

**Department:** WS

**Course No:** 105

**Credits:** 3

**Title:** Gender in Everyday Life

**Contact:** Marita McComiskey

**Content Area:** CA2-Social Sciences and CA4 Diversity and Multiculturalism

**Diversity:** CA4 Non-International

**Catalog Copy:** Gender and Sexuality in Everyday Life. (105) Three credits.

How gender, sex, and sexuality are woven into systems of difference and stratification that shape everyday life. Examines these processes in the family, education, work, and politics with sensitivity to the diversity of individual experiences across class, racial-ethnic groups, cultures, and regions. provides experience in introductory research methods to analyze the social construction and structural organization of gender and sexuality. CA 2. CA 4.

**Course Information:** a. This course is designed as an introduction to feminist perspectives on gender in everyday life which explores how the biological fact of sex is transformed into a system of gender stratification in our everyday activities and interpersonal encounters. Examines the social position of women in the family, work, and politics while maintaining a sensitivity to the diversity of women's experiences across class, racial-ethnic groups, cultures, and regions. Analyzes socialization processes that contribute to the acquisition and reproduction of gender identity, sexual orientation, and gender inequality. Students gain some experience in introductory research methods on gender and everyday life.

b. The requirements for this course include participation, assigned reading, written class projects, two quizzes and a final exam. Grading for the course is based on the following distribution:

--participation (15% of grade);

--3 written assignments (45% of grade); and

--2 quizzes (20% of grade)

--1 final exam (20% of grade)

c. From bedroom to boardroom to voting booth to international division of labor, how is "gender" expressed in everyday life? This course examines how gender structures personal identities, family, citizenship, work and leisure, social policy, sexuality, and language.

**Meets Goals of Gen Ed:** 1. Become articulate; Course intended to enrich the students' knowledge of women's cultures, customs, laws and histories that may be foreign to their own, and provide them with skills that will enable them to be conversant not only on these topics, but instill in them a lifelong ability to listen, learn and exchange ideas

2. Acquire intellectual breadth and versatility; Expose students to concepts of the interlocking systems of gender stratification students will enhance their understanding of the politics, cultures, religions and everyday gendered practices, thus enabling them to acquire a larger, more flexible view of the world.

3. Acquire critical judgment;

This course will challenge students to think about "accepted" practices, and to formulate their own opinions and decisions based on the expanded viewpoint this course can offer them

4. Acquire moral sensitivity;

Examine the social position of women in the family, work, and politics while maintaining sensitivity to the diversity of women's experiences across class, racial-ethnic groups, cultures, and regions.

5. Acquire awareness of their era and society; By studying a system of gender stratification in our everyday activities and interpersonal encounters students are enabled to become conscious of previously taken for granted processes of gender stratification.

6. Acquire consciousness of the diversity of human culture and experience; This course will challenge students to think critically about diverse multicultural issues that they see, but may not have recognized, in their everyday lives.

7. Acquire a working understanding of the processes by which they can continue to acquire and use knowledge gained in the course for negotiating the changing world around them.

**CA2 Criteria:** a. Theories and concepts:

Introduces students to the diverse perspectives and concepts relevant to understanding how gender organizes everyday life. The course will introduce students to social scientific theories and concepts as they relate to constructions of gender. These include the analysis of the role of gender in a variety of social institutions as well as the intersection of race, class, gender, and sexuality.

b. Methods:

Assignments include opportunities to gain some experience in introductory research methods on gender and everyday life. For each assignment there will be a discussion of the ethical dilemmas involved in conducting different types of research such as how to ensure confidentiality and anonymity and other responsibilities towards research subjects.

For example, Class Project 3:

Gender and Racial Segregation at a Workplace, requires that students choose a place of business where they can observe people working (a bank, a supermarket, a government agency, a store, or their own workplace) and describe the type of workplace and answer the following questions: Do men and women tend to do the same or different kinds of work? What kinds of jobs are men's jobs, women's jobs, gender-neutral jobs? Are men or women the supervisors? What racial-ethnic categories are the men workers? Men supervisors? The women workers? Women supervisors? Are men and women supervised by members of their own gender or do men supervise both men and women? Are there any women supervising women and men? Are members of different racial ethnic groups supervised by members of their own or different racial ethnic groups?

c. Individual and society:

The course introduces students to the analysis of socialization processes that contribute to the acquisition and reproduction of gender identity, sexual orientation, and gender inequality, as well as to the social position of women in the family, work, and politics. It emphasizes the relationship between individual level constructions of gender and interactions between individuals and social institutions.

d. Analytic tools:

In addition to developing research methods skills, students will also be trained in other forms of analysis. Feminist methodology provides students with analytical tools to engage in critical assessment of the major debates related to the social construction of gender with particular attention to the relationship between the individual experiences of social institutions.

**CA4 Criteria:** a. Diversity:

The course examines the intersection of race, sexuality, national origin, and culture that influence the diversity of gendered experiences. This is a one of the central goals of the course.

b. Interpretive systems.

Assignments are relevant to this theme and relate to another main objectives of the course: to explore how the biological fact of sex is transformed into a system of gender, race, and class stratification through everyday activities and interpersonal encounters.

c. Similarities across diverse groups:

Instructors teaching this course, the readings, and assignments are identified on the basis of their ability to communicate sensitivity to the diversity of women's experiences across class, racial-ethnic groups, cultures, and regions as well as explore the links across different groups

d. Sensitivity to human rights and migration.

This course includes attention to international themes including human rights and what political, economic, and personal factors contribute to migration from one region to another.

e. Awareness of dynamics of social, political, and economic power.

This is a central aspect of the course as evident from the illustrations given earlier.

**Role of Grad Students:** Several sections are currently taught by advanced graduate assistants who are candidates for a graduate certificates in Women's Studies. All grad assistants teaching this course will have taken a graduate course in feminist pedagogy and/or attend the monthly Feminist Pedagogy discussion groups for faculty and teaching assistants. When large sections of this course are taught by faculty, teaching assistants facilitate discussion sections under the direct supervision of faculty.