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INTRODUCTION

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Portfolio Purpose

Goal/Objective:

Sociology of Women is a course that examines women's experiences in society on both a micro and macro level. In our department it is considered a difficult course to teach because of the controversial nature of the course material (e.g., issues related to sexuality, the wage gap, the division of household labor, etc.). Students tend to be resistant to this type of information because it calls into question their core values and beliefs.

I entered the peer review program hoping to receive feedback on course objectives and implementation as well as my ability to handle student resistance (if it presented itself) to the course material. More specifically, I was interested in getting feedback on the course learning objectives (the content of the objectives as well as whether or not I was meeting those objectives in the course), the structure of the course, as well as my ability to manage the controversial course material effectively (i.e., encouraging discussion, answering questions effectively, providing useful assignments that connected with course goals).

Personal Reflections:

I entered this course with a great deal of apprehension as I anticipated student resistance to the course material. I thought that students would challenge any information that I provided that did not fit with their core belief systems. I was surprised to find that students did not challenge the information during class, but instead chose the course message board to challenge the readings and lecture material. I posted message board discussion questions once a week and students were expected to discuss these questions on the course webpage throughout the semester. I was a silent participant in these discussions, intervening only when the conversations became offensive, which rarely happened. The message boards resulted in lively discussions, some of which were based on student resistance and inaccurate information regarding women's issues. In an early message board post one woman stated, "I think that this is an important course for women to take, but I hope that it's not just a bunch of women whining about their problems." This was the sort of reaction I expected to the material. I was pleasantly surprised, however, that students took one another's viewpoints on in a constructive fashion, pointing out inaccuracies and flawed arguments.

Because of my apprehension in teaching the course, I tried to have very concrete learning objectives for the course as well as interesting assignments that connected to the learning objectives. The key objectives for the course were: 1) to critically think about women's issues; 2) to use the sociological imagination to better understand and evaluate women's issues (i.e., using our sociological imagination allows us to see how our thoughts and actions are influenced by the society in which we grew up and our particular location within that society); 3) to appreciate social and cultural diversity; 4) to understand structural inequality; and 5) to be able to communicate effectively, both in writing and verbally. The course consisted of three in-class multiple choice exams, a take home final exam (essay format), a group presentation, a course paper, spontaneous in-class activities, a scavenger hunt, and message board conversations. All of the assignments encouraged students to think about women's issues, encouraging them to

compare their personal experiences with scholarly research. For example, for one assignment students were assigned to a group of 5-6 students. They were given a topic based on the course readings for a particular week. Each group member completed an individual paper related to their group's topic and the group then pooled their information together into a 30 minute group presentation. There were nine groups total. The group projects required students to link personal experience/research to scholarly information. The assignment met all five of the course goals outlined in the syllabus. Similarly, course exams tested students on their understanding of women's issues, structural inequality, and social and cultural diversity. The take home final examination went one step further, encouraging students to critically analyze an issue that affects women's lives and to devise an action plan for making women's social experience better. In-class assignments and message boards also encouraged critical thinking as students grappled with developing solutions to gender related problems (e.g., unequal pay) and made connections between what was taught in the course and guest lectures, films, and current events. For example, students viewed *The Burning Times* during the women and religion lecture/discussion. After viewing the film students were asked to use course terms and theories to discuss what occurred in the film.

Questions for Exploration

At the beginning of the peer review program, I was most concerned with learning more about myself as an instructor. Thus, the key questions that I had related to my ability to manage a controversial course in an organized fashion. Specific questions were: Am I capable of teaching controversial course material to potentially resistant students in an effective way that is sensitive to students' discomfort while still encouraging students to think outside of their individual biases? Do my course objectives and assignments encourage students to think beyond personal experience, taking structural experiences into consideration when deconstructing problems?

As readers peruse my portfolio I would like for them to assess the course in relationship to these questions. Does it appear that I taught the material in an effective manner, keeping with course goals and objectives? Did the course assignments encourage students to think about women's diverse social experiences while still remaining sensitive to individual student experiences? Did course assignments connect to the course goals?

Course Design

Course Description

This course is a 500 level upper division course offered through the Sociology department. The course focuses on women's experiences in society on both an individual and structural level. Topics discussed include women and the media, women and work, women and the division of household labor, women and religion, women and politics, and so on (refer to Appendix A for a detailed course description and topics covered). The course is challenging because it encourages students to think beyond their personal biases regarding gender in society. It calls into question students taken for granted assumptions about the world, which makes students uncomfortable leading to student resistance to the subject matter. When students resist information that they are provided it can create a hostile educational environment if students' negative reactions are not

handled in a sensitive but firm manner. To alleviate some of this resistance I encouraged class discussion but also reminded students that everyone has different perspectives on issues and that we have to be respectful of one another's ideas in the classroom. I met with students individually to discuss any concerns that they might have with the course and its content as well. Giving students the opportunity to speak in small groups also alleviated some of the antagonism that can result in such a course. This provided students with an opportunity to speak with their peers about diverse experiences and to relate those experiences to the course material.

Students

The students in this course were predominately women. The course consisted of 45 students, eleven of which were men. I saw this as a challenge because I wanted to ensure that the men felt comfortable expressing their views and that they were working with the women in the course. I overcame this obstacle by making sure that at least 1-2 males were always in the small group discussions with the women in the course. During the class presentations I chose the groups in a similar fashion. This seemed to work well as both the men and women contributed to class discussions.

Another problem that I had not anticipated in this course was the diversity of majors taking the class. Some students in the class were not familiar with sociology as a discipline. Thus, I had to spend time discussing the assumptions of sociology, and why this course was offered in the sociology program. Despite this discussion, I had to regularly correct some of the students who insisted on using biological and psychological explanations and terminology in their papers and comments. This was a challenge, but it was also a positive aspect of the class because as I corrected these students the class was regularly reminded of how the sociological perspective informs our understanding of social inequalities.

Course Goals and Learning Objectives

As noted earlier, the course learning objectives were as follows: 1) to think critically about women's issues; 2) to use the sociological imagination in better understanding and evaluating women's issues (i.e., recognizing how individuals' location in society effects their experiences); 3) to recognize and understand the value of social and cultural diversity; 4) to understand the sources and consequences of structural inequalities; and 5) to be able to communicate effectively, both in writing and verbally.

Course's Placement in Department and University

Sociology of Women is an upper division course that may be taken as an elective by any undergraduate student who has taken Introduction to Sociology. This means that students may be sociology majors or they may come from other departments. This semester I had sociology majors as well as students from Interdisciplinary Social Sciences, Psychology, Family Studies, and so on. This is a popular course that is offered at least once a year. The course will be offered as an online course in fall of 2007 for the first time. The course differs from similar courses

offered in family and women's studies because of its continuous emphasis on social structural explanations for women's experiences in society.

Teaching Methods

This course was a combination of lecture and discussion. Group presentations as well as guest lectures contributed to student learning as well. Powerpoint slides were used to structure lectures, providing students with organized lecture notes. Films were used as supplemental learning tools when applicable. While the course was formally structured, students were encouraged to ask questions or make constructive comments throughout the course of class meetings, allowing for the class to interact with the instructor and one another at any time. This led to the class topic running into subsequent class meetings, but resulted in fruitful class discussions and deliberations on the material. I believe this helped the students to process information better than keeping with a strict lecture format. Through formal and informal course evaluations students expressed an appreciation for this format, stating that it broke up the monotony of only having lectures on the material and encouraged them to see other students' points of view as they related course material to real life examples. For example, during a discussion of women and work, one student shared an experience that she had at her place of employment. Students discussed this experience in relationship to statistics and theories that we had been discussing in the class, leading to a very successful discussion.

Students were regularly broken up into small groups to discuss course material as well. At the beginning of the semester students were permitted to choose their own groups. After the first few weeks of class I started to place students in groups myself to ensure that students were meeting with classmates that they did not know. This increased the diversity of experiences discussed in the groups and encouraged a sense of community in the class. Small group discussions were a good way to get less talkative students to express themselves. The problem with small group discussions, however, was that some groups finished their discussions much more quickly than others, resulting in conversations that were not related to the course discussion.

Course Activities/Mechanisms of Evaluation: Students were provided a number of opportunities to earn points during the course of the semester. As mentioned earlier, students were graded on in-class assignments, in-class examinations, a take home final examination, a course assignment, a scavenger hunt, and class message/discussion boards completed on the course webpage. I will discuss format of each assignment briefly. Following the discussion I have provided a table with each assignment and the learning objectives that were fulfilled by the assignments in the course. The assignment directions, sample assignments, and grading rubrics can be found in Appendix B.

In-Class Assignments: Students completed randomly timed in-class activities for a total of 100 points. These activities were not announced activities. Students had to be present in-class to complete these assignments. These activities ranged from 5-20 points depending on the nature of the assignment. The activities measured knowledge of course material and also assisted me in gauging course attendance. Examples of the in-class activities included: answering questions related to course readings in a group or individually, analyzing a cartoon using course concepts,

analyzing a movie or film using course concepts, and developing questions to ask guest speakers based on course readings. Because the course emphasized how gender interacts with race, sexuality and social class, these assignments were designed to encourage students to think about issues related to all forms of inequality as well as diversity of experiences individuals have depending upon their social locations. Thus, students were encouraged to use their sociological imagination when completing the assignments as they focused on issues related to structural inequality. All assignments encouraged students to use their critical thinking skills as well. For example, during one class session students watched an episode of the cartoon *Spongebob Squarepants*. This episode was about the division of household labor between the two main characters of the cartoon. Students were encouraged to critically analyze the cartoon, connecting the plot of the cartoon to information that they had received in class. They were then asked to discuss if this cartoon matched reality and how the reality would differ depending upon one's various social locations (i.e., race, class, gender, sexuality).

In-Class Examinations: There were three in-class examinations worth 100 points each in the class. These exams were multiple choice/true false examinations designed to test student's basic knowledge of principles and concepts related to Sociology of Women. Questions asked students to think about issues related to structural inequality for women as well as women's diverse experiences in relationship to race, class, gender and sexuality.

Take Home Final Exam: This examination was worth 200 points. It was a cumulative exam measuring students understanding of issues related to Sociology of Women and their ability to critically think about how to advocate for women in society. The examination involved issues related to structural inequalities that women experience in society as well.

Course Assignment: This assignment consisted of an individual paper and a group project. Each component was worth 100 points for a total of 200 points. Students were divided into groups of 5-6 members and placed into one of nine possible groups. The groups were assigned a project related to a course topic and presented their projects during the week that we covered the material. For example, one group was assigned gender and the media. Their assignment was to complete a content analysis of various types of media (e.g., film, TV, commercials) and to discuss what they saw and interpreted during the project. This assignment allowed students to critically examine women's experiences in society using course knowledge and independent research. These assignments demonstrated the structural inequalities that women face in society. Most of the group projects also asked students to examine women's experiences in relationship to cultural and social diversity.

Scavenger Hunt: Students were provided with a list of items that they were expected to locate. These items related to the social construction of gender in society. After finding the items the students were expected to discuss the gender assumption(s) connected to the items. The assignment encouraged students to use their sociological imagination to critically analyze women's position in society in relationship to men.

Message Boards: Each week students were provided with a message board post to discuss. The post was related to the week's course material. Twelve boards were posted, ten of which counted toward the students final grade for a total of 100 points. These boards were

designed to encourage students to critically think about the readings and lecture for the week, considering issues related to structural inequality and social/cultural diversity. Sample questions included: “Please discuss your experience with education in relationship to your gender”, “Should we intervene in countries that practice female genital mutilation, why or why not”, and “how does religion socially control or empower women (keep in mind women’s different experiences as related to social class, race, sexuality)?”

Relationship to Course Goals

All of the projects assigned in the class connected to at least one of the course learning objectives. Below is a table that lists the course assignments and their relationship to course goals/objectives more clearly. Table 1: Assignments’ Relationship to Course Goals

	In-class assignments	In-class examinations	Final examination	Course assignment	Scavenger hunt	Message boards
Critically think about women’s issues	X		X	X	X	X
To use the sociological imagination in better understanding and evaluating women’s issues (i.e., to recognize how personal issues relate to public experiences)	X			X	X	X
To appreciate social and cultural diversity	X	X		X		X
To understand structural inequality	X	X	X	X	X	X
To be able to communicate effectively, both in writing and verbally.			X	X		X

Criteria for Evaluation

Students were evaluated on a traditional grading scale: 90-100 was an A, 80-89 was a B, 70-79 was a C, 60-69 was a D and 59 or below was an F. In this portfolio I have analyzed three

assignments that students completed throughout the semester: the gender scavenger hunt, the individual course paper, and the final take home exam. On each assignment students were evaluated as having a low, medium or high score on the assignment in question. Whether students were ranked as low or high is related to the class average on the assignments. The student assessment is discussed in more detail below.

Assessment

Assignments Assessed

I will be assessing the progress of my students on three projects that involved critical thinking and analysis. Project one was a gender scavenger hunt. Students were instructed to find 10 out of 25 gender related items (e.g., a car sales woman's business card, 3 phone book entries with the wife or cohabiting partner's name ahead of the husband/male partner, etc.). The objective of the assignment was for students to see how gender can be found in the most interesting places and how gender is socially constructed for us. I have attached a copy of the assignment should you wish to see it. The second assignment I will assess is the individual paper project assigned to the students. Each student was placed in one of nine groups to complete a course paper and group project. The course paper was completed by each group member. Each group had a different topic related to the subject for the week (e.g., gender and culture, gender and work). I have attached the assignment directions for the student papers that I am reviewing. The goal of this assignment was to get students to complete some form of research related to their subject area (e.g., participant observation, one on one interviews, etc.) and to connect their research with course material in a critical fashion. The third assignment I will review is the student's take home final exam. The goal of the final exam was to have students synthesize course material in a clear and succinct manner, demonstrating their mastery of the material. I have also attached this assignment.

Student Rankings on Assignments

On each of the above assignments students have been grouped according to their performance. This resulted in three groups ranging from low to high scores on each of the assignments. I have determined categorization into the low-high groups based on the students' performance in relationship to the class average on the assignments. Students with low scores did not fulfill the expectations of the assignment and/or did so in only a marginal manner. Students in the medium category fulfilled the expectations of the assignments in question but did not demonstrate mastery of the material. Students in the high category fulfilled all of the requirements of the assignment and demonstrated mastery of the material above and beyond those in the medium category.

Assignment 1: Scavenger Hunt

For this assignment, students were asked to locate 10 out of 25 gender related items. After finding the items they were supposed to discuss the gender assumption(s) connected to the artifact that they located. The end of the assignment required students' to reflect on what they

found, relating their items to the social construction of gender and discussing the ease or difficulty in locating the items on the list. The assignment was designed to meet several of the course goals: 1) to critically think about gender in society; 2) to use the sociological imagination in examining a social issue; and 3) to understand structural inequality. These course goals are in direct alignment with our departmental learning objectives for students. Students received 2 points for finding the item (20 points total), 20 points for discussing the gender assumptions connected to the items, and 10 points for the reflection questions. The average student score on the scavenger hunt was a 74%. Scores ranged from 9-50 points. Variation in scores appeared to be based upon students' reading and understandings of the social construction of gender as well as an understanding of what gender assumptions were and how they applied to the assignment.

I will be assessing 3 students on this assignment-two in the low category (Student A and B), two in the medium category (Student C and D) and two in the high category (Student E and F). I have changed the students' names to protect their anonymity. One sample of a low, medium and high scoring paper can be found in the Appendix of this portfolio.

Low student scores: The two students in the low category both earned failing grades (a 48 and 58%), Student A and B found the 10 requisite scavenger hunt items but either completely failed to discuss the gender assumptions connected to the assignment or discussed them only marginally. For example, Student A found a photo of a man that was shorter than a woman in a magazine advertisement and stated, "In most photos of couples the man is always taller than the woman however Nicole Kidman is quite a bit taller than Tom Cruise." Here Student A failed to discuss the gendered assumption behind this picture- that men *should* be taller than their girlfriends or wives and if they are not they are perceived as effeminate and socially sanctioned. Student A also did not fully discuss how gender is socially constructed in society. She discusses the fact that we all "do gender" in everyday interactions but she does not go into any depth when discussing the implications of doing gender and gendered messages/assumptions for women and men. Student B's grade was based on similar missing criterion. These students did not indicate that they retained any knowledge related to women's issues in society. I met with both of these students to discuss their grades and it did appear that Student A was confused about the expectations of the assignment while Student B thought that she had successfully completed the assignment but did not understand what gender assumptions or the social construction of gender meant.

Medium student scores: Students in the medium category did what was expected for the assignment but failed to demonstrate a mastery of the material through answering the requisite questions. I will be analyzing Student C and Student D, two students who fell in the medium category. Student C received a 77% on the assignment while Student D received an 82%. I ranked these as medium scores because the average score was a 74%. These scores were both above the average but were not amongst the highest scores in the class. These two students did a decent job of discussing gender assumptions for some of the items that they found, but failed to do so for all of the items. Similar to the low scoring students, these students were not thorough in their discussion of gender assumptions for all 10 items located. These students did, however, do a better job of discussing the social construction of gender as well as the ease or difficulty of locating the items on their lists. When these two students discussed the gender assumptions they did a good job. For example, Student C found a country western song that reversed the gender

roles for men and women. She did a nice job discussing the gendered assumptions embedded in the song. She stated, “This song is intended to illustrate what men think women do and how men are not made to stay at home with the kids. Even the fact that it is called “Mr. Mom” shows the assumption that people think mothers, not fathers, are the ones who should be at home.” These two students did demonstrate knowledge of gender assumptions and the social construction of gender, but not at a high level. I met with both of these students and discussed their grades. Both indicated that they thought that they had complied with the expectations of the assignment but that they must not have since they lost points on the assignment. Even though these two lost points on the assignment I still felt that they were meeting the learning goals for the assignment, just not as well as students in the high scoring brackets.

High student scores: Students who scored high on the assignment fulfilled all of the expectations for the assignment, missing a few points because they may have not been thorough enough or they may have had spelling/grammatical errors. In general, they met all of the expectations of the assignment and demonstrated knowledge related to gender assumptions and the social construction of gender. These students demonstrated an ability to critically think about gender assumptions and to use their sociological imagination when studying social inequality. The two students that I have chosen to examine in the “high” category are Student E and Student F. Student E received a 94% (he missed a point for not having the honor code and 2 points for not adequately discussing the gender assumption for one of his items) on the assignment and Student F received a 98% (she lost one point for not having the honor code on her paper). Both of these students turned in exceptionally well organized projects that fulfilled all of the requirements of the assignment. Both discussed the gender assumptions accurately and in complete detail. These two also demonstrated understanding of and ability to apply the social construction of gender. Student F’s assignment was one of the best that I have seen. She clearly demonstrated her knowledge at a superior level. For example, Student F completed an excellent analysis of the card game “Old Maid”, seeing gender assumptions that other students in the class did not. She stated:

The gender assumption with this game is two fold. As we have seen previously, the game has a connection with the roles of gender in the workforce as the women are nurses and typists and the men are policemen, schoolmasters and porters. Also the main card is known as the “old maid” that is a derogatory comment in reference to a woman who does not marry. The gendered assumption here is that if a woman is not married there must be something wrong with her.”

Overall Assessment: All in all, I felt that students did a decent job on this assignment. The students read about the social construction of gender as well as what gender means and then were instructed to do this assignment without any guidance from the instructor (other than the directions that they were provided). The point was to see if they understood the concepts at play in the assignment without having to have the instructor spell them out for them. Many students did well, others did not. I did feel that for the most part the assignment encouraged the students to critically think on their own and to use their sociological imaginations. Because the course is composed of students at various levels of study both within and outside of sociology I think that in the future I will provide them more guidance on this assignment. I believe that I will first

lecture and provide them one or two examples of artifacts and the gendered assumptions connected to the artifacts and then have them complete the assignment. I do feel that there were some misunderstanding related to the assignment as well as some confusion. I do not feel that students' performance on this assignment demonstrated confusion with the goals of the course, but confusion related to terminology used in the course. I do feel that the range of scores was acceptable. I assumed that some students would do better than others and I see this as acceptable. Not everyone has the same ability to gain and apply knowledge independently, so I was ok with the differences in scores. Students who did well had clearly done the reading for that week and took a great deal of time finding and analyzing the gendered artifacts.

Assignment 2: Individual Course Papers

During the course of the semester students were placed into nine groups. Each group was given a different topic related to gender. The groups were expected to complete a group presentation on the topic. In addition, each student in the group was required to complete an individual paper based on the group's topic. Thirty percent of student's individual paper grades were based on the group's evaluation of the student's contribution to the completion of the project. This was done to ensure student accountability and productivity in the groups-no free riders in my class!!

The assignment was designed to meet several of the course goals: 1) to critically think about gender in society; 2) to use the sociological imagination in examining a social issue; 3) to understand structural inequality; and 4). to be able to communicate effectively, both in writing and verbally. These course goals are in direct alignment with our departmental learning objectives for students.

Overall students did well on these papers, with an average score of an 80%. Below I have provided examples of students from two of the nine groups. Groups had between 5 and 6 students. I discuss three students (ranging from low to high) from each group based on the group's average score. The students that I have chosen completed their papers on gender and education and gender and social change. I discuss students who received low, medium and high scores in these two groups. I also discuss why the papers fell into these categories. In the appendix I have provided sample papers, assignment directions and grading rubrics.

Gender and Education Individual Papers

Students were graded on the content of their paper (summary of information/quality of information), ability to address the critical thinking questions provided in the directions, their writing (grammar and spelling) and the group's evaluation of their contribution to the group project. For the sake of time and space I will be discussing points lost for content rather than points lost for grammar and student evaluations. See appendix D for a detailed grading sheet.

Low Student Score

In general, students who fell into the low category for the course papers did not thoroughly follow the directions provided to them, missing key components of the paper and/or they did not thoroughly complete the components of the assignment. For the gender and education group I

ranked students as low, medium or high based on the group's average score. This group's average score was a 74%.

For the gender and education paper, students were able to choose from two paper options (Refer to Appendix D). Student G chose to do project 2, receiving a 54% on the paper. She was expected to read an article entitled "Inequalities in Education" by Jerry Jacobs. She was then supposed to provide a summary of this article. After reading and summarizing this article Student G was supposed to examine gender and education on the K-State campus, relating her findings to the Jacob's reading and to census data. After answering questions related to her research, she was then to complete two critical thinking questions. She received an F on the paper because she failed to thoroughly summarize the Jacob's article, providing only a cursory discussion of the article without touching on the key points of the article. She also lost points for not citing census data and not providing a thorough discussion of gender statistics in departments on campus. The student was provided two critical thinking questions which were not thoroughly addressed, costing her half of the credit for this portion of the paper. In general, this student did not demonstrate an ability to critically analyze a social issue through a gendered lens. She was unable to connect course readings to data that she collected on campus. She was not thorough in her evaluation or her research. I felt that she failed to meet the goals of the course in this paper.

Medium Student Score

Student H received a 76% on the individual paper for gender and education. I ranked her in the medium bracket because she fell very close to the group average (74%). Student H chose to do the first option (see Appendix D) for her project. Here she was supposed to summarize feminist standpoint theory. She was then expected to complete a content analysis of sociology textbook, criminology textbook and a sociology website, looking for the number of male theorists in all of these sources. She then was supposed to connect the assumptions of feminist standpoint theory to her findings, followed by the completion of two critical thinking questions.

While the project differed somewhat from Student G's project, the core elements were similar. In both cases the students were expected to summarize readings for the course and to connect the readings to their own personal research. Student H did a better job than Student G at discussing the course readings, but she still did not do a thorough job, costing her some points for content. She did a fine job with the content analysis, but did not address the critical thinking questions in any detail. For example, she was supposed to discuss what the paper had taught her about the social construction of knowledge, discussing why it is problematic for one gender (i.e., males) to construct knowledge. She answered this question but did not answer it in a critical manner. She stated:

When one select group of individuals with shared traits is creating the knowledge it doesn't allow for other opinions, our system of beliefs is not challenged. This is extremely problematic because as mentioned earlier no two people are the same and share the same experiences and values.

While this is certainly true, it does not take into consideration the social inequality inherent in

knowledge construction. She does not discuss power and inequality at all, thus she lost points. I felt that in general she completed what was expected of her, fulfilling all of the requirements in the directions for the paper, but she failed to critically examine the social construction of knowledge. Thus, she failed to fulfill the critical thinking goal for the course and did not demonstrate use of the sociological imagination or an understanding of structural inequalities in society. When compared to Student G, Student H does a better job of following the directions and discussing the required information, but she is still not critical and does not demonstrate an understanding of gender and inequality.

High Student Score

Student I completed Project 2 for gender and education, the same project as Student G. Student I's paper was much more in line with my expectations of a student taking a 500 level course of sociology of women. She completed a superb summary of the Jacob's article, touching on the key points. This demonstrated her ability to critically examine a research article, gleaned the key points. I felt that alone met the critical thinking goal for the overall course. Student I also did a nice job of collecting data on campus and relating the data back to course readings, but she could have been a bit more thorough, so she lost some points. Most of her points were lost because she forgot to complete one component of the project-discussing the rank of the professors on campus. I do not see this as a deficiency related to the goals of the course, but as an oversight on the student's part. Overall I thought that this paper was far superior to the rest of the papers in the gender and education group. Student I demonstrated a clear ability to connect readings to data and to critically think about gender and education. Her points were lost for missing components related to not reading the directions thoroughly, not for errors in content.

Gender and Social Change Individual Papers

Students were graded on the content of their paper (summary of information/quality of information), ability to address the critical thinking questions provided in the directions, their writing (grammar and spelling) and the group's evaluation of their contribution to the group project. For the sake of time and space I will be discussing points lost for content rather than points lost for grammar and student evaluations.

For the gender and social change paper, students chose a social issue, providing background information on the issue and devised an action plan for dealing with the issue. This paper demonstrated critical thinking ability as students used what they learned about the issues to create a plan for change. The average score for this paper was an 87%. Students are ranked as high, medium or low based on this average score.

Low Student Score

Student J received a 79%. I rank this as low based on the 87% average for this group. Student J completed her paper on maternity leave. Her examination of literature on maternity leave was well done, but her sources were not academic sources, which cost her points. She also failed to thoroughly address the critical thinking questions for the project. In particular, she did not address why this issue is particularly important for women in any detail. In comparison to

students who completed papers in other groups, this was a good paper. When compared with the members of her group, however, Student J was missing a lot of detail and did not demonstrate an exceptional ability to critically think about a social issue. Thus, she failed to meet the critical thinking goal for the course on this assignment. She also failed to thoroughly discuss social inequality in relationship to maternity leave.

Medium Student Score

Student K completed her paper on gender and unequal pay. She received an 86%, which is very close to the group average on the paper. Student K did a much better job of using credible sources to discuss her issue than Student J, which made her paper much more academic and well written. Similar to Student J, Student K did not thoroughly address the critical thinking questions. She also failed to discuss why her issue was particularly important for women. While she did not thoroughly focus on the social inequality element required for the course, she did make mention of some examples of inequality. She also demonstrated excellent writing skills in the paper, providing a thorough overview of the issue using credible sources. This was the biggest difference between Student K and Student J.

High Student Score

Student L's paper was on child care in the U.S. She received a 99% on the paper. In contrast to Student J and Student K, Student L demonstrated exemplary writing skills and a thorough action plan which demonstrated an ability to critically think about a social issue in relationship to gender inequality. Student L used a number of credible academic sources to discuss child care in the U.S., providing a thorough overview of statistics and policies. She points to a number of examples that demonstrate inequality in care based on income, demonstrating a mastered understanding of social inequality. For example, she states: "Although the budget for child care subsidies has grown, there are still too many low-income families not being served. In a study of 16 states, no state was serving more than 25 percent of the families who would qualify for subsidies under federal income limits which are 85% of the median income." This student also thoroughly discusses an action plan for dealing with the problem of child care, demonstrating a clear ability to critically think about a critical issue. Lastly, she clearly discusses why this issue is salient for women as she states:

The issue of child care in the United States is particularly salient for women because of their strong association with the role of care giving. Our patriarchal society continually supports the ideal of child care as being a task undertaken by the mother through media, religious practices and even education. Women in society today are under great pressure from societal norms to provide proper care for their children. A woman who is unable or unwilling to care for a child is seen as deviant. By providing women who are unable to afford child care on their own with assistance we are empowering them to continue working hard and caring for their families.

Overall Assessment of Individual Papers: Overall I felt that the course papers were done well

by the students. Students who excelled on the papers demonstrated a clear ability to critically think about social issues. This meant that they were able to locate key points in course readings and to connect them to independent research or to use course readings to create action plans to deal with social problems. Exemplary students also demonstrated an understanding of structural/social inequality and were able to discuss the different experiences of men and women as related to their social position. These students also wrote well and used appropriate resources in writing their papers. In general, I felt that the majority of the students met the goals of the course in this paper, as demonstrated by the overall average for the papers (80%). Those students who did not do well on the papers failed to critically think about the topic of their project and failed to show an ability to locate differences between men and women in society.

Assignment 3: Take-Home Final Examination

The last measure of success used for this course was a take home final examination. This exam was designed to encourage students to critically think about an issue salient to women's lives. The assignment measured writing/communication ability, overall student learning for the course (they were asked to use knowledge gathered throughout the semester in completing the exam), and critical thinking (these measures were in direct alignment with the course and departmental learning objectives). Students were given several women's issues on the exam. They were asked to choose one, to provide an overview of key statistics related to the issue, and then to create an action plan designed to improve women's conditions as related to the issue at hand. This was to be structured as an oral presentation that was being given to the Congressional Caucus on Women's Issues (refer to Appendix C for exam directions). Students did well on the exam with an average score of 90% (180/200). I will be assessing three students who fell into the low, medium, and high categories of scoring on this exam.

Low Score

Student M received a 69% on the final examination. Her low score reflects inadequate definitions of concepts (e.g., feminism) and lack of coverage on her action plan. While this student provided a basic overview of the main points of the exam, she failed to adequately address all of the necessary points discussed in the final exam (refer to appendix H). More specifically, her action plan was not well articulated and she failed to discuss how she would measure success of the action plan. All in all, this student did not complete the examination as directed. Since she did briefly discuss all parts of the exam, it did not appear that she did not understand what was expected of her, but instead appeared that she simply did not put enough time and effort into the exam. This exam failed to meet the objectives of the class.

Medium Score

Student N received a 90% on her exam. I ranked this as a medium score because it fell into the average scores of students on this exam. This student did a much better job following the directions for the exam. She was much more thorough in defining terms and in discussing her action plan. Student N lost points on the exam because she failed to clearly and concisely discuss statistics related to her topic and needed more detail in her action. All in all she did a more thorough job than students who fell into the low category. This student also went beyond the

requirements of the exam by discussing how one particular branch of feminist theory would discuss her issue of interest.

High Score

Student O received a 97% on his examination. He demonstrated a high level ability on this exam, discussing concepts, statistics and his action plan in great detail. He was extremely thorough in discussing feminism and articulated his action plan clearly and concisely. This was a superb paper that demonstrated an understanding of women's issues that indicated mastery of the material. All directions were followed and the paper was well organized and easy to follow.

Analysis of grades and grade trends/Student Progress

Grades for the semester tended to improve for most students. There were, however, some students who were consistently lower than others throughout the semester. These students tended to not be prepared for class (e.g., did not have their books, did poorly on in-class assignments) and did not participate in-class discussions. The average score on the three in-class exams was a 78% but the average score on the final examination was a 90%. This could have been due to a change in examination format since in-class exams were multiple choice and the take home exam was an essay format. Students' writing and ability to discuss gender improved as well. The average score on the scavenger hunt was a 74% while the average score on the individual papers was an 80%. I could see a vast improvement in the students' ability to talk about gender and inequality in their papers from the beginning of the semester to the end of the semester. In terms of critical thinking ability, students greatly improved as the semester progressed. The message board discussions started off as relatively elementary. By the end of the semester the students' discussions were very impressive, integrating course concepts and challenging one another's statements with statistics and course information.

I felt that overall students improved greatly on all of the course learning objectives. In-class discussions students critically analyzed readings and lecture points at a much higher level than they did at the beginning of the semester. In conjunction with improved critical thinking, students integrated discussions of structural inequality in their in-class discussions and papers with being prompted by the instructor and articulated an understanding of the sociological imagination that did not exist at the beginning of the semester. Students' writing and oral communication also improved from day one to the end of the class.

Reflection

Personal Insights

Participating in the peer review of teaching program really helped me to become a more organized teacher in terms of course goals and objectives. Prior to participation in the program I had not really connected course goals to course assignments. By doing this, I feel that I was much more organized in my approach to teaching the course which resulted in students walking away with an ability to not only articulate the material that they learned but to critically think

about it as well. Students indicated in my TEVALS that the course was well organized, that they learned a lot, and that they had a desire to learn in the course (Refer to Appendix F for TEVAL scores).

I came into the peer review program with little confidence in my ability to teach this course and walked out feeling like I was an excellent teacher. I really think that this increase in confidence was directly correlated to the positive feedback and suggestions that I received from my peer mentor and advisor. Being observed and talking about our experiences over coffee made a huge difference in my mental outlook on the class as well as the pedagogical tools that I implemented in the course.

Most Effective Practices

The practices and mechanisms that were most effective in reaching my pedagogical goals were the message board discussions, in-class assignments, individual papers and group projects. These assignments encouraged students to critically think about women's issues individually and in a group environment. They also encouraged students to talk about structural inequality as well as cultural and social diversity.

I also implemented an informal evaluation of the course which I gave to students during the midpoint of the semester. This allowed me to gauge where students were in the course in relationship to what was helping and hindering their progress (see Appendix F). This served as a proactive measure of what was working for students in the course; thus, I was able to modify the course based on student recommendations. I found this to be very effective for myself and the students.

Practices and Mechanisms Least Effective

Interestingly enough I found that the in-class examinations were the least effective mechanism for measuring student progress. The multiple choice format was not as desirable as I had hoped and students did not do as well on the exams as they did on the other assignments.

Advice from Mentors

My mentors provided me with great feedback regarding handling student issues, group activities, and grading of assignments. My mentor suggested using grading rubrics, which was an amazing suggestion that cut back on the time necessary for grading papers. It also provided students with concrete feedback regarding why they lost points on assignments. My peer review partner suggested assigning students to small groups so that students could learn in a diverse environment. This was a great suggestion that led to a real sense of community in the classroom because students knew each other's names and information about one another. My mentor and I also had some interesting discussions about the pros and cons of having students upload assignments to the course webpage.

Future Plans for the Course

I will be teaching this course in the future. I am teaching it during the summer session of 2007 and will also be teaching the course online during the fall of 2007. I believe that I will modify the course based on my experience with the Peer Review Program. Because I found the message boards to be so effective I plan to keep them. I also plan to keep the group project and individual paper because students learned a great deal from these projects. I believe that I am going to modify the examinations to be more in line with the course goals and more accessible for students. I also believe that I am going to change how students complete the scavenger hunt. Instead of having them do the assignment individually I believe that I will have them complete the assignment in small groups. I think that this might improve the students' ability to see gender in everyday life if they are able to commiserate with their peers on the items that they locate. These modifications will help to streamline the course and to ensure that the objectives/goals of the course are being met.

APPENDIX A: SYLLABUS

**Kansas State University Department of Sociology
Spring 2007**

**Syllabus (subject to change): Sociology of Women
Course Number: SOCIO 545
Waters Hall Room 348
Meeting Times: T/Th, 8:05-9:20**

Instructor: Michelle L. Bemiller, Ph.D.
532-4969 (office phone)
Office: Waters 202c
Bemiller@ksu.edu

Office Hours: T/Th 2:00-3:00 and by appointment

Required Reading:

Anderson, Margaret. 2006. Thinking About Women: Sociological Perspectives on Sex and Gender, 7th edition. Allyn and Bacon.

Anderson, Margaret. 2004. Intersections, 6th edition. Allyn and Bacon.

* Various articles uploaded to k-state online. See course outline for specific articles and dates due.

COURSE DESCRIPTION: Sociology of Women examines patterns of gender in contemporary society and the corresponding experiences of women. The course emphasizes both interactional and structural approaches and provides an overview of theoretical work in the field. By the end of the semester, students should understand theoretical perspectives on gender as well as women's experiences in various social institutions. Critical analysis of gender issues is expected in this course.

COURSE OBJECTIVES: There are five learning objectives for this course: 1) to critically think about women's issues; 2) to use the sociological imagination in better understanding and evaluating women's issues; 3) to appreciate social and cultural diversity; 4) to understand structural inequality; and 5) to be able to communicate effectively, both in writing and verbally. These objectives relate to the core learning outcomes developed by the Sociology Department. For a full list of the learning outcomes see www.ksu.edu/assessment.

COURSE FORMAT: The course will consist primarily of lectures and group discussions. Students are expected to participate in all group discussions. We do not tolerate free riders in this course.

COURSE POINTS

Grading:

1) 3 multiple choice exams (100 points each)	300 points
2) Final Exam	200 points
3) Scavenger Hunt	50 points
4) Course Assignment	200 points
5) In-class Participation Points	100 points
6) Discussion Boards	100 points
	<hr/>
	950 total points

*** These points are subject to change. Should I feel that students are not reading the required material, I will institute pop quizzes, which will add to the total points for the semester.**

COURSE CONTENTS:

In-Class Exams (100 points each): There will be three in-class examinations worth 100 points each. These exams will be multiple choice/true false examinations. Information for these exams will be taken from the textbook, in-class lectures/presentations, movies, guest speakers, etc. These exams are designed to test student's basic knowledge of principles and concepts related to Sociology of Women.

Take Home Final (200 points): The nature and content of this exam will be discussed at a later date.

Scavenger Hunt (50 points): Students will be provided with a list of items that they are expected to locate. Directions will be uploaded to k-state online.

In-Class Participation (100 points): Students will complete random in-class activities for a total of 100 points. These activities will not be announced activities. Students must be present in class to complete these activities. In other words, **in-class activities cannot be made up, regardless of the student's excuse for missing class.** On some occasions an in-class activity may require the viewing of a film in class, with a follow-up activity the next day. If students miss the film, they cannot complete the activity. These activities will range from 5-20 points depending on the nature of the assignment. These activities will measure knowledge of course material and will also assist the professor in gauging course attendance. **Most of the activities will require the use of course notes and/or the course textbook.** Come prepared with both materials or you will not be permitted to do the activities.

Course Assignment (200 points): Students will complete one course assignment. This assignment will consist of both an individual and group component. Groups will be designated by the professor. This assignment will allow students to critically examine women's experiences in society. Directions will be provided online at a later date. Individual assignments will be handed in via k-state online grade book and group work will be handed in during designated class time.

Discussion Boards (100 points): Students will be expected to reply to 12 discussion board postings. These postings will be done through the k-state online message board. I will post a point of discussion on Friday afternoon of the designated discussion board week. Students will have until midnight on Sunday to reply to the question. A student who posts one reply will receive half of the designated points. Students who actively engage in discussion with their classmates will receive full credit. One small caveat-the replies must be substantively meaningful and based on course material (lectures, discussions, textbooks) to be considered for any form of credit. There are 12 boards total, 2 boards will be dropped at the end of the semester. This means that a student may do poorly on two boards, or completely miss two boards and still receive full credit.

COURSE POLICIES

Course Webpage

K-State online will be used to manage all aspects of this course. Students are responsible for regularly checking k-state online for message postings, course handouts, study guides, directions for papers, and grading criteria. Grades will be posted on k-state online so that students may track their progress in the course.

Class Attendance

Regular class attendance (i.e., missing a minimum of 2-3 days only) is expected in this course. Lack of course attendance will negatively impact your grade. I expect that you will be prompt and punctual in attendance and will remain in class until I dismiss you, otherwise you should take another course that fits your schedule better. I reserve the right to have students with excessive absences removed from the class.

Late Work Policy

Students will be permitted to take make-up examinations if they have a documented excuse regarding why they missed the examination. A documented excuse for this course is a medical

excuse or a death notice. All other excuses will not be accepted. Make-up exams will be significantly more difficult than in-class exams. Late papers will be deducted ten points each day the paper is late. This policy is discussed in more depth later in the syllabus.

Policies Regarding Changes in the Syllabus and to Course Assignments

Students are responsible for any changes in the syllabus or course assignments that are announced in class. Having missed class that day is no excuse for not complying with the change.

Plagiarism

Plagiarism will not be tolerated in this course. Plagiarism is the unacknowledged borrowing of information, wording, organization, or ideas. Whether the original source is public (e.g., a newspaper, book, or journal article) or private (e.g., a classmate's paper), you need to indicate your indebtedness to it. Where you repeat the exact language of your source, you must treat the borrowed material as a quotation and place it within quotation marks. However, by merely changing a few words or the word order or by paraphrasing, you do not avoid plagiarism. In all cases, you should cite your source (using any recognized format, although ASR format is preferred). There is nothing wrong in acknowledging an intellectual debt to someone. Your reader is only concerned that you have something new to say about the material that you have used, that it contributed in some way to the development of your ideas in your writing. Adapted from a handout by Department of English, Trenton State College

In this course, the penalty for plagiarism or cheating will depend on the extent of the transgression. The minimum penalty is a grade of zero for that assignment, while more extensive plagiarism or cheating will result in a course grade of "F" and the filing of charges of Academic Misconduct.

Composition of Assignments

With the exception of in-class assignments, assignments must be typed or word-processed. Assignments that are not typed will not be accepted. Assignments (with the exception of in-class examinations/assignments) will be graded for spelling and grammar. For every 3 spelling/grammar errors, 1 point will be deducted from the student's final grade. All papers should be on white paper, be double-spaced, consist of standard margins and 12 point black Times New Roman font. All papers must be stapled together, not paper clipped. Papers that do not meet these criteria will be returned and will be deducted points for lateness.

Returning Assignments

All grades will be posted on k-state online. Papers will be turned in through k-state gradebook and comments will be sent back to the student via k-state online as well. All examinations will be kept by the instructor. These exams will not be given to students after they are graded. If a student wishes to see points deducted, they may schedule an appointment to meet with the instructor.

Definition of Disrespect/Disruption

Speaking to fellow classmates during class, making derogatory comments to fellow students, verbally harassing students when discussing controversial topics, etc. I ask that you are

respectful of everyone in the class and that you do not disrupt the course in any negative manner.

K-State Honor Code:

Kansas State University has an Undergraduate Honor System based on personal integrity which is presumed to be sufficient assurance in academic matters one's work is performed honestly and without unauthorized assistance. Undergraduate students, by registration, acknowledge the jurisdiction of the Undergraduate Honor System. The policies and procedures of the Undergraduate Honor System apply to all full and part-time students enrolled in undergraduate courses on-campus, off-campus, and via distance learning.

In keeping with the honor code, students will type the following statement at the end of each of their turned in assignments, "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." Typing this statement indicates that you understand and have complied with the honor code. Failure to type this statement will result in the loss of points.

A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge Violation.

STUDENTS WITH DISABILITIES

If you have any condition such as a physical or learning disability which will make it difficult for you to carry out the work as I have outlined it or which will require academic accommodations, please notify me during the first two weeks in the course

Cancelled Class

If class should be cancelled on the day of an exam or when a paper is due, the exam date or paper date will be the following day that class meets.

Cellular phones, pagers and laptops

While I understand that technology is amongst us, it does not need to ring during class. Therefore, these devices must be turned off or set to vibrate mode during class. Should you need to answer an emergency call, leave the classroom. Laptops are permitted for note taking purposes only. Students using laptops to take notes may periodically be asked to share their notes with the instructor to ensure that this is what the computer is being used for in class. If students are caught using the computers for recreational purposes (i.e., internet, emailing, face book, myspace, games, etc.) they will be asked to not bring the computers back to class. If they do not comply with this recommendations, further disciplinary action will be pursued.

COURSE SCHEDULE (subject to change)

****Readings for the week should be completed prior to coming to class.**

Week 1 (January 11): Syllabi distribution and course introduction.

Week 2 (January 16 and 18): Feminist Perspectives

*Chapter 1 Thinking about Women and Deegan in Intersections reader

Jan. 16-18: lecture and discussion

Message Board 1

Week 3 (January 23 and 25): The Social Construction of Gender

*Chapter 2 Thinking about Women and Cunningham in Intersections reader

*Lucal, Betsy. 1999. "What it means to be gendered me: Life on the boundaries of a dichotomous gender system." Gender & Society, Vol. 13.

* West, Candance and Don Zimmerman. 1987. "Doing Gender." Gender & Society, Vol. 1.

Jan. 23-25: lecture and discussion

Message Board 2

Week 4 (January 30 and February 1): The Social Construction of Gender (cont.)

* Readings continued from Week 3

January 30: Scavenger Hunt due/discussion

Feb. 1: No class. SWS Conference in New Orleans.

Week 5 (February 6 and 8): Gender, Culture and the Media continued

* Chapter 3 in Thinking about Women and Bosmajian in Intersections reader

Feb. 6: lecture/discussion

Feb. 8: Group 1 project due in class and online

Message Board 3

Week 6 (February 13 and 15): Sexuality and Intimate Relationships

*Chapter 4 in Thinking about Women and Weston in Intersections reader

Feb. 13: Exam 1 over weeks 1-5

Feb. 15: lecture/discussion

Message Board 4

Week 7 (February 20 and 22): Gender, Work and the Economy

* Chapter 5 in Thinking about Women and Fuentes and Ehrenreich in Intersections reader

* Dana Britton. "Gendered Organizational Logic: Policy and Practice in Men's and Women's Prisons." Gender and Society.

Feb. 20: Group 2 project due in class and online. Will be presented at the beginning of class and then we will commence with the lecture on gender, work and the economy.

Feb. 22: Lecture/discussion AND Group 3 project due in class and online

Message Board 5

Week 8 (February 27 and March 1): Gender and Family

* Chapter 6 in Thinking about Women and Rothman in Intersections reader

*Beth Shelton and Daphne John. "The Division of Household Labor. Annual Review of Sociology.

Feb. 27: lecture and discussion

March 1: Group 4 project due in class and online

Message Board 6

Week 9 (March 6 and 8): Women, Health, and Reproduction

* Chapter 7 in Thinking about Women and Roberts in Intersections reader

* Lucy Bailey. "Gender Shows: First Time Mothers and Embodied Selves." Gender and Society.

March 6: lecture and discussion

March 8: Group 5 project due in class and online

Message Board 7

Week 10 (March 13 and 15): Women and Religion

*Chapter 8 in Thinking about Women and Ozorak in Intersections reader

*Susan Sered. "Ideology, Autonomy, and Sisterhood." Gender and Society.

March 13: lecture and discussion

March 15: Group 6 project due in class and online

Message Board 8

MARCH 17-25 SPRING BREAK

Week 11 (March 27 and 29): Women, Crime and Deviance

*Chapter 9 in Thinking about Women and Nelson in Intersections reader

March 27: Exam 2 over weeks 6-10

March 28: lecture/discussion

Message Board 9

Week 12 (April 3 and 5): Women, Crime and Deviance continued

*Darrell Steffensmeier and Emilie Allan. "Toward a Gender Theory of Female Offending." Annual Review of Sociology.

* Kim Anderson. "Collegiate Sororities and Dating Violence." Violence against Women.

April 3: lecture and discussion

April 5: Group 7 project due in class and online

Week 13 (April 10 and 12) Gender, Education, and Science

*Chapter 10 in Thinking about Women and Orenstein in Intersections reader

* Jerry Jacobs. "Gender Inequality and Higher Education." Annual Review of Sociology.

April 10: lecture/discussion

April 12: Group 8 project due in class and online

Message Board 10

Week 14 (April 17 and 19): Women, Power and Politics

*Chapter 11 in Thinking about Women and Freeman in Intersections reader

* Rose Weitz. "Women and their Hair." Gender and Society.

April 17 and 19: lecture/discussion

Message Board 11

Week 15 (April 24 and 26): Women and Social Reform

*Chapter 12 in Thinking about Women and Montgomery and Datwyler in Intersections reader

* Diane Margolis. ‘Women’s Movements Around the World.’ Gender and Society.

April 24: lecture/discussion

April 26: Group 9 project due in class and online

Message Board 12

Week 16 (May 1 and 3): Contemporary Frameworks in Feminist Theory

*Chapter 10 in Thinking about Women and Kingsolver in Intersections reader

May 1: lecture and discussion

May 3: Exam 3 over weeks 11 through 16

Week 17: FINAL EXAMINATION May 8, 2:00-3:50 pm

APPENDIX B: SAMPLE IN-CLASS ACTIVITY

Sample In-class Assignment: Spongebob Squarepants Analysis

- Summarize the plot of the cartoon
- Discuss the gender roles of the characters
- Discuss the division of household labor
- Discuss the relationship of the characters in terms of conflict/happiness
- Does the experience of the characters mirror reality (relate to text findings)
- How would these characters' reality vary if their social locations differed (race, class, gender, sexuality)?

APPENDIX C: FINAL EXAM

Sociology of Women Final Examination-Due Tuesday, May 8th by 5 PM through K-State Online Grade Book. This exam is worth 200 points.

Directions: Assume that you have been hired as a gender consultant to the Congressional Caucus for Women's Issues. Your task is to provide the Caucus with a feminist analysis of a women's issue. Please choose from the list below:

List of issues:

- the unequal division of household labor
- increasing the number of women elected to Congress
- increasing women's opportunities in the areas of math and science (both educationally and in the workforce)
- increasing women in powerful positions in the media

As a feminist, gender expert, you are particularly concerned with the nature of inequality in society, gender politics, and power. In completing your feminist analysis, keep in mind that you are coming from this point of view.

You should begin your presentation to the Caucus with a discussion of the main assumptions of feminism followed by your feminist analysis (NOTE: this is a sociology class so this exam should be grounded in sociological principles, not psychology/biology/etc.). Your analysis should provide: 1) a definition of the problem from a feminist's point of view-what is the issue? Why should we care about the issue? 2) provide statistics that demonstrate the scope of the problem; and 3) an action plan for dealing with the issue. Your action plan should be thorough and grounded in statistics/research and should at all times keep the feminist mission in mind. Once your plans have been laid out, discuss how you would implement the plan and how you would measure the success of these plans-how would you get groups to agree to the plan? How would you fund the plan? How would you measure the plan's success?

Structure of the Exam: You MUST use headings and subheadings when writing this exam.

Your examination should be well-organized and well-written. It should use sources from class (i.e., lecture, textbook, reader, guest lectures). If you wish to use outside resources, you must clear them through Dr. Bemiller prior to using them in the exam (you do not have to use outside sources, but may if you choose). **I have given you a suggested length for each section of the exam. The exam should be no more than 7 pages in length. I will stop reading after the 7th page.**

Required structure for the exam:

- I. Introduction-introduce yourself to the Caucus and provide an overview of the issue that will be discussed in the meeting.
 - A. This should be about 1 paragraph in length.
 - B. This is worth 10 points
 - C. Here I will be looking for a clear, concise introduction that tells the Caucus what you will be doing in the presentation. In other words, it lays out each part of the presentation clearly and succinctly.

- II. Feminist theory
 - A. Definition of feminism and the key contributions of feminism to the understanding of women's lives
 1. This should be about 1-2 paragraphs
 2. This is worth 10 points
 3. Here I will be looking for your ability to demonstrate an understanding of the assumptions and contributions of feminist theory as discussed in the readings and lectures.

- III. Issue (Worth 180 points)
 - A. Definition of the problem. About 1-2 paragraphs. This should be clear and concise but should demonstrate that you are an "expert" in this area of study.
 - B. Statistics- about 1 paragraph. I will be looking for the usefulness of the statistics for demonstrating the scope of the problem, as well as accuracy of statistics. Here you should provide a few statistics (3 or more statistics would be viewed as exemplary) and then discuss them in some detail.
 - C. Action plan: your action plan should demonstrate mastery of the topic. It should be thorough, but should be written in a clear and concise manner. Congress will not listen to a bunch of jibber jabber or gobbledy goop.
 1. overview of the plan - about 1 page
 2. implementation of the plan- about 1 page
 3. funding of the plan - about ½ page
 4. measurement of the plan's success- about 1 page

Extra Credit: Worth 10 points. Choose one of the branches of feminism discussed in the last chapter of Anderson's text and discuss how this branch would discuss the issue discussed in your exam. The extra credit does not count towards the 7 page limit for the exam, but should not exceed 1-2 paragraphs.

APPENDIX D: TWO SAMPLE COURSE ASSIGNMENTS AND GRADING RUBRIC

Gender and Education Paper and Group Presentation

For this project, students will need to complete an individual paper as well as the group project. Individual projects must be finished prior to completing the group project in order for the group project to be successful. Points will be broken down as follows:

Individual paper: 100 points

Group Project/Presentation: 100 points

Individual Paper Guidelines:

For this portion of the project, three students in your group should choose project one and three students should choose project two. These are individual projects so you should not be working together for this portion of the assignment. If I suspect that students have worked together on this portion of the project, the students in question will automatically fail both portions of the project and will be remanded to the university officials for disciplinary action.

Project 1

1. For this project you will be discussing feminist standpoint theory (i.e., its basic assumptions) and examining whose standpoint knowledge comes from within Sociology as a discipline.
 - a. Locate information on feminist standpoint theory (a great book is Smith's *The Conceptual Practices of Power* but other sources are certainly acceptable). Provide an overview of feminist standpoint theory. What specifically is standpoint theory saying about how we gather knowledge?
 - b. Theoretical perspectives are the basis for our understanding of society within many disciplines. Complete a content analysis of the theoretical perspective chapter in an Introduction to Sociology textbook as well as the theoretical chapters in a Criminology textbook. List how many times a male theorist is mentioned within these texts. How many times are female sociologists mentioned? Next, go to the dead sociologists' society webpage: <http://www2.pfeiffer.edu/~Iridener/DSS/DEADSOC.HTML> and list how many male theorists are on this page and how many female theorists. Whose standpoint has been heard throughout sociology, men's or women's? How does this affect how we are able to see society? You are probably going to have to do some cross referencing on line to locate a picture of theorist if one is not provided or if a clear indication of gender is not noted in the texts.
 - c. Given our interest in intersectionality, how many of these individuals are people of color? You may have to do some digging to find this information. The worldwide web is a great source.

Critical Thinking:

1. What has this project taught you about how knowledge is socially constructed in our society? Why is it problematic to have one gender constructing knowledge for everyone?
2. Using what you have learned, should there be a sociology of men's course or does it appear that men's voices and experiences have already shaped the discipline and been explored

thoroughly?

Project 2

1. Read the article, “Gender Inequality and Higher Education” by Jerry Jacobs. This article can be found on www.jstor.org. Summarize the key findings of this article.
2. Now, explore your surroundings.
 - a. Find out how many female and male students are on campus here at k-state. How does this data compare to census statistics on college educational attainment?
 - b. Find out the gender distribution within the following disciplines: Sociology, Engineering, Mathematics, Family studies. This should be a percentage.
 - c. In total, how many faculty on campus are females? Males? What is the gender distribution of faculty in sociology, engineering, mathematics and family studies? When you look at the rank of the professors, what is the gender distribution for assistant professors (these are junior faculty who have not been tenured and promoted)? Associate professors (this means the faculties have been tenured and promoted)? Full professors (full professors will be listed as professor).

Critical Thinking:

1. Is there gender disparity within the disciplines for students and faculty? If so, why do you think this is so-in answering this you should pull from your academic knowledge not personal thoughts?
2. How did your findings compare with the information you read in the course textbooks? How did your findings compare to the article that you read?

Group Presentation

1. For the group presentation you will be pooling all of your information into a 20 minute presentation. How you combine this information is up to you. You need to provide an overview of the information that you found (i.e., statistics, percentages, etc.) for both projects.
2. You should plan on using some sort of visual aide
3. You should address the following questions:
 - a. What is standpoint theory?
 - b. What has been the role of males and females in constructing knowledge within sociology? Using what you have learned, should there be a sociology of men’s course or does it appear that men’s voices and experiences have already shaped the discipline and been explored thoroughly?
 - c. Why is it problematic for one gender to construct knowledge for everyone?
 - d. How might the distribution of gender in total as well as across the disciplines (for students and faculty) you studied affect our access to future information? Based on these numbers, does it appear the gendered nature of information will remain the same or will we see changes?

Social Reform

This project consists of an individual paper (100 points) and a group project (100 points). I would suggest starting this project early as it will be time consuming.

Individual Paper

For this paper each group member must choose one of issues listed below and complete an action plan for bringing about social change in this area. In order to successfully complete this paper each individual must do the following:

1. Locate information about the issue using viable internet sources or academic references (articles/books). You should use at least 2 sources (these sources may not be the texts for the course). Provide an overview of women's experiences with these issues and what policies currently exist to benefit women with the issue in question.
2. Critique the current policies in place to assist with this issue.

Critical thinking

1. Why is the issue in question particularly salient for women?
2. Assume that you are a feminist. What action plan would you put in place to benefit women/make women aware of the problem and bring about social change? Be thorough in your discussion of your plan of action.

Issues to choose from:

1. childcare
2. unequal pay
3. rape on the college campus
4. maternity leave
5. sexual harassment

Group Project: the group project may only be 20 minutes long. A visual aide(s) must be used and all group members must have a role in the presentation.

As a group you must do the following:

- a. Provide an overview of liberal feminist theory
- b. Provide an overview of information that was located on each issue emphasizing why the issue in question is important to women.
- c. Provide an overview of the action plans suggested

Student Name _____

Date of Presentation _____

Sociology of Women
Individual Paper and Group Project Grade Sheet

	Points Possible	Points Earned	Comments
100			
Gender Theme	30		
Mastery of Material	20		
Visual Aids	15		
All Members Participate	10		
Class Member Evaluation	10		
Organization	5		
Overtime deduction	Up to 10		
100			
Summary of resources/information used/Quality of information	40		
Ability to thoroughly address critical thinking questions	20		
Writing	10		
Group Evaluation	30		
200			

Instructor Comments:

APPENDIX E: SCAVENGER HUNT DIRECTIONS

Sociology of Women Scavenger Hunt

For this project, you must find 10 of the 25 items listed below. After finding the items, you must answer the question given with each item. Be thorough in your answers!! You must also provide proof that you located the object. You may use photocopies, pictures, or you may hand in the item with your paper.

1. A multiple choice question from an exam which makes assumptions about gender roles (i.e., is sexist). What assumptions are made?
2. A cartoon or cartoon strip with a sexist premise. What assumptions are being made? How do the assumptions make the cartoon funny?
3. A photocopied paragraph from a book or article that is currently being used in a college course that uses all masculine pronouns (include the text title, copyright year, and class required for). Why is it written this way?
4. A church bulletin which uses inclusive language (“people”, “his/hers”) in the prayers, responsive readings, announcements). Why is it written this way?
5. Two ads from the personal section of any newspaper: one ad seeking an attractive, pretty, cute, woman, girl, female; and one ad seeking an attractive, handsome, good-looking, man, boy, male (can use any adjectives for physical attractiveness). What are the differences, if any, between the emphasis on physical attractiveness in the ad seeking a woman and the ad seeking a man?
6. Lyrics from a relatively recent (within the last 2 years) popular song (title and or melody should sound familiar to people of various ages, races, etc.) that depicts a male as a sex object. (Include artist and title of song). What is the message of the song, regarding men?
7. A photograph of (or rubbing from) a gravestone that says: “Wife of...”; “Beloved wife of...”. Why are these gravestones more common than those saying “Husband of...” or “Beloved husband of...”?
8. A sexist rule, regulation, or statement in any relatively recent or current K-State document (e.g., housing rules, handbook describing the college, etc.). Do not use the school newspaper. What is it about the statement that makes it biased?
9. A greeting card congratulating the parents of a new baby that does not specify the sex of the baby. How are the illustrations and colors on the card gender-neutral?
10. From a phone book: 3 listings where a woman’s name is listed first (e.g., Doe, Mary and John). You can photocopy the listing. Why are these listings less frequent than those in which a male’s name is listed first?
11. A magazine ad in which the woman is taller than the man (both figures should be “normal sized” adults). Why is this the case (e.g., why is the man lower in status than the woman in the ad)?
12. An engagement or wedding announcement that lists the groom’s parents first. Why have brides’ parents’ names traditionally been listed first?
13. A photocopy of the dedication of a book written or edited by a man (or men) to their child(ren). What is the significance of this in terms of gender?
14. Rewrite the Declaration of Independence using inclusive language (not just he/she). How does this change the nature of what is being said?
15. Find a nursery rhyme with a male or female (or both) as the main character(s) and rewrite it to make the character(s) more androgynous. How does this change the images presented in the

rhyme?

16. A picture from a department store's catalog showing children's clothing with sex-typical pictures on the clothes (e.g., sports, flowers, kittens). Why do parents buy these clothes for their children?
17. A table of contents from a men's magazine listing an article about male-female relationships (this assumes some sort of emotional commitment). Why are these kinds of articles rarer in men's magazines than women's magazines?
18. An Old Maid card (or photocopy of one). What does this card game reveal about our attitudes toward older, single women?
19. A college course catalog listing a men's studies course. What is the significance of this, in terms of gender?
20. A picture from a hotrod/car magazine showing an attractive young man lounging by/on a car (instead of the usual, ornamental women). What would be a good argument for showing an attractive male instead of an attractive female in this case (if you had to convince the editors of the magazine)?
21. A birthday card for a father that has flowers on it. Why do greeting cards for men usually have dark colors, pheasants, and outdoorsy stuff on them?
22. A table of contents from a men's magazine listing a childraising article. What is the significance of this regarding gender?
23. A picture showing male athletes displaying physical affections towards one another. Why is it acceptable for them to be doing this?
24. Lyrics to a country-western song which describes nontraditional gender roles. Why has country western music portrayed traditional gender roles for so long?
25. The business card of a car saleswoman. Aside from avoiding charges of discrimination, why would a car dealership want to hire a woman to sell cars?