expectations of whether gender construction of chosen group is consistent with dominant gender norms and explains why or why not | 1 |
| Accurately uses sociological concepts | 1 |
| **Total Points Possible** | **4.5** |

**For Essay II**

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| --- | --- |
| **Requirement** | **Points** |
| Finds at least 3 scholarly sources, uses them and cites them as directed. | 4 |
| Describes each example and how it constructs gender for chosen group, and clearly describes any patterns that emerge. | 8 |
| Discusses whether patterns found generally confirm what the scholarship says or not. | 2 |
| Discusses whether the construction of gender for chosen group is consistent with dominant US norms of gender. Discusses the role of social location in this.  | 4 |
| **Total Points Possible** | **18** |

**For Essay III**

|  |  |
| --- | --- |
| **Requirement** | **Points**  |
| Finds an example of a social change strategy used by people in chosen group and describes as directed. | 2 |
| Discusses whether this strategy addresses key reasons for why this group is experiencing inequality. | 3 |
| Explains whether strategy should be changed and how. | 2.5 |
| **Total Points Possible** | **7.5** |

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| ASA Style GuideAmerican Sociological Association Citations in Text:Basic form for citations in the text include the last name of the author(s) and year of publication. Include page number when you quote directly from the work or refer to specific passages**.** 1. If author’s name is in the text, follow it with the publication year in parentheses

When Chu (1977) studied…1. If the author’s name is not in the text, enclose the last name and year in parentheses:

When the study was completed…(Jones 1994)1. If the page number is to be included it follows the year of publication after a colon:

…Chavez (1966:16)1. For three authors, give all last names in the first citation in the text; afterwards use the first name and et al.; for more than three names, use the first author’s last name plus et al.:

(Smith, Garcia and Lee 1954) (Snow et al. 1989)1. Quotations in the text must begin and end with quotation marks; the citation follows the end quote mark and precedes the period.

"In 1999, however, the data were reported by more specific job types which showed that technologically oriented jobs paid better" (Hildenbrand 1999:47).Footnotes & Endnotes: 1. Try to avoid footnotes, but if necessary, use footnotes to cite material of limited availability or to add information presented in a table.
2. Footnotes should be numbered consecutively throughout the essay with superscript Arabic numerals and included at the bottom of the paper or in a separate section headed "Endnotes."

Reference List (Bibliography): 1. References follow the text and footnotes in a separate section headed "References."
2. All references cited in the text must be listed and vice-versa.
3. Remember references should be double-spaced.
4. List references in alphabetical order by author’s last names.
5. Use hanging indention (see examples)
6. Invert the authors’ name; if there are two or more authors, invert only the first author’s name.
7. Arrange multiple items by the same author in order by year of publication, earliest year first.
8. Use six hyphens and a period(------.) in place of the name(s) for repeated authorship.
9. Distinguish works by the same author in the same year by adding letters (e.g. 1993a, 1993b, 1993c).
10. Use italics for book and periodical titles (underline if italics are not available).
11. If no date is available use "N.d." in place of the date.
12. Include both city and state for place of publication except for New Yorkusing U.S. Postal Code abbreviations. For foreign cities provide the name of the country.

Examples of References:**Books:** Basic form for a book entry is 1-Author’s last name, followed by a comma and the first name and middle initial, ending with a period. 2- Year of publication followed by a period. 3- Title of book italicized ending with a period. 4- Place of publication, followed by a colon and name of publisher ending with a period. **-One Author** De Anda, Roberto M. 1995. *Chicanas and Chicanos in Contemporary Society*. Boston, MA: Allyn and Bacon.**-Two Authors**Herrera-Sobek, María and Helena María Viramontes. 1995. *Chicana (W)rites: On Word and Film*. Berkeley, CA: Third Woman Press.**-Chapter in Book**Nathan, Peter E. and Raymond S. Niaura. 1987. "Prevention of Alcohol Problems." Pp. 333-354 in *Treatment and Prevention of Alcohol Problems: A Resource Manual*, edited by W.M. Cox. Orlando, FL: Academic Press, Inc.**-No Author**Manual of Style. 1993. 14th ed. Chicago, IL: University of Chicago Press.List books with no author alphabetically by the first significant word in the title.**Journal Articles in Print:** Basic form for a journal article is 1- Author’s last name, followed by a comma and the first name and middle initial ending with a period. 2- Year of publication followed by a period. 3-Title of article in quotations and ending with a period inside the closing quotation mark. 4-Name of journal in italics 5- volume number followed by colon, page number(s) and period. Use the issue number following the volume number in parenthesis or exact date for journal article prior to the volume number for journals that do not number pages consecutively within a volume. **-One Author**Garcia, Alma M. 1998. "An Intellectual Odyssey: Chicana/Chicano Studies Moving into the Twenty-first Century." *Journal of American Ethnic History* 18:109.**-Two or More Authors**Exum, William H., Robert J. Menges, Bari Watkins, and Patricia Berglund. 1984. "Making it at the top: Women and minority faculty in the academic labor market." *American Behavioral Scientist* 27:301-324.**Newspaper & Magazine Articles in Print:** Basic form for a newspaper or magazine entry is 1- Author’s last name, followed by a comma and the first name and middle initial, ending with a period. 2- Year of publication followed by a period. 3-Title of article in quotations and ending with a period inside the closing quotation mark. 4-Name of newspaper/magazine in italics 5-date of publication followed by a comma 6- page number of article within the publication ending with a period.**-Magazine**Jana, Reena. 2000. "Preventing culture clashes - As the IT workforce grows more diverse, managers must improve awareness without creating inconsistency." *InfoWorld*, April 24, pp. 95.**-Newspaper**Rimland, Bernard. 2000. "Do children's shots invite autism?" *Los Angeles Times,* April 26, A13.**Articles Retrieved in Electronic Format****-From Commercial Databases**Graham, Lorie M. 1998. "The Past Never Vanishes: A Contextual Critique of the Existing Indian Family Doctrine" *American Indian Law Review*, 23:1. Retrieved May 25, 1999 Available: LEXIS-NEXIS Academic Universe, Law Reviews.**-Web Version of Newspapers**Clary, Mike. 2000. "Vieques Protesters Removed Without Incident." *Los Angeles Times,* May 5. Retrieved May 5, 2000 (http://www.latimes.com/news/nation/updates/lat\_vieques000505.htm).**-Web Base Journals**Smith, Herman W. and Takako Nomi. 2000. "Is Amae the Key to Understanding Japanese Culture?." *Electronic Journal of Sociology* 5:1. Retrieved May 5, 2000(<http://www.sociology.org/content/vol005.001/smith-nomi.html>).**-Information Posted on a Web Site**American Sociological Association. 2000. "Scholarship of Teaching and Learning Workshop." Washington, DC: American Sociological Association, Retrieved May 5, 2000 (<http://www.asanet.org/members/socwkshp.html>).**Other****-Government Documents:** Since the nature of public documents is so varied, the form of entry for documents cannot be standardized. The essential rule is to provide sufficient information so that the reader can locate the reference easily. For example see the following:United States. Dept. of Housing and Urban Development. 1999. *Rehab a home with HUD's 203(k) : HUD and FHA are on your side*. Washington, DC: U.S. Dept. of Housing and Urban Development.**-Dissertations & Theses**Valencia, Albert. 1995. "An examination of selected characteristics of Mexican-American battered women and implications for service providers." Ph.D. dissertation, Department of Education, University of the Pacific, Stockton, CA.For other more information please see ASA Style Guide (**ref desk HM 73 A54 1997**). This Web-based guide was authored by [Romelia Salinas](file:///C%3A%5Clibrary%5Chmpgs%5Crsalina.htm). If you have questions,comments,or suggestions about the content of this Library Web page, please send them to Romelia at: rsalina@calstatela.edu.  |

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