

USC Dornsife  
College of Letters,  
Arts and Science

General Education  
Seminars

**GESM 130 35436R: Seminar in Social Analysis  
*Genders, Sexual Orientations, and Families***

**Units: 4.0**

**Fall 2015—MW—3:30-4:50pm**

**Location:** Marks Hall (DMX) Study Room

**Instructor:** Tim Biblarz

**Office:** Hazel Stanley Hall (HSH) 210

**Office Hours:** Friday mornings  
Ground Zero or Marks Hall 101

**Contact Info:** [biblarz@usc.edu](mailto:biblarz@usc.edu)

**Course Site:** <https://blackboard.usc.edu>

## Course Description

The purpose of this course is to study the traditional topics of sociology of the family – childhood, adolescence, relationship formation, cohabitation, marriage and divorce, parenting, work and family life, and aging – but from perspectives rooted in the sociology of gender and sexuality. These perspectives, in turn, are heavily influenced by feminism.

Without gender and sexual orientation, there really is no language with which to talk about families. For example, conventional understandings of families is that they involve, at least, mothers and fathers, sons and daughters. These are *gender* constructions and, up until recently, they have almost always presumed *heterosexuality*. Thus, at their core, in the culture and in scholarship, families are gendered and sexed. This feature, however, is too often taken for granted, or left unexploited, as if it were the inevitable outgrowth of biological differences between the sexes. In turn, the diversity of ways that genders and sexualities unfold in families and color family life often gets blunted in research. Our goal is to problematize the gendered and sexual aspects of families, question what we've been taught, and uncover the diversity of family experiences that lie behind the curtain of conventional gender presumptions.

To accomplish this, we will use three conceptual tools at the forefront of academic thinking in this nexus of family, gender, and sexuality. The first is that gender is socially constructed – that gender is behavior, action, and performance. Gender is not a static status; it is dynamic, it can change. We may believe in a biological gender binary because we live in a particular time and place. However, we will find that such a perspective is actually ill-suited for describing what takes place in the everyday life of families, and in its interaction with other institutions. The second is that as we make discriminations based on gender, we discriminate based on gender. That is, genders, along with sexualities, are axes of inequality. We value some of them more than others; we use them as a basis to hate, abuse, exploit, discriminate, and silence certain individuals and communities. The third is intersectionality, which recognizes that there are important differences *among*, say, women and men, gays and straights, rather than simply between them, by the vectors of race and social class.

We will divide the subject matter into family events along the life course from birth to death. For each topic, we will read a central study or two. Some of these analyze large datasets with statistics to answer research questions. Others involve ethnography or interviewing. Together the studies span a wide interdisciplinary range of social scientific research methods.

We will then process the topic and study through three theoretical lenses:

1. How is gender being socially constructed and performed?
2. How is self and other discriminating (in both senses – making discriminations, and discriminating against) on the basis of gender and sexual orientation?
3. How can the story be deepened by considering the intersections of gender, sexual orientation, race, and social class?

## Learning Objectives

Upon completion of the course, our hope is that you are able to:

- Identify, compare, and evaluate constructions of gender in families and along the life course
- Explain how and why the experiences of contemporary family life differ by gender, sexuality, race, ethnicity, and social class
- Apply theoretical concepts to empirical research
- Evaluate theory and critique research
- Communicate ideas clearly and persuasively in writing
- Read, understand, and evaluate social science theories and scholarship; engage in critical debates

## Required Readings and Supplementary Materials

All required readings and supplementary materials will be made available on the course's Blackboard website. The readings schedule is listed below.

## Description and Assessment of Assignments

**1) Weekly Reading Reflections.** Students will write weekly responses to the assigned course material ( $\approx$  600 words) that consider the following:

- What did you see as the most important insights, ideas, and findings from the assigned readings?
- How do they connect with other readings?
- What are your critical reactions to the readings (both strengths and weaknesses)?
- How did the readings affect you, or tie in with your own life experiences?
- What issues would you particularly like to discuss in class?
- What are your reactions to the reflections of your peers?

*Reading reflections must be submitted to the assignment's discussion board on the course website no later than midnight on Monday. Comments on at least two of your peers' reading reflections must be posted no later than midnight on Tuesday. (See the assignment schedule below)*

**2) Class Discussion and Presentation.** In addition to regular participation in seminars, each student will lead a presentation and conversation on the assigned readings for one full class period in the "Wednesday Workshops." (see schedule below). Grades will be based on both quality and depth of presentation, and ability to generate class conversation.

**3) Final Exam.** The final exam will be a 8-12 page take home paper (must be double spaced, Times New Roman 12 point font size, 3500 words maximum). The paper prompt and guidelines will be posted on March 9<sup>th</sup>.

### Extra-Credit.

#### *Joint Educational Project (JEP)*

Earn 15 extra credit points by participating in service learning supervised by the Youth and Family Agencies Program (YFA), or one of the school-based placements (e.g., mentoring or tutoring kids) at the Joint Educational Project (JEP). JEP is USC's signature service- and community-based learning program, and one of the oldest and largest service-learning programs in the U.S. Each year nearly 2,000 students enroll in one of several JEP programs that combine academic coursework with hands-on experience in neighborhoods surrounding the university. Students also participate as volunteers on a non-credit basis.

Your JEP participation would involve placement as a volunteer in a community setting where you will be able to view family life from the inside. YFA currently partners with several different sites which offer a variety of service-learning opportunities for USC volunteers, ranging from working with students in foster care, at-risk youth, and children in domestic violence shelters. You will be overseen by and provide reports of your activities to JEP and its staff. Evidence of the successful completion of your placement will be provided to us by JEP. Placements are made on a first-come, first-served basis. Details will be announced in class.

### *Faculty-Hosted Dinners*

Professor Biblarz hosts a “Tuesday Nights with the Faculty” dinner series in his apartment in South Residential College. You can gain 5 extra credit points by attending one of the 12 dinners over the course of the semester. An event list and sign-up sheet will be provided.

### **Grading Breakdown**

INDIVIDUAL ASSIGNMENT GRADES			FINAL COURSE GRADE		
Assignment	Points	Percent of final grade	Point total	Percentage	Letter grade
13 weekly responses	240 (20 points each)	48%	500 to 465	>=93%	A
Presentation	40	8%	464 to 450	90-92.9	A-
Participation	20	4%	449 to 435	87-89.9	B+
Final Paper	200	40%	434 to 415	83-86.9	B
Total	500	100%	414 to 400	80-82.9	B-
			399 to 385	77-79.9	C+
			384 to 365	73-76.9	C
			364 to 350	70-72.9	C-
			349 to 300	60-69.9	D
			299 to 0	<60%	F

### **Assignment Submission Policy**

All assignments must be submitted through Blackboard on the dates/times listed on the schedule below.

### **Additional Policies**

#### *No Use of Technology in the Classroom*

Personal computers and wireless Internet are a key part of today’s technological culture, but they also can distract you and others from the class discussion and dampen participation. Cell phones, laptops, tablets, and all other electronic devices must be put away during class time, unless the instructor asks you to use them for a particular purpose. We require that you take notes by hand because all of the recent research shows that, other things being equal, students who take notes by hand score better on exams than students who take notes by laptop. For example, <http://m.washingtonpost.com/news/morning-mix/wp/2014/04/28/why-students-using-laptops-learn-less-in-class-even-when-they-really-are-taking-notes/>

## Course Schedule

Session	Date	Topic	Assignments	Readings
1	Mon. Aug. 24 <sup>th</sup>	The big questions in U.S. family sociology		Stacey, Judith. 1996. "Chapter 2: The Family is Dead, Long Live Our Families." Pp. 38-51 in Judith Stacey, <i>In the Name of the Family</i> . Boston: Beacon Press. McLanahan, Sara S. 2004. "Diverging Destinies: How Children Are Faring under the Second Demographic Transition." <i>Demography</i> 41:607-627.
	Tues. Aug. 25 <sup>th</sup>			
2	Wed. Aug. 26 <sup>th</sup>	Theoretical and methodological approaches to gender		West, Candace and Don H. Zimmerman. 1987. "Doing Gender." <i>Gender &amp; Society</i> 1 2:125-151. Collins, Patricia Hill. 1993. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection." <i>Race, Sex &amp; Class</i> 1:25-45. <i>Recommended: Connell, Raewyn. 2014. Gender in World Perspective, 3/ed. Malden, MA: Polity Press.</i>
3	Mon. Aug. 31 <sup>st</sup>	Conceiving "the Child"	Reading Reflection #1 post due by midnight	Fausto-Sterling, Anne. 1993. "The Five Sexes." <i>The Sciences</i> March/April:20-24. Fausto-Sterling, Anne. 2000. "The Five Sexes Revisited." <i>The Sciences</i> July/August:18-23. Braw, Elisabeth. 2014 (Sept. 29). " <a href="#">The Three Letter Word Driving a Gender Revolution.</a> " <i>Newsweek</i> . Some exploration of selected NYT articles from the archive reflecting feminism yesterday and today at <a href="http://learning.blogs.nytimes.com/2015/03/05/throwback-thursday-feminists-and-feminism-yesterday-and-today/?_r=0">http://learning.blogs.nytimes.com/2015/03/05/throwback-thursday-feminists-and-feminism-yesterday-and-today/?_r=0</a>
	Tues. Sept. 1 <sup>st</sup>		Comments on peers' Reading Reflection #1 posts due by midnight	
4	Wed. Sept. 2 <sup>nd</sup>	<b>Discussion workshop</b>		<b>Leader: Aaron Hobson</b>
5	Mon. Sept. 7 <sup>th</sup>	Gendering the Child's early family environment ( <i>Labor Day Holiday</i> )	Reading Reflection #2 post due by midnight	French, Mackenzie. 2015. "Hot Wheels and Hello Kitty: An Examination of the Genderization of Children's Toys." USC Working Paper. (13 pp). Sweet, Elizabeth. 2014. "Toys Are More Divided by Gender Now Than They Were 50 Years Ago." <i>The Atlantic</i> , December 9, pp. 1-5. Lexmond, Jen. 2014 (Oct. 22). " <a href="#">Gendered Character.</a> " Brookings Institute Working Paper. <i>Recommended background article: Ryle, Robyn. 2014. "Chapter 4: How Do We Learn Gender?" Pp. 119-167 in Robyn Ryle, Questioning Gender. Thousand Oaks, CA: Sage.</i>
	Tues. Sept. 8 <sup>th</sup>		Comments on peers' Reading Reflection #2 posts due by midnight	
6	Wed. Sept. 9 <sup>th</sup>	<b>Discussion workshop</b>		<b>Leader: Julia Carboni</b>
7	Mon. Sept. 14 <sup>th</sup>	How does the sexual orientation, race, and social class of	Reading Reflection	Stacey, Judith and Timothy J. Biblarz. 2001. "(How) Does the Sexual Orientation of Parents Matter?" <i>American Sociological Review</i> 66: 159-183.

		parents matter to the Child?	#3 post due by midnight	Hill Collins, Patricia. 2004. "Chapter 3: Prison for our Bodies, Closets for our Minds." Pp. 115-135 in Patricia Hill Collins, <i>Black Sexual Politics</i> . New York: Routledge. Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." <i>American Sociological Review</i> 67:747-776. What kids learn about race: <a href="https://www.youtube.com/watch?v=tkpUyB2xgTM">https://www.youtube.com/watch?v=tkpUyB2xgTM</a>
	Tues. Sept. 15 <sup>th</sup>		Comments on peers' Reading Reflection #3 posts due by midnight	
8	Wed. Sept. 16 <sup>th</sup>	<b>Discussion workshop</b>		<b>Leader: Sydney Luke-Hamasaki</b>
9	Mon. Sept. 21 <sup>st</sup>	The Child plays with peers	Reading Reflection #4 post due by midnight	Messner, Michael A. 2000. "Barbie Girls vs. Sea Monsters: Children Constructing Gender," <i>Gender &amp; Society</i> 14: 765-784. Musto, Michela. 2014. "Athletes in the Pool, Girls and Boys on Deck: The Contextual Construction of Gender in Co-Ed Youth Swimming," <i>Gender &amp; Society</i> 28 3:359-380.
	Tues. Sept. 22 <sup>nd</sup>		Comments on peers' Reading Reflection #4 posts due by midnight	
10	Wed. Sept. 23 <sup>rd</sup>	<b>Discussion workshop</b>		<b>Leader: Nicholas Hudson</b>
11	Mon. Sept. 28 <sup>th</sup>	The Child goes to school	Reading Reflection #5 post due by midnight	Ferguson, Ann Arnett. 2011. "Naughty by Nature." Pp. 435-442 in Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael A. Messner (Eds.), <i>Gender Through the Prism of Difference, 4/ed</i> . New York: Oxford University Press. O'Connor, Carla, R. L'Heureux Lewis, and Jennifer Meuller. 2011. "The Culture of Black Femininity and School Success." Pp. 443-454 in Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael A. Messner (Eds.), <i>Gender Through the Prism of Difference, 4/ed</i> . New York: Oxford University Press. Bettie, Julie. 2011. "Girls, Race, and Identity." Pp. 455-463 in Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael A. Messner (Eds.), <i>Gender Through the Prism of Difference, 4/ed</i> . New York: Oxford University Press. Pyke, Karen. 2000. "'The Normal American Family' as an Interpretive Structure of Family Life Among Grown Children of Korean and Vietnamese Immigrants." <i>Journal of Marriage and the Family</i> 62:240-255. Knight, David J. 2014 (Oct. 10). " <a href="#">Don't Tell Young Black Males tha They are 'Endangered'</a> ." <i>The Washington Post</i> .
	Tues. Sept. 29 <sup>th</sup>		Comments on peers' Reading Reflection #5 posts due by midnight	
12	Wed. Sept. 30 <sup>th</sup>	<b>Discussion workshop</b>		<b>Leader: Lekha Chirala</b>

13	Mon. Oct. 5 <sup>th</sup>	The Child enters adolescence, explores sex, sexuality, and sexual orientation	Reading Reflection #6 post due by midnight	<p>Chandler, Adam D. 2013 "The Best Little Boy in The World - That's Me." <i>New York Times</i> (May 7):A.25.</p> <p>Pascoe, C. J. 2007. "Chapter 4: Compulsive Heterosexuality: Masculinity and Dominance." Pp. 84-114 in C. J. Pascoe (author), <i>Dude, You're a Fag</i>. Berkeley: University of California Press.</p> <p>Biblarz, Timothy J., Megan Carroll, and Nathaniel Burke. 2014. "Same-Sex Families: Gay Youth." Pp. 109-114 in <i>Wiley-Blackwell Companion to the Sociology of Families</i>, edited by Judith Treas, Jacqueline Scott, and Martin Richards. Oxford, UK: John Wiley &amp; Sons Ltd.</p> <p>Savin-Williams, Ritch C. 2001. "A Critique of Research on Sexual Minority Youths." <i>Journal of Adolescence</i> 24:5-13.</p> <p><i>Recommended: Orne, Jason. 2011. "You Will Always have to 'out' yourself": Reconsidering Coming Out through Strategic Outness." <i>Sexualities</i> 14:681-703.</i></p>
	Tues. Oct. 6 <sup>th</sup>		Comments on peers' Reading Reflection #6 posts due by midnight	
14	Wed. Oct. 7 <sup>th</sup>	<b>Discussion workshop</b>		<b>Leader: Justin Singer</b>
15	Mon. Oct. 12 <sup>th</sup>	The Child hooks up, splits up, and grows up	Reading Reflection #7 post due by midnight	<p>Rosenfeld, Michael J. and Byung-Soo Kim. 2005. "The Independence of Young Adults and the Rise of Interracial and Same-Sex Unions." <i>American Sociological Review</i> 70:541-562.</p> <p>Stacey, Judith. 2004. "Cruising to Familyland: Gay Hypergamy and Rainbow Kinship." <i>Current Sociology</i> 52 2:181-197.</p>
	Tues. Oct. 13 <sup>th</sup>		Comments on peers' Reading Reflection #7 posts due by midnight	
16	Wed. Oct. 14 <sup>th</sup>	<b>Discussion workshop</b>		<b>Leader: Kristy Tran</b>
17	Mon. Oct. 19 <sup>th</sup>	The Child goes to college	Reading Reflection #8 post due by midnight	<p>England, Paula and Jonathan Bearak. 2013. "Is There a War of the Sexes in College? Gender, Meanings, and Casual Sex." PAA Conference Paper, New Orleans, 3/23/2013.</p> <p>Chugh, Dolly, Katherine L. Milkman, and Modupe Akinola. 2014. "Professors Are Prejudiced, Too." <i>New York Times</i>, May 11, p. SR14.</p> <p>McMurtrie, Beth. 2014 (Dec. 14). "<a href="#">Why Colleges Haven't Stopped Binge Drinking.</a>" <i>The Chronicle of Higher Education</i>.</p> <p><i>Recommended full version: Milkman, Katherine L., Modupe Akinola, and Dolly Chugh. 2014. "What Happens Before? A Field Experiment Exploring How Pay and Representation Differentially Shape Bias on the Pathway into Organizations." <i>Social Science Research Network Working Paper Series.</i></i></p>
	Tues. Oct. 20 <sup>th</sup>		Comments on peers' Reading Reflection #8 posts due by midnight	

18	Wed. Oct. 21 <sup>st</sup>	<b>Discussion workshop</b>		<b>Leader: Helene Burghoff</b>
19	Mon. Oct. 26 <sup>th</sup>	The Child picks a major	Reading Reflection #9 post due by midnight	<p>England, Paula, and Su Li. "Desegregation Stalled: The Changing Gender Composition of College Majors, 1971-2002." <i>Gender and Society</i> 20:657-677. (Pp. 657-661 required)</p> <p>Morgan, Stephen L., Dafna Gelbgiser, and Kim A. Weeden. 2013. "Feeding the Pipeline: Gender, Occupational Plans, and College Major Selection." <i>Social Science Research</i> 42:989-1005. (Pp. 989-993 required)</p> <p>Smith, Sandra S., and Mignon R. Moore. 2000. "Intraracial Diversity and Relations among African-Americans: Closeness among Black Students at a Predominantly White University." <i>American Journal of Sociology</i> 106:1-39.</p> <p>Recommended: Hill, Catherine, Christianne Corbett, and Andresse St. Rose. 2010. <i>Why So Few? Women in Science, Technology, Engineering, and Mathematics</i>. Washington, DC: AAUW.</p> <p>Torres, Kimberly, and Douglas S. Massey. 2012. "Fitting In: Segregation, Social Class, and the Experiences of Black Students at Selective Colleges and Universities." <i>Race and Social Problems</i> 4:171-192.</p>
	Tues. Oct. 27 <sup>th</sup>		Comments on peers' Reading Reflection #9 posts due by midnight	
20	Wed. Oct. 28 <sup>th</sup>	<b>Discussion workshop</b>		<b>Leader: Ruiping Qian</b>
21	Mon. Nov. 2 <sup>nd</sup>	The Child gets a job	Reading Reflection #10 post due by midnight	<p>Williams, Christine L. 2013. "The Glass Escalator, Revisited." <i>Gender &amp; Society</i> 27 5:609-629.</p> <p>Eagly, Alic H. and Linda L. Carli. 2007. "Women and the Labyrinth of Leadership." <i>Harvard Business Review</i> (Sept.):63-72.</p> <p>Thompson, Derek. 2014 (Dec. 17). "<a href="#">Why the Gender-Pay Gap is Largest for the Highest-Paying Jobs.</a>" <i>The Atlantic</i>.</p> <p>Bui, Quoctrung. 2014 (Oct. 16). "<a href="#">The Most Common Jobs for te Rich, Middle Class and Poor.</a>" NPR Planet Money: The Economy Explained.</p> <p>Recommended: Wingfield, Adia Harvey. 2009. "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work." <i>Gender &amp; Society</i> 23:5-25.</p> <p>Charles, Maria and David B. Grusky. 2004. <i>Occupational Ghettos: The Worldwide Segregation of Women and Men</i>. Stanford University Press.</p>
	Tues. Nov. 3 <sup>rd</sup>		Comments on peers' Reading Reflection #10 posts due by midnight	
22	Wed. Nov. 4 <sup>th</sup>	<b>Discussion workshop</b>		<b>Leader: Briana Latter</b>
23	Mon. Nov. 9 <sup>th</sup>	The Child in the workplace	Reading Reflection #11 post	Correll, Shelley J, Stephen Benard, and In Paik. 2007. "Getting a Job: Is there a Motherhood Penalty?" <i>American Journal of Sociology</i> 112: 1297-1338.

			due by midnight	Ozeren, Emir. 2014. "Sexual Orientation Discrimination in the Workplace: A Systematic Review of Literature." <i>Procedia-Social and Behavioral Sciences</i> 109:1203-1215. Marcotte, Amanda. 2014. " <a href="#">Sexual Harassment Runs Rampant in the Restaurant Industry</a> ." Slate.com Oct. 8. 2 pages. Recommended: Badgett, M. V. Lee, Holning Lau, Brad Sears, and Deborah Ho. 2007. "Bias in the Workplace: Consistent Evidence of Sexual Orientation and Gender Identity Discrimination." 27 page report. Los Angeles: The Williams Institute.
	Tues. Nov. 10 <sup>th</sup>		Comments on peers' Reading Reflection #11 posts due by midnight	
24	Wed. Nov. 11 <sup>th</sup>	<b>Discussion workshop</b>		<b>Leader: Likai Hu</b>
25	Mon. Nov. 16 <sup>th</sup>	The Child gets married (or not)	Reading Reflection #12 post due by midnight	Edin, Kathryn. 2000. "Few Good Men." <i>The American Prospect</i> January:26-31. Ludden, Jennifer. 2014 (Oct. 16). " <a href="#">For More Millennials, It's Kids First, Marriage Maybe</a> ." NPR Special Series: New Boom. (5 pages). Hochschild, Arlie. 1989. <i>The Second Shift: Working Parents and the Revolution at Home</i> . New York: Viking Peguin. 5 page excerpt (258-262). Hochschild, Arlie. 1997. "The Time Bind." <i>WorkingUSA</i> July/August:21-29. Elliott, Sinikka and Debra Umberson. 2008. "The Performance of Desire: Gender and Sexual Negotiation in Long-Term Marriages." <i>Journal of Marriage and Family</i> 70:391-406 Recommended: Badgett, M. V. Lee. 2010. <i>When Gay People Get Married: What Happens When Societies Legalize Same-Sex Marriage</i> . New York: NYU Press. Chapters 1-2, Pp. 1-44. Oswald, Ramona Faith. 2002. "Who Am I in Relation to Them? Gay, Lesbian, and Queer Adults Leave the City to Attend Rural Family Weddings." <i>Journal of Family Issues</i> 23:323-348.
	Tues. Nov. 17 <sup>th</sup>		Comments on peers' Reading Reflection #12 posts due by midnight	
26	Wed. Nov. 18 <sup>th</sup>	<b>Discussion workshop</b>		<b>Leader: Preethi Chaudhari</b>
27	Mon. Nov. 23 <sup>rd</sup>	The Child becomes The Parent	<b>No class.</b>	Hill Collins, Patricia. 1987. "The Meaning of Motherhood in Black Culture and Black Mother-Daughter Relationships." Sage 4:3-10. Goldberg, Abbie E., Jordan B. Downing, and April M. Moyer. 2012. "Why Parenthood, and Why Now? Gay Men's Motivations for Pursuing Parenthood." <i>Family Relations</i> 61:157-174. Recommended: Parrenas, Rhacel Salazar. 2001. "Mothering from a Distance: Emotions, Gender, and intergenerational Relations in Filipino Transnational Families." <i>Feminist Studies</i> 27:361-390.

				<p>Moore, Mignon. 2011. <i>Invisible Families: Gay Identities, Relationships, and Motherhood among Black Women</i>. University of California Press (selection)</p> <p>Chung, Grace, Ramona Faith Oswald, and Angela Wiley. 2006. "Good daughters: Three different ways of being Korean American queer women." <i>Journal of LGBT Family Studies</i> 2:101-124.</p> <p>Recommended: Stacey, Judith. 2012. "Chapter 2: Gay Parenthood and the End of Paternity as We Knew It." Pp. 49-88 in Judith Stacey, <i>Unhitched: Love, Marriage, and Family Values from West Hollywood to Western China</i>. New York: NYU Press.</p> <p>Chesley, Noelle. 2011. "Stay-at-Home Fathers and Breadwinning Mothers." <i>Gender &amp; Society</i> 25:642-64.</p>
	Tues. Nov. 24 <sup>th</sup>			
28	Wed. Nov. 25 <sup>th</sup>	<b>Thanksgiving Break</b>		
29	Mon. Nov. 30 <sup>th</sup>	The Child grows old	Reading Reflection #13 post due by midnight	<p>Calisanti, Toni M., Kathleen F. Slevin, and Neal King. 2006. "Ageism and Feminism: From 'Et Cetera' to Center." <i>National Women's Studies Association Journal</i> 18:13-30.</p> <p>Eaton, Susan C. 2005. "Eldercare in the United States: Inadequate, Inequitable, but Not a Lost Cause." <i>Feminist Economics</i> 11:37-51.</p> <p>Biblarz, Timothy J., Megan Carroll, and Nathaniel Burke. 2014. "Same-Sex Families: Gay Elders." Pp. 118-125 in <i>Wiley-Blackwell Companion to the Sociology of Families</i>, edited by Judith Treas, Jacqueline Scott, and Martin Richards. Oxford, UK: John Wiley &amp; Sons Ltd.</p> <p>Recommended: Calisanti, Toni M. 2004. "Feminist Gerontology and Old Men." <i>Journal of Gerontology: SOCIAL SCIENCES</i> 59B:S305-S314.</p> <p>Gibson, Diane. 1996. "Broken Down by Old Age: 'The Problem of Old Women' Redefined." <i>Gender &amp; Society</i> 10:433-448.</p>
	Tues. Dec. 1 <sup>st</sup>		Comments on peers' Reading Reflection #13 posts due by midnight	
30	Wed. Dec. 2 <sup>nd</sup>	<b>Discussion workshop &amp; Closing the Circle</b>		<b>Leader: Montana Ruderman</b>
	Mon. Dec. 14 <sup>th</sup>	<b>Final Paper</b>	Due on Blackboard by 4pm	

## Statement on Academic Conduct and Support Systems

### Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional

information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

## Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.