Gender and the Life Course  SESP 317  
Spring, 2017; 9:30AM – 10:50AM  
Prof. Regina Lopata Logan  
Office: Annenberg 216     Email: rlogan@northwestern.edu     Cell phone: 847-436-4011 (preferred)  
Office Hours: M & W: 2-3PM, Tu & Th: 11AM- noon; or (preferred) by appointment  
TA: Sara Thomas; email: sarathomas2019@u.northwestern.edu     Office Hours: by appt.  

Course description  
In this course, we will consider how gender influences the major stages of the life course. First, we will discuss the several meanings of gender and sex to set the context. Then, we will focus on the psychosocial effects of gender on children, adolescents, and young, midlife, and old adults. In addition, we will investigate how gender influences major societal institutions and selected social policy issues.  

Readings  
No textbooks! Readings posted on Canvas throughout the quarter.  

Course objectives  
1. to understand the several meanings of gender and sex  
2. to understand how gender influences the major stages of the life course  
3. to understand how gender influences major societal institutions  
4. to understand how gender influences selected social policy issues  
5. to understand intersectionality: how gender intersects with class and race  
6. to learn how to write an empirical paper  

Teaching Method and Philosophy  
My teaching philosophy is based on the application of theory to real life. Although I will give weekly lectures, my teaching method is based primarily on discussion. You will do one observation, and conduct surveys or interviews outside of class. We will have specialists present guest lectures and view videos, sometimes in class, sometimes streaming on Canvas. Outside data collection, guest lectures, and media presentations, in addition to the weekly reading assignments, are the basis for class discussion. In order for you to succeed, you must come to class and you must be prepared. I expect you to read/view what is assigned for every class in advance of the class for which the readings and other homework are assigned.  

Evaluations and Grading  
There are two papers and a take home final exam. Papers must be turned in at the beginning of class on the due date. Unexcused late papers will be graded down one half grade per day late. However, an unexcused absence on a day a paper is due will result in your paper being graded down one full grade. You may have ONE excused late paper, that is, you may turn in ONE of the two papers (NOT THE FINAL EXAM) forty-
eight (48) hours after the due date and not be graded down. The only acceptable excuse for late papers or absence on the day a paper is due is illness. I reserve the right to ask for medical verification. However, I will NOT accept late final exams. As mentioned above, attendance and active participation are required and will make a difference in your final grade.

Papers: 60%  -- One research paper, 8 pages (30%) and one group project presentation with a 4 page response paper (30%). The papers require empirical data collection. See separate handouts for rubrics.

Due dates and topic areas:
Paper 1: see syllabus for due date. Topic: learning gender roles in childhood. Your paper will include an observation of pre-school children.

Paper 2: see syllabus for due date. Topic: adolescence, gender identity and media. You will work in a group to analyze messages about gender in media (magazines, movies, video games, TV, music, other media) aimed for adolescents. Your group will make a 10 minute presentation to the class. You will also hand in a four page personal response paper.

Take Home Final exam: 30%
The exam will be distributed on the date in the syllabus; exam will be due on date in the syllabus. Note: this is a take home comprehensive final exam essay. Exam must be typed and uploaded to TurnItIn on Canvas. More information will be given later in the quarter.

Class participation: 10%
Attend class, ask cogent questions, engage in discussions. Participate in a meaningful way. This means you will have to do the reading for each class prior to that class. Regular attendance, punctual arrival, and active participation in the course will result in the most successful outcomes. Attendance will be taken at each class. If you expect to miss a class, please communicate with me and explain the situation.

Participation assessment guidelines:

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are substantive, provide major insights, and help direct the discussion. Student is eager to volunteer, interacts and negotiates with other students, always goes beyond what is expected, and is always well-prepared.

Good Contributor: Contributions reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Student is attentive, responsive, and goes beyond what is required, if not always successfully. Is almost always well-prepared.

Adequate Contributor: Contributions in class reflect satisfactory preparation, but waits to be called upon.
Non-Participant: This person says little or nothing in class and contributes minimally. There is little effort to participate; the responses are generally incorrect and reflect little preparation.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation, erratic oral and written performance. Contributes nothing to the class as a whole.

Extra-credit opportunities
As announced in class.

Academic Integrity
Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All papers submitted for credit in this course must be submitted electronically for review to Turnitin (on Canvas course site) unless I tell you otherwise. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: http://www.northwestern.edu/provost/policies/academic-integrity/index.html.

Accommodations for Students with Disabilities
Any student with a disability requesting accommodations must register with Services for Students with Disabilities (ssd@northwestern.edu; 847-467-5530) and request an SSD accommodation notification for his/her professor, preferably within the first two weeks of class. All information will remain confidential.

Schedule of Topics and Readings

UNIT 1: OVERVIEW

Class #1
T 3/28
Introduction

Class #2
Th 3/30
Beliefs About Gender
• view Intersexion (first half) in class

Class #3
T 4/4
Gender: Nature/Nurture
• see Intersex Society of America (ISNA) website http://www.isna.org/
  esp. http://www.isna.org/videos/boy_or_girl
• view Intersexion (second half) in class

Class #4  Gender: Nature/Nurture - continued
Th 4/6  • in-class debate: Sex and Gender: Nature v. Nurture
• Assignment: turn in talking paper/arguments list for debate

UNIT 2: GENDER AND CHILDHOOD

Class #5  Gender, Childhood, & Family

Class #6  Gender, Childhood, & Family – con’t
Th 4/13  • Preschool observation completed by today

Class #7  Gender, Childhood, & Education
• view Tough Guise 2

UNIT 3: GENDER & ADOLESCENCE

Class #8  Gender, Adolescence & Identity

• Paper #1 due

Class #9
Gender, Adolescence & Identity - continued
T 4/25
• view Killing Us Softly 4
• Thomas, S.E. (under review). Young women’s reported dilemmas with nude photographs
• work on Adolescence and Media project in class

Class #10
Gender, Adolescence & Identity – continued
Th 4/27
• group presentations of Adolescence and Media project

UNIT 4: GENDER AND EMERGING ADULTHOOD

Class #11
Gender & College Students
T 5/2
• Assignment: Bring-A-Guy to Class
• view Understanding Hookup Culture in class

Class #12
Gender and College Students – con’t
Th 5/4
• continue discussion from Weds.

UNIT 5: GENDER AND YOUNG/MIDDLE ADULTHOOD

Class #13
Gender, Adulthood, Work & Family
T 5/9
• look at http://www.daddyshome.org/
• look at http://www.contemporaryfamilies.org/
• look at http://www.athomedad.org/
• prepare questions for panel

• Paper #2 due

Class #14  Gender, Adulthood, Work, & Family – con’t
Th 5/11  • Dad Panel: Balancing Work and Family

Class #15  Gender, Adulthood, Work, & Family – con’t

UNIT 6: GENDER AND OLD AGE

Class #16  Gender and Aging
• view Still Doing It in class

Class #17  Gender and Aging – con’t
T 5/23  Later Life Transitions: continued
• Guest Panel of women from Prime Time Sister Circle
• see http://gastonandporter.org/prime-time-sister-circles/
• Take home final exam distributed

Class #18  Gender and Aging – con’t
Th 5/25  Course wrap-up

FINAL EXAM DUE THURSDAY, JUNE 1 AT NOON; LATE EXAMS WILL NOT BE ACCEPTED
Recap of due dates & grade weights:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debate &amp; talking points paper</td>
<td>Thurs., April 6</td>
<td>part of participation</td>
</tr>
<tr>
<td>Preschool observation</td>
<td>Thurs., April 13</td>
<td>part of paper #1</td>
</tr>
<tr>
<td>Paper #1 (Childhood)</td>
<td>Thurs., April 20</td>
<td>30%</td>
</tr>
<tr>
<td>Adolescence &amp; Media presentation</td>
<td>Tues., May 2</td>
<td>part of paper #2</td>
</tr>
<tr>
<td>Paper #2 (Adolescence)</td>
<td>Tues., May 9</td>
<td>30%</td>
</tr>
<tr>
<td>Questions for Dad Panel</td>
<td>Thurs., May 11</td>
<td>part of participation</td>
</tr>
<tr>
<td>Final exam due</td>
<td>Thurs., June 1</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>on-going</td>
<td>10%</td>
</tr>
</tbody>
</table>