Course Overview:
People often have strong views about gender—about femininity, masculinity, and the “natural” and “proper” ways that men and women should behave. These ideas influence our actions, interactions, and thoughts in important ways. Taken for granted assumptions about seemingly “normal” or “innate” characteristics of men or women tend to blur the complexity and diversity of reality, and prevent our understanding of how gender & gender relations are socially produced through institutions, public policies, interactions and social structures. The first aim of this course is to pull apart myths & assumptions about sex, gender, & gender difference that hold sway in our society in order to develop a critical sense of gender awareness. The second aim of this course it to develop an understanding of how policies and practices of governments, corporations, schools and other institutions act to influence gender roles, gendered social practices, and forms of gender inequality.

In the first section of the course we will define and analyze the concepts of sex, gender, gender difference and gender inequality. In readings, lectures, and discussions we will focus on theories and research from sociology and other social sciences in order to build a well-rounded picture of what constitutes gender, gender difference, and sources of gender inequality across societies. In subsequent sections of the course we will focus our sociological lens on the “social production” of gender and gender inequality as it occurs in a variety of institutions, such as families, schools, and the workplace. We will also consider how gender is implicated in cultural definitions of work, caring, violence, sexuality, and physical attractiveness. Finally, we will assess how policies, in the U.S. and internationally, in the past and the present, have influenced men’s and women’s structures of opportunity.

Course Objectives:
Specific goals for students in this course are the following:
- To learn how sociologists study and conceptualize gender.
- To become familiar with particular policies (regulations, laws, codes of conduct) that have influenced men’s & women’s positions & opportunities in social institutions
- To learn how to "see" the effects of gender in society.
- To develop awareness of different sexual practices and belief systems that hold sway across social and cultural groups, and their implications for health, wellbeing, and gender relations.
- To become familiar with major findings in recent sociological studies of gender and sexuality.
- To improve one’s ability to think and read critically

Course Readings:
There is one required text for this course (available at the Campus bookstore):

The Gendered Society (4e), by Michael S. Kimmel
There is also a set of required readings that will be available on WebCT (webct.utah.edu). Texts by all other authors besides Kimmel will be located on the course WebCT site. Using a computer with Adobe Acrobat reader, you can access & print these articles. If questions arise about use of WebCT please contact the campus helpdesk (581-4000).

In order to get the most out of this course (and to earn a decent grade) it is crucial for you to read all of the required texts in a timely, careful, and critical manner. It is also important that you show up to class every day, barring personal emergencies or major illnesses that prevent your attendance.

**Guidelines for Class Participation:**

Our class meetings will involve a mix of lectures, videos, discussions and occasional group work. I use an interactive lecture style, interspersing questions and applications that I welcome all students to respond to. Therefore, I expect that you will come to class ready to engage with one another on the readings and subject matter of the course.

To create an engaging and respective environment in the classroom, my expectations for you are:

- To arrive to class on time, and for all class meetings. It will be impossible to do well in this course without attending regularly (please inform me if you have university-related responsibilities, or a medical, family or other emergency that prevents your attendance).
- To complete the assigned readings for the day.
- To participate — as an active listener, active discussant, and active, respectful, and collaborative participant in class activities.
- To complete--on time--the required assignments. Except in the case of sanctioned university business or extraordinary personal hardship, I will not accept late assignments or allow make-up tests.
- To show courtesy & respect (e.g., by listening, not speaking out of turn, refraining from personal or group attacks, etc) to all members of the class during all classroom activities.
- To prevent distractions by turning off and putting away mobile phones & other electronics, as well as newspapers and other outside reading materials.
- Use of laptop computers in class is not allowed, except with permission of the instructor.
- To follow the University of Utah code for student conduct (see below).

**Student Assessment:**

Your final grade in the course will be based on your performance on the following five requirements:

- **1 thought-piece paper** (2-3 pages, double-spaced) (10%)
- **Class participation** (15%) based upon:
  - Weekly posts to WebCT discussion forum - post to WebCT no later than 5 pm Thursday
  - Active participation in in-class individual and group activities
- **Test 1:** Thursday, September 29 (25%)
- **Test 2:** Tuesday, November 8 (25%)
- **Test 3:** Wednesday, December 14 (25%)

Thought-piece paper (10%) should be 2-3, double-spaced pages. Thought piece papers must be handed in to the instructor at the beginning of class on the dates specified below. In the thought-piece paper students should analyze, synthesize and critically reflect on the designated class reading – do not simply summarize the text. Other possibilities for analysis in the paper are to apply the author's perspective to
other social phenomena, to contrast the article's theme/perspective with another class reading, to extend
the logic of his/her argument, or to reflect upon the social or ethical implications of the subject matter. Be
careful to proofread your paper for cohesiveness, clarity and correct spelling and grammar. The due date
for your thought-piece paper is determined by the discussion group you sign up for. During the first week
of classes all students will sign-up for a discussion group. Discussion group members will also share a
weekly WebCT discussion forum.

Due dates for thought-piece papers, by article author and group number, are as follows:

<table>
<thead>
<tr>
<th>Author</th>
<th>Due Date</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lorber</td>
<td>August 30</td>
<td>Group 1</td>
</tr>
<tr>
<td>Sapolsky</td>
<td>September 6</td>
<td>Group 2</td>
</tr>
<tr>
<td>Kane</td>
<td>September 15</td>
<td>Group 3</td>
</tr>
<tr>
<td>Legerski</td>
<td>September 22</td>
<td>Group 4</td>
</tr>
<tr>
<td>Pascoe</td>
<td>October 4</td>
<td>Group 5</td>
</tr>
<tr>
<td>Barres</td>
<td>October 18</td>
<td>Group 6</td>
</tr>
<tr>
<td>Hodges &amp; Budig</td>
<td>October 27</td>
<td>Group 7</td>
</tr>
<tr>
<td>England et al</td>
<td>November 8</td>
<td>Group 8</td>
</tr>
<tr>
<td>Brooks</td>
<td>November 17</td>
<td>Group 9</td>
</tr>
<tr>
<td>Kreager</td>
<td>November 29</td>
<td>Group 10</td>
</tr>
</tbody>
</table>

Class participation (15% total) will be assessed based on two criteria:

a) Checks on in-class group and individual activities over the course of the semester (perfect attendance is
not required; however, regular, near 100% attendance is expected);

b) Thoughtful contributions to class discussion, both in class and in WebCT discussion forums. With the
exception of a few weeks (as designated on the syllabus), each week, students will post a comment to a
WebCT discussion forum. The post, approximately one-two paragraphs in length, should use formal
language to express critical reflection, analysis, critique, or application of the ideas conveyed in the
specified assigned reading of the week. You are encouraged to reflect upon and discuss other group
members' ideas in your post, as well as issues discussed in lecture. However, you must be sure to convey
your own, independent thoughts gleaned from the assigned text. WebCT discussion posts will be
evaluated by the instructor/TA. *Posts to the WebCT discussion forum are due on specified weeks by
Thursday at 5 pm.* See the reading schedule for specific readings to discuss and dates for posting. See
WebCT for further guidelines/expectations for WebCT posting.

Tests (25% each) will consist of a mix of multiple-choice, true-false, and essay questions. Tests will
cover materials from lectures and assigned readings. Students will have the entire period on testing days
(50 minutes for Tests One and Two, 2 hours for Test Three, given during exam week) to complete each
test. Students need only bring a pen & pencil for test-taking; answers can be written on the test forms
and/or scantrons provided by the instructor.

Grading:

Each test and thought-piece paper will be graded on a 100-point scale. Each of the 5 requirements will be
weighted by the corresponding percentage, and then summed to arrive at your final grade. The final
calculated points correspond to letter grades as follows:
There will be no extra credit options in this course.

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct. “Academic misconduct,” according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” For detailed definitions and possible academic sanctions please see: [http://www.admin.utah.edu/ppmanual/8/8-10.html](http://www.admin.utah.edu/ppmanual/8/8-10.html).

**Americans with Disabilities Act (ADA) Statement:** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

**Detailed Reading Schedule:**
A class calendar and schedule of required readings follows. While unlikely, the Instructor reserves the right to change, add, or delete reading assignments through the course of the semester. Any changes will be announced in class and on WebCT.

Please have the assigned text(s) read at the beginning of the week and be prepared to discuss in class.

### Class & Reading Schedule

#### I. Defining and Understanding Sex and Gender: Differences, Similarities and Inequalities

**Week 1 (Aug 23 & 25)**

- Kimmel, Chapter 1
- Lorber, “Believing is Seeing” (NO WEBCT POST THIS WEEK)
- Kimmel, Chapter 5

**Week 2 (Aug 30 & Sept 1)**

- Lorber, "Men as Women & Women as Men" (POST WEBCT COMMENT on LORBER)
- Kimmel, Chapter 3
Week 3 (Sept 6 & 8)

- Kimmel, Chapter 2
- Sapolsky, “Testosterone Rules” (POST WEBCT COMMENT on SAPOLSKY)
- Schwartz & Rutter, “Sexual Desire and Gender”

II. Gender in Families

Week 4 (Sept 13 & 15)

- Kimmel, Chapter 6
- Kane, “No Way My Boys Are Going to Be Like That” (POST WEBCT COMMENT on KANE)

Week 5 (Sep 20 & 22)

- Hochschild, “Joey’s Problem” (from The Second Shift)
- Milkie, Raley and Bianchi, "Taking on the Second Shift"
- Legerski and Cornwall, "Working Class Job Loss, Gender, and the Negotiation of Household Labor" (POST WEBCT COMMENT on LEGERSKI)

Week 6 (Sep 27 & 29)

- Powell, Bolzendahl, Geist & Steelman, "Family Accounts: How Americans Talk about Family" (WEBCT POST on POWELL)

Test 1: Sept 29

III. Gender and Sexuality in Schools

Week 7 (Oct 4 & 6)

- Pascoe, "Dude, You're a Fag: Masculinity and the Fag Discourse." (POST WEBCT COMMENT on PASCOE)
- Buchman et al., "Gender Inequalities in Education"

FALL BREAK October 10-15

Week 8 (Oct 18 & 20)

- Kimmel, Chapter 7
- Barres, “Does Gender Matter?” (POST WEBCT COMMENT on BARRES)
- Rose, "Going too Far? Sex, Sin & Social Policy"

IV. Gender and Sexuality in the Workplace

Week 9 (Oct 25 & 27)

- Kimmel, Chapter 9
- Hodges & Budig, "Who Gets the Daddy Bonus?" (POST WEBCT COMMENT on HODGES)
Week 10 (Nov 1 & 3)

- C. Williams, “The Glass Escalator”
- Rogers & Henson, “Hey, Why don’t you Wear a Shorter Skirt?” (POST WEBCT COMMENT on ROGERS & HENSON)

V. Gender, Intimacy & Attractiveness

| Test 2: Nov 8 |

Week 11 (Nov 8 & 10)

- England, Shafer and Fogarty, “Hooking Up and Forming Romantic Relationships on Today's College Campuses” (NO WEBCT POST THIS WEEK)
- Kimmel, Chapter 12

Week 12 (Nov 15 & 17)

- Kershaw, “Move Over, My Pretty, Ugly is Here”
- Pope et al. "Adonis Complex"
- Brooks, “Under the Knife & Proud of It” (POST WEBCT COMMENT on BROOKS)

VI. Gender-based Violence & Sexual Violence

Week 13 (Nov 22)

- Bales, “Because She Looks Like a Child”
- Weiss, "Boys Will Be Boys and Other Gendered Accounts” (POST WEBCT COMMENT on WEISS)

No class on November 24 – Happy Thanksgiving!

Week 14 (Nov 29 & Dec 1)

- Kimmel, Chapter 13
- Kreager, "Unnecessary Roughness?” (POST WEBCT COMMENT on KREAGER)
- Scott et al, “Dangerous Dependencies

VII. Course Wrap-up – A Degendered Society?

Week 15 (Dec 6 & 8)

- Kimmel, Epilogue
- Alvarez, GI Jane Breaks the Combat Barrier (POST WEBCT COMMENT on ALVAREZ)

| Test 3 – During Exam Week – Wednesday, December 14, 8:00-10:00 am |