

# **Course Syllabi**

**Juyeon Park**

**January 2019**

## Sample Syllabus I

### **SOC283\_Gender and Society**

Fall 2017

Tue, Thu 4:00 – 5:15 PM, Machmer E37

- Instructor: Juyeon Park (PhD candidate of sociology department)
- Email: [juyeon@soc.umass.edu](mailto:juyeon@soc.umass.edu)
- Office Hours: Tuesday 5:30–6:30PM
- Course description: This course offers an introduction to some of the basic concepts and theoretical perspectives in sociology of gender. Drawing on disciplinary, interdisciplinary and cross-cultural studies, students will engage critically with issues such as gender inequities, sexuality, queer issues, families, work, media images, reproductive rights, and global women's rights. Throughout the course, students will explore how experiences of gender intersect with other social constructs of difference, including race/ethnicity, class, sexuality, and migration status. Special attention will be paid to various ways historical, cultural, social, political, and economical constructs have influenced the gendered contexts of our lives.
- Course policies: Academic dishonesty, in any form, will not be tolerated and you are responsible for educating yourself about the University's official policy on academic honesty. Please read the policy in full at [http://www.umass.edu/dean\\_students/code\\_conduct/acad\\_honest.htm](http://www.umass.edu/dean_students/code_conduct/acad_honest.htm). The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), please notify me within the first two weeks of the semester so that we may make appropriate arrangements: <http://www.umass.edu/disability/procedures.pdf>
- Required Text and Materials: This course does not require any textbook. Instead, all of the course readings will be uploaded on Moodle as PDF files.
- Course requirements: The final grade will be based upon five components.  
1) Response Papers (2 points \* 10 papers = 20%): Students will submit a double-spaced 1 or 2-page essay after reading each week's reading materials except the first and last week. The essay should be more than a simple summary of the readings; it should include what you "learn" from and "question" about the reading not only academically but also personally – for that, students are strongly encouraged to incorporate their thoughts and experiences into their essays and make strong connections with the readings. *Response papers should be posted on Moodle by every Tuesday 10:00AM.*

2) Group Presentation (20%): From the week 3, students are expected to provide a 30-minute presentation in collaboration with their group members. The purpose of the group presentation is to provide day-to-day examples of the week's theme and facilitate class discussion regarding the issue. Although students do not need to thoroughly discuss the course readings in their presentation, they are still encouraged to incorporate some important theoretical concepts from the readings into their presentation and make their own interpretations by using day-to-day examples. To demonstrate the examples effectively, I strongly encourage students to use some video clips or news articles in their presentation. Each group consists of three or four people who prefer presenting about the same topic. (\*Groups will be announced by the end of the first week.)

3) Midterm Essay (25%): Students will write a 5-page, analytic essay about the topic this course covers within the first half of the semester. The due is October 26, and more information about the essay will be announced in early October.

4) Final Exam (25%): At the end of the semester, students will take an exam that covers some important theoretical concepts and arguments from the course readings. The exam will consist of some short-answer questions and one (relatively long) essay question. The date and venue for the final exam will be announced later.

5) Attendance and Class Participation (10%): In every class, students are expected to participate actively by asking questions or providing critiques about the course materials. Attendance will be checked upon the submission of "warm-up essays," that students write for 5 minutes about the topic of each class at the beginning of the class. Please note that attending every single class does not guarantee a full mark; how often students raise their voices in class will be considered the most.

- Grading scale: A=>93; A-=90-92; B+=87-89; B=83-86; B-=80-82, C+=77-79, C=<77.

## **Class Schedule**

### **Week 1 (September 5, 7): Course Introduction/ Identities and Social Locations**

- Hazel Rose Markus. "Who am I?" in *Race, Gender, Sexuality and Social Class* pp. 153-162.

### **Week 2 (September 12, 14): Theorizing Gender and Intersectionality**

- Judith Lorber. "Night to His Day: The Social Construction of Gender." *Race, class, and gender in the United States: An integrated study* 6 (2004):54-65.
- Sara L. Crawley, Lara J. Foley and Constance L. Shehan. "Creating a World of Dichotomy: Categorizing Sex and Gendering Cultural Messages" in *Race, Gender, Sexuality and Social Class* pp. 27-39.

- Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael Messner. "Sex and Gender through the Prism of Difference" in *Race, Class, and Gender: An Anthology* pp. 147–156.

*\*Response paper #1 due: September 12*

### **Week 3 (September 19, 21): Gender and Sexuality I – Gendered bodies**

- Butler, Judith. "Performative Acts and Gender Constitution: An essay in Phenomenology and Feminist Theory." *Theatre journal* 40, no. 4, 1988: 519-531.
- Abby Ferber. "Keeping Sex in Bounds: Sexuality and the (De)Construction of Race and Gender." In *Gender, Sex, and Sexuality*, Abby Ferber, Kimberly Holcomb, Tre Wentling eds., Oxford University Press, 2009: 136-142.

*\*Response paper #2 due: September 19*

*\*Group 1 presentation: September 21*

### **Week 4 (September 26, 28): Gender and Sexuality II – Heteronormativity**

- Kristen Schilt and Laurel Westbrook. "Doing Gender, Doing Heteronormativity." in *Sex, Gender, and Sexuality*, Ferber et al. eds., pp. 45-58.
- Karin. Martin. "Normalizing Heterosexuality: Mothers' Assumptions, Talk and Strategies with Young Children." *American Sociological Review*, 2009, V. 74: Pp. 190-207.

*\*Response paper #3 due: September 26*

*\*Group 2 presentation: September 28*

### **Week 5 (October 3, 5): Gender and Work I – Gender wage gap**

- England, Paula. "Gender Inequality in Labor Markets: The role of motherhood and segregation." *Social Politics: International Studies in Gender, State & Society* 12, no. 2 (2005): 264-288.
- Benard, Stephen, and Shelley J. Correll. "Normative Discrimination and the Motherhood Penalty." *Gender & Society* 24, no. 5 (2010): 616-646.

*\*Response paper #4 due: October 3*

*\*Group 3 presentation: October 5*

### **Week 6 (October 12 – \*no class on 10/10): Public lecture Screening**

- The TED Talk by Sheryl Sandberg <Why We Have Too Few Women Leaders> (2010)
- Bruenig, Elizabeth. "Sheryl Sandberg's Lean In Philosophy Doesn't Just Ignore Disadvantaged Women. It Hurts Their Cause." *New Republic* (03-09-2015).

*\*Midterm essay question will be distributed in class.*

### **Week 7 (October 17, 19): Gender and Work II – Gendered labor and work place**

- Duffy, Mignon. "Doing the Dirty Work: Gender, race, and reproductive labor in historical perspective." *Gender & Society* 21, no. 3 (2007): 313-336.
- Blair-Loy, Mary. "Cultural Constructions of Family Schemas: The case of women finance executives." *Gender & Society* 15, no. 5 (2001): 687-709.

\*Response paper #5 due: October 17

\*Group 4 presentation: October 19

### **Week 8 (October 24, 26): Gender and Family I – Gender divide in family life**

- Katherine, Gerson. "What do Women and Men Want?" *The American Prospect*, March 2007, V. 18, Pp. 151-162.
- Francine, Deutsch. "Halving It All: The Mother and Mr. Mom." in Naomi Gerstel, Dan Clawson, and Robert Zussman (Eds.) *Families at Work*. 2002. Pp. 113-138.
- Edin, Kathryn, and Maria Kefalas. "Unmarried with children." *Contexts* 4, no. 2. 2005: 16-22.

\*Response paper #6: October 24

\*Group 5 presentation and midterm essay due: October 26

### **Week 9 (October 31, November 2): Gender and Family II – Gendered parenting and care work**

- Douglas, Susan, and Meredith Michaels. "Introduction – The New Momism" in *The Mommy Myth: The idealization of motherhood and how it has undermined all women*. Simon and Schuster, 2005.
- Doucet, Andrea. "'Estrogen-filled Worlds': Fathers as Primary Caregivers and Embodiment." *The Sociological Review* 54, no. 4. 2006: 696-716.

\*Response paper #7: October 31

\*Group 6 presentation: November 2

### **Week 10 (November 7, 9): Gender and Education – Gendered life courses**

- England, Paula. "The Gender Revolution: Uneven and Stalled." *Gender & Society* 24, no. 2. 2010: 149-166.
- Dwyer, Rachel E., Randy Hodson, and Laura McCloud. "Gender, Debt, and Dropping Out of College." *Gender & Society* 27, no. 1. 2013: 30-55.

\*Response paper #8 due: November 7

\*Group 7 presentation: November 9

### **Week 11 (November 14, 16): Documentary Movies Screening**

- Shari Cookson and Nick Doob. <Paycheck to Paycheck: The Life and Times of Katrina Gilbert> (2014)

- Jeremy Batchelor and Janice Garcia. <72%: A Baby Mama Crisis> (2014)

*\*Writing assignment for extra points will be announced in class on 11/16.*

## **Week 12 (November 21, 23): THANKSGIVING BREAK – READING WEEK**

### **Week 13 (November 28, 30): Gender and Global Society I – Global care industry**

- Helen Zia. “Made in the USA.” *Ms.* January/February 1996: 67-73.
- Hochschild, Arlie Russell. “The Nanny Chain.” *American Prospect* 11, no. 4. 2000: 32-36.
- Hondagneu-Sotelo, Pierrette and Ernestine Avila. “I’m Here but I’m There.” in Naomi Gerstel, Dan Clawson, and Robert Zussman (Eds.) *Families at Work*. 2002. Pp. 139-161.

*\*Response paper #9 due: November 28*

*\*Group 8 presentation: November 30*

### **Week 14 (December 5, 7): Gender and Global Society II – Global sisterhood?**

- Mohanty, Chandra Talpade. “Under Western Eyes: Feminist scholarship and colonial discourses.” *Feminist review* 30 1988: 61-88.
- Abu-Lughod, Lila. “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others.” *American anthropologist* 104, no. 3 2002: 783-790.

*\*Response paper #10 due: December 5*

*\*Group 9 presentation: December 7*

## **Week 15 (December 12): Self-reflection and Wrapping up the Course**

## Sample Syllabus II

### **SOC106-01\_Race, Gender, Class, Ethnicity**

Summer 2017 (Online)

- Instructor: Juyeon Park (Doctoral candidate of sociology department)
- Email: [juyeon@soc.umass.edu](mailto:juyeon@soc.umass.edu)
- Office Hours (Online Chat): By appointment
- Course Period: 07/10/2017 - 08/18/2017 (6 weeks)
- Goals and Objectives: This course is planned to allow undergraduate students to understand four important social categories—race, class, gender, and ethnicity—with the lens of intersectionality. Intersectionality, a critical theoretical concept that explains overlapping effects of different social categories in constructing our personal identities and external oppressions, is indeed important in understanding the society we live in critically. Using sociological imagination, students will have a chance to learn 1) how each of race, class, gender, and ethnicity are socially constructed, and 2) in what ways they are closely connected to and intertwined with each other in constructing individual identities as well as social problems in our not-yet-perfectly-egalitarian society. For that, students will read a wide range of sociology literature on class, race, gender, and ethnicity, along with some intersectionality theory texts. Throughout the course, students will write self-reflective essays about their own identities and surrounding social issues affecting their young adult lives using theoretical concepts and languages from the course.

This course will accomplish these goals by:

- 1) Engaging students in pluralistic perspective-taking and awareness of the relationship among society, self, and others;
  - 2) Providing opportunities to develop and practice the skills of critical thinking, reasoning, communication, and integration of knowledge and perspectives, including:
    - Communicating persuasively and effectively especially in writing;
    - Working effectively and collaboratively (in groups, across perspectives);
    - Developing information and technological literacy
- Required Text and Materials: This course does not require any textbook. Instead, all of the course readings will be uploaded on Blackboard as PDF files. For your reference, most of the course readings were excerpted from *Race, Gender, Sexuality and Social Class* edited by Susan Ferguson (Sage, 2016); *Race, Class, and Gender: An Anthology* edited by Margaret L Andersen and Patricia Hill Collins (Belmont, 2007); *Sociology* by Anthony Giddens and Philip W. Sutton (7<sup>th</sup> edition, Polity Press, 2013); *Essentials of Sociology* by Anthony Giddens, Mitchell Duneier, and Richard Appelbaum (4<sup>th</sup> edition, W. W. Norton & Company, 2012); and *Sex, Gender, and Sexuality: The New Basics* edited by Abby Ferber, Kimberly Holcomb, and Tre Wentling (3<sup>rd</sup> edition, Oxford University Press, 2017).
  - Grading: Your final grade will be based upon three components.

1) Weekly Responses (60%): Students will submit double-spaced 2-page essays after reading each week's reading materials. The essay should be more than a simple summary of the course readings; I will provide some specific questions about important themes and arguments of each week's readings so you can include your answers to those questions in your essay. Students are strongly encouraged to incorporate their personal thoughts and experiences into their essays and make strong connections with the readings. *The essays should be posted on blackboard by every Friday 9PM.*

(6 papers \* 10 points = 60 points)

2) Online Discussion (15%): After writing and uploading their essays on Blackboard, students are invited to participate in online class discussion, which is held from every Friday night to Sunday night. I will provide some discussion questions and also respond to some of your posts, but students are expected to initiate and lead the discussion in a courteous manner. During discussions, students are highly encouraged to incorporate their weekly responses in their comments as much as possible.

3) Final Essay (25%): Students will write a 5-page essay about intersectional construction of their own identities or social phenomena surrounding them. Some of the course readings need to be incorporated in students' essays in a cohesive manner. More detailed instructions will be announced later. *The essay is due August 18 (Fri) 11:59 PM* on Blackboard.

## **Class Schedule**

### **Week 1 (July 10–16): Understanding Sociology and Theory of Intersectionality**

- Anthony Giddens, Mitchell Duneier, and Richard P. Appelbaum. "What is the Sociological Imagination?" in *Essentials of Sociology* pp. 4–10.
- Margaret Anderson and Patricia Hill Collins. "Why Race, Class, and Gender Still Matter?" in *Race, Class, and Gender: An Anthology* pp. 1–16.
- Lynn Weber, "Defining Contested Concepts" in *Race, Gender, Sexuality and Social Class* pp. 5-16.

### **Week 2 (July 17–23): Class and Reproduction of Inequality**

- Anthony Giddens, Mitchell Duneier, and Richard P. Appelbaum. "What is Social Stratification?" in *Essentials of Sociology* pp. 201–227.
- Peter Sacks, "Class Matters" in *Race, Gender, Sexuality and Social Class* pp. 340–349.
- Joan Acker. "Is Capitalism Gendered and Racialized?" in *Race, Gender, Sexuality and Social Class* pp. 100-107.

### **Week 3 (July 24–30): Social Construction of Race**

- Peggy McIntosh. "White Privilege: Unpacking the Invisible Knapsack" in *Race, Class, and Gender: An Anthology* pp. 98-102.
- Tukufu Zuberi. "Racial Domination and the Evolution of Racial Classification" in *Race, Gender, Sexuality and Social Class* pp. 60-72.
- Matthew Desmond and Mustafa Emirbayer. "What Is Racial Domination?" in *Race, Gender, Sexuality and Social Class* pp. 17-26.



**Week 4 (July 31–August 6): Social Construction of Ethnicity**

- Mary C. Waters. “Optional Ethnicities: For Whites Only?” in *Race, Class, and Gender: An Anthology* pp. 198–207.
- Robert Smith. “Mexicanness in New York: Migrants Seek New Place in Old Racial Order” in *Race, Class, and Gender: An Anthology* pp. 214–220.
- Mia Tuan. “I’m an American with a Japanese Look”: Emerging Identities and Practices” in *Race, Gender, Sexuality and Social Class* pp. 180-189.

**Week 5 (August 7–13): Social Construction of Gender**

- Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael Messner. “Sex and Gender through the Prism of Difference” in *Race, Class, and Gender: An Anthology* pp. 147–156.
- Sara L. Crawley, Lara J. Foley and Constance L. Shehan. “Creating a World of Dichotomy: Categorizing Sex and Gendering Cultural Messages” in *Race, Gender, Sexuality and Social Class* pp. 27-39.
- Kristen Schilt and Laurel Westbrook. “Doing Gender, Doing Heteronormativity.” in Ferber et al. edited *Sex, Gender, and Sexuality* pp. 45-58.

**Week 6 (August 14–18): Exploration of Intersectional Self and Society**

- Hazel Rose Markus. “Who am I?” in *Race, Gender, Sexuality and Social Class* pp. 153-162.
- Iris Marion Young. “Five Faces of Oppression” in *Race, Gender, Sexuality and Social Class* pp. 487-496.

## Sample Syllabus III

### **SOC103-02\_Social Problems Spring 2015**

- Instructor: Juyeon Park
- Email: [juyeon@soc.umass.edu](mailto:juyeon@soc.umass.edu)
- Classroom: Machmer E37
- Office Hours: Wed 12–1PM (Thompson 626)
- Class Meetings: Mon, Wed, and Fri 1:25 – 2:15 PM

• **Goals and Objectives:** This course is planned to allow you to contemplate diverse social problems existing not only in the United States but also worldwide with a sociological perspective. With a sociological perspective, you can think of social problems *beyond* individuals' "moral decay." This course strongly urges you to analyze the role of larger economic, political, and cultural structures in perpetuating many social dilemmas. By thinking more broadly about the social forces that shape your life, you will begin to both understand your own life better and question some of the things you have taken for granted in the past. Topics of this course range widely – from class polarization, race and gender inequality, poverty, the family, crime, food industry, immigration to global inequality.

This course will accomplish these goals by:

- 1) Engaging students in pluralistic perspective-taking and awareness of the relationship among culture, self, and others;
- 2) Providing opportunities to develop and practice the skills of critical thinking, reasoning, communication, and integration of knowledge and perspectives, including:
  - Communicating persuasively and effectively orally and in writing;
  - Working effectively and collaboratively (in groups, across perspectives);
  - Developing information and technological literacy

- **Required Text and Materials:** There are two required books for this course:

1) *Conflicting Interests: Readings in Social Problems and Inequality* by Robert Heiner (Oxford 2010)

2) *No Shame in My Game: The Working Poor in the Inner City* by Katherine Newman (Vintage 2000).

The first book can be purchased at the Textbook Annex on campus, but due to a late textbook change, the second book need to be purchased through other routes. Please note that the second book is not needed by the midpoint of the semester. Readings besides textbooks will be uploaded on Moodle.

- **Grading:** Your final grade will be based upon five components.

- 1) **Weekly Responses (20%):** You need to submit a 1 or 2-page essay for every week (except Week 1, 8, 9 and 15) after reading each week's materials. The essay should consist of your own thoughts and questions, rather than simple summaries of the readings. The essay should be posted on Moodle by *Monday 1 PM*.

- 2) Final Exam (30%): There will be only one exam at the end of the semester, which will be held on April 29 (Wed). The exam consists of 15 true/false and 5 short answers. (\*Note that the structure of the exam is subject to change.)
- 3) Group Presentation/leading discussion (20%): You will give a group presentation about one topic that you choose among nine topics that are related to our class themes. The group presentation starts from the week 4. The presentation should include everyday examples of the topic you choose, along with some questions for class discussion. To demonstrate examples effectively, I strongly encourage you to use some video clips or news articles that can stimulate discussion among students. Each group consists of four or five people who prefer the same issue. (\*Groups will be announced by the end of the second week.)
- 4) Book Review (20%): You will write a 4 or 5-page book review after reading Newman's book, *No Shame in My Game*. The essay should include your answers to these questions: What did you learn from the book? What is the author's main argument and how does she support it? What is her data and how she gathered it? Do you fully support her argument? (If not, why?) How did the book challenge or reinforce your own perspective? Can you make any connection between any story from the book and your own life? How can the documentary we saw in class (*30 Days* by Morgan Spurlock) support or weaken the arguments of the book?
- 5) Class Participation (10%): In every class, you are expected to participate actively by raising questions or critiques regarding the issue we study. Making connections between the readings and your own life experiences will help you construct good questions and actively participate in class discussion. Attendance will be checked upon your submission of warm-up essays you write at the beginning of each class. Note that attending every single class does not guarantee a full mark; *how often you raise your own voice in class* will be considered most.  
(A=>93; A-=90-92; B+=86-89; B=83-85; B-=80-82, C+=75-79, C=<74)

## Class Schedule

### **Week 1 (January 21, 23): What is Social Problem? How to define it?**

Readings: Heiner, Chapter (Chp hereafter) 3

Best, "The Social Problems Process" pp 3-14 (in *Social Problems*, Norton 2008)

### **Week 2 (January 26, 28, 30): Claimsmaking – Who does it and how?**

Readings: Heiner, Chp 2

Best, "The Social Problems Process" pp 14-27, 29-59, 60-63 (in *Social Problems*, Norton 2008)

### **Week 3 (February 2, 4, 6): Social Hierarchy & Wealth Distribution**

Readings: Heiner, Chp 3 and 5

Lenski, Chp 1 in *Power and Privilege: A Theory of Social Stratification* pp 1-3, 10-17, 35-36 (UNC Press 1966)

**Week 4 (February 9, 11, 13): Racial Inequality**

Readings: Heiner, Chp 11

Oliver and Shapiro, Chp 1 and 2 (~pp 37) and 7 (in *Black Wealth/White Wealth: A New Perspective on Racial Inequality*, Routledge 1995)

**Week 5 (February 16, 18, 20): Gender Inequality**

Readings: Heiner, Chp 9

Sen, "Many Faces of Gender Inequality" (*New republic* 2001: 35-39)

Goldberg and Kremen eds, *The Feminization of Poverty: Only in America?* (Praeger 1990) pp 1-7

England, "Gender Inequality in Labor Markets: The Role of Motherhood and Segregation" (*Social Politics* 2005 12(2): 264-288)

**Week 6 (February 23, 25, 27): Sustainable Growth & Overworked Society**

Readings: Heiner, Chp 7 and 23

Schor, "The Overworked American" (Basicbooks, 1992) Chp 1, 22-24, 39-41

\*Note that there is no class on 2/27. Group project will be presented on 2/25.

**Week 7 (March 2, 4, 6): Crime and Capitalism & Incarceration in the U.S.**

Readings: Heiner, Chp 18 and 20

Wakefield and Uggen, "Incarceration and Stratification" (*Annual Review of Sociology* 2010(36): 387-406)

**Week 8 (March 9, 11, 13): Documentary Movie Screening**

(*30 Days on Minimum Wage* by Morgan Spurlock)/ Class Discussion on Poverty and Inequality/ Reading Day (NO CLASS on 3/13)

**Week 9 (March 16, 18, 20): SPRING BREAK**

**Week 10 (March 23, 25, 27): Traditional Family Exists?**

Readings: Heiner, Chp 14 and 17

Klinenberg, "The Capacity to Live Alone" in *Going Solo* (2012) pp. 57-84

"The Changing American Family" in *New York Times* (11/25/2013)

\*Note that the book review (in hardcopy) is due 3/23 in class.

**Week 11 (March 30, April 1, 3): Heteronormativity**

Readings: Martin, "Normalizing Heterosexuality: Mothers' Assumptions, Talk and Strategies with Young Children" (*American Sociological Review* 2009(74): 190-207)

Pascoe, "'Dude, you're a fag': Adolescent masculinity and the fag discourse" (*Sexualities* 2005 8(3): 329-346)

Grazian, "The Girl Hunt: Urban Nightlife and the Performance of Masculinity as Collective Activity" (*Symbolic Interaction* 2007 30: 221-243)

**Week 12 (April 6, 8, 10): Food Politics**

Readings: Beardsworth et al, *Sociology on the menu: an invitation to the study of food and society* (Routledge 1997) pp 32-56 (\*You can access to the e-book version through the UMass library website.)

Guthman, "Fast food/organic food: reflexive tastes and the making of 'yuppie chow'" (*Social & Cultural Geography* 2003 4(1): 45-69)

\*In-class Movie on 4/8 – *Food.inc* by Robert Kenner

**Week 13 (April 13, 15, 17): Immigration and Human Rights**

Readings: Freeman, Introduction in *Human Rights: An Interdisciplinary Approach* (2011 Polity)

Cornelius "Death at the Border: Efficacy and Unintended Consequences of US Immigration Control Policy" (*Population and Development Review* 2001 27(4): 661-685)

Parreñas, "Mothering from a Distance: Emotions, Gender, and Intergenerational Relations in Filipino Transnational Families" (*Feminist Studies* 2001 27(2): 361-390)

**Week 14 (April 22, 24): Global Inequality**

Readings: Kiely, Chp 3 (pp 35-39, 41-45) in *The Sociology of Development: The Impasse And Beyond*

Freeman, Chp 8 (pp 176-189, 198-200) in *Human Rights: An Interdisciplinary Approach* (2011 Polity)

Moeller, "Searching for Adolescent Girls in Brazil: The Transnational Politics of Poverty in 'The Girl Effect'" (*Feminist Studies* 2014 40(3): 575-601)

**Week 15 (April 27, 29): Group Presentation on Topic 9 (4/27) & Final Exam (4/29)**

## **Sample Syllabus IV**

### **SOCIOL191SOC1-01 First Year Seminar: Connecting Self and Society Fall 2015**

- Instructor: Juyeon Park
- Classroom: Thompson 620
- Class hours: Mon 9:05 – 9:55 AM
- Teaching Assistant: Brian Bushard (bbushard@umass.edu)
- Email: [juyeon@soc.umass.edu](mailto:juyeon@soc.umass.edu)
- Office hours: Mon 10:00 – 11:00 AM (626)

- Course Goals: Students will...
  1. Make social/interpersonal connections that will enhance their ability to become more productive contributors to their communities, both at UMass and beyond.
  2. Understand the values and perspective of an SBS major and the overall structure of UMass.
  3. Improve their academic skills.
  4. Develop their academic goals and construct a plan for reaching their goals.

- Objectives: Students will:
  1. Demonstrate competence in basic academic skills.
    - a. How to read a syllabus & understand course requirements
    - b. Note taking
  2. Understand SBS basics
    - a. Thinking like a social scientist
    - b. Researching like a social scientist
    - c. Majors, Minors, Gen Ed and college requirements
    - d. Developing integrated Pathways to success
  3. Develop personal/academic skills
    - a. Time management
    - b. Communication & collaboration
    - c. Connecting with faculty and staff
    - d. Exploring Internships and Undergraduate Research opportunities.
  4. Make use of available resources
    - a. Academic support
    - b. Campus resources
    - c. Social opportunities, clubs
  5. Map their future plans (Graduate School, Professional Programs, vocation etc.).
  6. Improve their personal care (physical, emotional, spiritual).

• Required Text and Materials: Will be uploaded on Moodle prior to at least one week

• Grade: Your final grade will be based upon three components.

**1) Weekly Writing + Attendance (40%):** In the first session of each class, as a warm-up, you will write one or two paragraphs about the question I will provide on the issue of each week. It will take about 10 minutes to write, and after writing, you are

supposed to share your answer with the whole class. Before leaving the class, you need to submit your answer sheet so I can check your attendance upon it.

2) **Class Discussion (30%)**: Since the biggest goal of this seminar is to make you more familiar with the life on campus and social science majors, it is very important to keep the class atmosphere friendly and comfortable. And for that, everyone needs to actively participate in class discussion by sharing personal thoughts and experiences with courtesy. Please be prepared to raise your voice as frequently as possible – it will also make you an active learner who is likely to succeed in other college-level classes.

3) **Final Project (30%)**: After being introduced of some research topics and methods of social science majors, especially of sociology, you will choose one topic – maybe one of the current social issues – and make a group with other peers who choose the same topic. Each group will consist of 4 to 5 people and the final presentation will be held on the last day of this seminar, December 7. Based on their presentation, every group needs to write an 8 to 10 page of research proposal and submit it by December 14 via email.

## **Class Schedule**

### **Week 1 (September 14): Introduction to the Seminar**

- Introduction to the course and learning about your classmates
- Reading the syllabus together and understanding requirements

### **Week 2 (September 21): Understand Yourself and Set Goals**

- Looking at your strengths, interests, and learning styles
- Developing personal definitions of success
- Mapping future plans – Why are you here and where do you go?

### **Week 3 (September 28): Time Management Skills and Effective Learning Skills**

- Demonstrating basic academic skills (note-taking, class preparation, etc)
- Developing time management skills
- Sharing common experiences and mistakes – what am I doing right and wrong?

### **Week 4 (October 5): Learning About Campus Resources 1 – DuBois Library Tour**

- Taking a tour of DuBois library with Stephen McGinty (librarian on the subjects of economics, education, sociology, and population studies)

### **Week 5 (October 13 Tue\*): Learning About Campus Resources 2 – Getting Help from IT Department**

- What does IT (Information Technology) department do?

- How can we reach out to IT? What kinds of help can we get from them?
- How to use Moodle effectively?

### **Week 6 (October 19): How to Stay Healthy and Happy in Campus?**

- Resources for staying healthy (Recreation Center, Wellness center, UHS...)
- How to improve personal care? (Eating and sleeping habits, controlling stress...)
- Social Life – How to find and get involved in communities inside and outside of campus?

### **Week 7 (October 26): Exploring Social Science Majors**

- Understanding SBS basics and specifics of each major
- Exploring internships and research opportunities of SBS majors

### **Week 8 (November 2): Exploring Sociology Major**

- Understanding sociology's disciplinary philosophy, basic theories and concepts
- Examples of sociological researches – How to think and write sociologically?

How to define and analyze social problems?

(\*Pick your topic for final project and make groups)

### **Week 9 (November 9): How to Write a Good Research Paper?**

- What are the expectations for a college-level paper?
- Learning different types of papers – research proposal, analytical essay, book review
- How to avoid plagiarism? How to quote and write a reference page?

### **Week 10 (November 16): Learning About Campus Resources 3 – Career Services**

- Guest speaker: Rebecca Bell, assistant Director for Career Planning (UMass career services department)

### **Week 11 (November 23): Research Week (No Class)**

### **Week 12 (November 30): Small Group Meeting**

- Meeting your group members and discussing how to organize presentation/paper
- Making visual presentations, writing a proposal, and so on

### **Week 13 (December 7): Final Project Presentations**

*\*Note that the final group paper is due December 14 (Mon) 11:59PM via email.*



## **Sample Exam Questions I**

SOC 283\_Gender and Society

Date: December 19, 2017

Final Exam

Name: \_\_\_\_\_

### **A. Short Answers (4 \* 3 points = 12 points/ 3-5 sentences for each question)**

1. Explain what “New Momism” is and why it is a gender issue.
2. Explain what hegemonic masculinity is and why it makes men hard to become primary caregivers of their families.
3. Explain what reproductive labor is and how it contributes to the (economic) marginalization of women of color.
4. Explain what “Global Care Chain” is and how it is gendered AND classed.

### **B. Essay (13 points)**

1. Imagine a 19-year-old, unmarried, heterosexual woman of color from a working-class family. She is a sophomore in college and thinking of majoring in STEM fields, preferably computer sciences. She wants to work after college and wishes to continue working after getting married and having children. How might she experience gender inequality in 1) college majors, 2) college loans, 3) career and workplace, and 4) future marriage and family life? Describe some possible struggles she might face at each stage. While doing so, explain how her race, class, and gender simultaneously affect her life during and after college. Also, try to use some theoretical concepts we have learned so far, such as “doing gender/gender performance,” “gender segregation in college and labor force,” “gender wage gap,” “work- or family-devotion schema,” “mommy penalty,” “reproductive labor,” “care work,” “intensive mothering,” and so on.

## **Sample Exam Questions II**

Final Exam

Your name: \_\_\_\_\_

SOC103-02 | Social Problems (Spring 2015)

Instructor: Juyeon Park

April 30, 2015

### **I. True or False (10 \* 1 point = 10)**

1. To *social constructionists*, it is crucial to measure the objective quality or level of a social condition when defining social problems. (T / F)
2. When asked by pollsters, about 80 to 90 percent of Americans say that they belong to the working-class. (T / F)
3. To examine social stratification and inequality from various angles, Oliver and Shapiro (1995) argue that it is important to study *wealth* instead of income. (T / F)
4. Among female racial minorities in the US labor market, Black women are the ones who earn *the least* compared to White women. (T / F)
5. In April 2015, the average minimum wage in the US (across states) is less than 8 dollars. (T / F)
6. Even though the rate of childless couples is increasing, children still remain as the core of the marriage and family of the US society. (T / F)
7. For those under the age of 35, the pay gap between mothers and non-mothers is larger than the pay gap between men and women. (T / F)
8. According to Guthman (2003), the emergence and growth of organic food industry has contributed to eliminating labor exploitation of immigrant workers in the US food industry. (T / F)
9. According to Hondagneu-Sotelo (2005), the majority of Latina immigrant women who left their children in home countries *wish* to bring their children to the US because they consider the US as a desirable place to raise children. (T / F)
10. According to “dependency theory”, there is a universal linear process of development that needs to be diffused through the chain of metropolis-satellite relation in the world economy system. (T / F)

## II. Short Answers (4 \* 5 points = 20)

(For each question, write your answer within 10-12 sentences.)

1. What is “feminization of poverty” and *why* does it happen? Name two possible explanations at least.

2. Compare two groups of people who stay single: one is a group of urban professionals who belong to “creative class” and the other one is a group of single mothers from low-income working class. How are they different in terms of the *reason* and *ability* to stay single?

3. How is *heteronormativity* socially constructed? Give two specific examples of social institutions and explain how they reproduce and perpetuate it. (\*Specify the “agents” who participate in the process.)

4. Describe the stereotype of the Third World (*Global South*) and people – especially women – in those countries. And explain how the stereotype shapes the way First World foreign aid programs view and treat their beneficiaries. (\*If needed, you can use the example of Nike’s “The Girl Effect” program or microfinance projects we covered in class.)

## Sample Essay Question I

SOC283\_Gender and Society | Fall 2017

Midterm Essay Question



After watching a Ted Talk “Why We Have Few Women Leaders” by Sheryl Sandberg and reading an article “Sheryl Sandberg's Lean In Philosophy Doesn't Just Ignore Disadvantaged Women. It Hurts Their Cause.” by Elizabeth Bruenig, write a 4-5 page analytic essay with your answers to questions below:

- 1) What is Sheryl Sandberg’s argument? Who is her audience? What is the strength of her talk? And what is she (possibly) missing?
- 2) What is Elizabeth Bruenig’s argument? Who is her audience? What is the strength of her article? And what is she (possibly) missing?
- 3) According to some of the course readings, what kind of discriminations do women in the U.S. work force experience in terms of wage, kind of jobs, co-workers’ views of their performance and personal traits, and so on? Do you think both Sandberg and Bruenig successfully addressed those issues in their talk and article? Are both of them well aware of intersectionality in gender inequality at workplace? (\*For this question, please cite some of the course readings in a proper manner.)
- 4) Imagine you are a full-time working mother (or father) with children. To you, whose argument is more appealing and persuasive? Who do you more relate to? Would you recommend Sandberg’s talk to your women co-workers? If so, why? (And if not, why?) Do you agree with Bruenig’s critique entirely? If not, how would you criticize Sandberg’s talk with a different perspective?
- 5) What can WE—as a society—do to support women in balancing work and family successfully? Address specific suggestions.