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 is 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 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 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 (3e), by Michael S. Kimmel

There is also a set of required readings that will be available on WebCT. Texts by all other authors besides Kimmel will be located on WebCT. 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 crucial for you to 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 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 or group attacks, etc) to other 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 and Grading:
Your final grade in the course will be based on your performance on the following five requirements:

- 2 thought-piece papers (2 pages each, double-spaced) (7.5% each, 15%)
- Class participation (10%) based upon:
  - Thoughtful contributions to class discussion
  - Occasional checks on in-class individual/group participation
  - Weekly posts to WebCT discussion forum
- Test 1: Date TBA (25%)
- Test 2: Date TBA (25%)
- Test 3: Date TBA (25%)

Thought-piece assignments will be 2 pages, double-spaced in length. The due dates for your thought-piece assignments will vary, depending on the discussion group you sign up for. Students should use the
thought-piece to analyze, synthesize and critically reflect on the chosen class reading—it should not simply be a summary of the text. During week 1, all students will sign-up in class for a reading/discussion group. Members of the groups will be assigned to write the same two thought-piece papers, and they will participate in a weekly WebCT discussion forum.

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

- **Blackwood** – due Jan 22 – Groups 1 & 6
- **Sapolsky** – due Jan 27 – Groups 2 & 7
- **Kane** – due Feb 3 – Groups 3 & 8
- **Hochschild (Love & Gold)** – due Feb 12 – Groups 4 & 9
- **Martin** – due Feb 22 – Groups 5 & 10
- **Barres** – due March 1 – Groups 1 & 6
- **Williams** – due March 10 – Groups 2 & 7
- **England & Thomas** – due March 29 – Groups 3 & 8
- **Brooks** – due April 5 – Groups 4 & 9
- **Scott et al.** – due April 14 – Groups 5 & 10

Tests will consist of multiple-choice and true-false questions, and one essay question. Tests will cover materials from lectures and assigned readings. Students will have the entire class period on testing days (50 minutes) 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.

Class participation will be assessed based on two criteria: a) checks on in-class group 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. Each week, students will post a comment (approximately one paragraph in length) reflecting on the specified assigned reading of the week. WebCT discussion posts will be evaluated by the instructor/TA. *Posts to the WebCT discussion forum are due each week by Friday at 5 pm.*

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:

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-93</td>
<td>A</td>
</tr>
<tr>
<td>92-90</td>
<td>A-</td>
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<tr>
<td>89-88</td>
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<tr>
<td>87-82</td>
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<td>79-78</td>
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<td>69-62</td>
<td>D</td>
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<td>&lt;62</td>
<td>E</td>
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</tbody>
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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. 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.

**TENTATIVE Class & Reading Schedule**

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

Week 1

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

Week 2

- Kimmel, Chapter 3
- Blackwood, “Sexuality & Gender in Certain Native American Tribes” (POST WEBCT COMMENT)
- Kimmel, Chapter 5

Week 3

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

**II. Gender and Sexuality in Families**

Week 4

- Kimmel, Chapter 6
- Kane, “No Way My Boys Are Going to Be Like That” (POST WEBCT COMMENT)
Week 5

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

Week 6

- Cooke, “Doing Gender in Context”

III. Gender and Sex in Schools

Week 7

- Martin, Becoming a Gendered Body (POST WEBCT COMMENT)
- Kimmel, Chapter 7
- Mead, The Evidence Suggests Otherwise

Week 8

- Barres, “Does Gender Matter?” (POST WEBCT COMMENT)
- Dailard, “Teens and Sexual Activity”
- Rose, "Going too Far? Sex, Sin & Social Policy"

IV. Gender and Sexuality in the Workplace

Week 9

- Kimmel, Chapter 8
- Correll et al, “Is there a Motherhood Penalty?”
- Williams, “The Glass Escalator” (POST WEBCT COMMENT)

Week 10

- Rogers & Henson, “Hey, Why don’t you Wear a Shorter Skirt?” (POST WEBCT COMMENT)

Test 2: Approximately here

Spring Break

V. Gender, Bodies & Sexuality
Week 11

- Kimmel, Chapter 11
- England & Thomas, “Decline of the Date and Rise of the Hook-up” (POST WEBCT COMMENT)
- Potts, “Two Pills, Two Paths”

Week 12

- Kershaw, “Move Over, My Pretty, Ugly is Here”
- Pope, “The Adonis Complex”
- Brooks, “Under the Knife & Proud of It” (POST WEBCT COMMENT)
- Messner & de Oca, “The Male Consumer as Loser”

VI. Gender-based Violence & Sexual Violence

Week 13

- Kimmel, Chapter 12
- Scott et al, “Dangerous Dependencies” (POST WEBCT COMMENT)

Week 14

- Miller & Jayasundara, “Prostitution, the Sex Industry, and Sex Tourism”
- Bales, “Because She Looks Like a Child” (POST WEBCT COMMENT)
- Scully & Marolla, “Convicted Rapists’ Vocabularies of Motive”

VII. Course Wrap-up – A Degendered Society?

Week 15

- Kimmel, Epilogue
- Alvarez, GI Jane Breaks the Combat Barrier

Test 3 – Date TBA