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 organize our actions, interactions, and thoughts in important ways. Taken for granted assumptions about supposedly “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 enacted by 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 instructional and intellectual goals for students in this course are the following:
- To learn how sociologists study and conceptualize gender.
- To learn about the social consequences of systems of 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 become familiar with some important findings in recent sociological studies of gender.
- 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 (3e), by Michael S. Kimmel
There is also a set of required readings that will be available via WebCT &/or Marriott library course-reserves. Texts by all other authors besides Kimmel will be located either on WebCt or course reserves. Using a computer with Adobe Acrobat reader, 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 crucial for you to show up to class every day, barring personal emergencies 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 on a regular basis. 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 in activities—as an active listener, active discussant, and active, respectful, and collaborative participant in class activities.
- To complete—on time—the required written assignments. Except in the case of 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 attacks, etc) to other members of the class during all classroom activities.
- To prevent disruptions by turning off mobile phones & other electronic devices, and putting away newspapers and other outside reading materials.
- Use of laptop computers in class is not allowed without permission of the instructor.
- To follow the University of Utah code for student conduct (see below).

Assessment of learning and Grading:
Your final grade in the course will be based on your performance on the following five requirements:

- 3 thought-piece papers (2 pages each, double-spaced) in which you analyze/synthesize/reflect on class readings; students will sign-up for readings throughout the semester (5% each, 15%)
- Class participation (10%)
- Test 1: Friday, February 20 (25%)
- Test 2: Friday, March 27 (25%)
- Test 3: Wednesday, April 29 (25%)

Tests will consist of multiple-choice & true-false questions, and one short essay question. Tests will cover material from lecture and assigned readings. You will have the entire class period on testing day (50 minutes) to complete each test. You need only bring a pen & pencil for test-taking; answers can be written on the test forms and/or scantrons provided by the instructor.

Class participation will be assessed based on two criteria: a) random attendance checks given throughout the semester (perfect attendance is not required; however, regular, near 100% attendance is expected); 2) thoughtful contributions to class discussion, especially on those dates in which your thought-piece articles are discussed in class.
Each test and thought-piece paper will be graded on a 100-point scale. At the end of the semester I will weight each of the 5 requirements by the corresponding percentage, and then sum each of the weighted items to arrive at your final grade.

The final calculated points correspond to letter grades as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-93</td>
<td>A</td>
</tr>
<tr>
<td>92-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-88</td>
<td>B+</td>
</tr>
<tr>
<td>87-82</td>
<td>B</td>
</tr>
<tr>
<td>81-80</td>
<td>B-</td>
</tr>
<tr>
<td>79-78</td>
<td>C+</td>
</tr>
<tr>
<td>77-72</td>
<td>C</td>
</tr>
<tr>
<td>71-70</td>
<td>C-</td>
</tr>
<tr>
<td>69-62</td>
<td>D</td>
</tr>
<tr>
<td>&lt;62</td>
<td>E</td>
</tr>
</tbody>
</table>

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):** 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 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Detailed Reading Schedule:**
A class calendar and schedule of required readings follows. 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 the readings in class.

**Class & Reading Schedule**

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

Week 1 (Jan 12, 14 & 16)

Kimmel, Chapter 1
Lorber, “Believing is Seeing”
Barnett & Rivers, “Men are From Earth & So Are Women”

Week 2 (Jan 21 & 23) **Monday Jan 19th - observance of Martin Luther King Jr. Day - no class meeting**
Kimmel, Chapter 3
Kimmel, Chapter 5

Week 3 (Jan 26, 28 & 30)

Sapolsky, “Testosterone Rules”
Schwartz & Rutter, “Sexual Desire and Gender”
Article/chapter on homosexuality

II. Gender and Sexuality in Intimate Relationships and Families

Week 4 (Feb 2, 4 & 6)

Kimmel, Chapter 6
Kane, “No Way My Boys Are Going to Be Like That”

Week 5 (Feb 9, 11 & 13)

Hochschild, “Joey’s Problem” (from The Second Shift)
Hochschild, “Love & Gold”

Week 6 (Feb 18 & 20) **Monday Feb 16th - observance of Presidents’ Day - no class meeting**

Cooke, “Doing Gender in Context”
Risman & Schwartz, “After the Sexual Revolution”
Laumann and Youm, “Sexual Expression in America”

Test 1: February 20th

III. Gender and Sex in Schools

Week 7 (Feb 23, 25 & 27)

Kimmel, Chapter 7
Martin, Becoming a Gendered Body

Week 8 (March 2, 4 & 6)

Orenstein, “School girls”
Barres, “Does Gender Matter?”
Dailard, “Teens and Sexual Activity”

IV. Gender and Sexuality in the Workplace

Week 9 (March 9, 11 & 13)

Kimmel, Chapter 8
Correll et al, “Is there a Motherhood Penalty?”
Williams, “The Glass Escalator”

Spring Break: March 16-21
Week 10 (March 23, 25 & 27)

Rogers & Henson, “Hey, Why don’t you Wear a Shorter Skirt?”

Test 2: March 27th

V. Gender, Bodies & Politics

Week 11 (March 30, Apr 1 & 3)

Kimmel, Chapter 10
Potts, “Two Pills, Two Paths”

Week 12 (Apr 6, 8 & 10)

Pope, “The Adonis Complex”
Brooks, “Under the Knife & Proud of It”
Messner & de Oca, “The Male Consumer as Loser”

VI. Gender-based Violence & Sexual Violence

Week 13 (Apr 13, 15 & 17)

Kimmel, Chapter 11
Scott et al, “Dangerous Dependencies”
Kruttschnitt & Carbone-Lopez, “Moving Beyond the Stereotypes”

Week 14 (Apr 20, 22 & 24)

Miller & Jayasundara, “Prostitution, the Sex Industry, and Sex Tourism”
Bales, “Because She Looks Like a Child”
Boswell & Spade, “Fraternities and Collegiate Rape Culture”
Scully & Marolla, “Convicted Rapists’ Vocabularies of Motive”

VII. Course Wrap-up - A Degendered Society?

Week 15 (Apr 27 &29)

Kimmel, Epilogue

Test 3 - April 29th