

Gender & Sexuality



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Consultations: 8:00 to 9:00 am (MWF)

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SOCIOLOGY 3337

Spring 2014 (Sec 01)

10:45—11:45 am

MWF (SW 134)

COURSE CONTENT

People often have strong views about gender & sexuality—about femininity, masculinity, and the *natural* or *proper* ways that men and women should behave. These ideas organize our actions, interactions, and thoughts in important ways. The first aim of this course is to analyze myths & assumptions about sex, gender, and 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 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

- To learn how sociologists study and conceptualize gender & sexuality;
- To learn about the social consequences of systems of gender & sexuality;
- To become familiar with particular policies (regulations, laws, codes of conduct) that have influenced individual positions and opportunities in social institutions through gender & sexuality;
- To learn how to *recognize* the effects of gender & sexuality in society;
- To become familiar with some important findings in recent sociological studies of gender & sexuality;

TEACHING, LEARNING, & EVALUATION METHODS

The format of the course will include lecture, student participation and class discussions concerning the core texts, along with student reports on related topics. Three unique essays will contribute **30% each** to the final course grade, and student participation will add the remaining **10%**. Each graded aspect is discussed in the syllabus.

REQUIRED TEXTS

Ryle, Robyn. 2012. *Questioning Gender: A Sociological Exploration*. Los Angeles, Ca: Sage Publishing

Kilmartin, Christopher. 2010. *The Masculine Self* (4th Ed). Sloan Publishing.

LeVay, Simon, Janice Baldwin & John Baldwin. 2009. *Discovering Human Sexuality* (1st Ed). Sinauer. **NOTE:**

Please check AMAZON.com for affordable copies—14 new from \$20.00, 69 used from \$3.86.

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 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. Please discuss any concerns with the professor as soon as possible (www.hr.utah.edu/oeo/aca/guide/faculty/).

COURSE/UNIVERSITY POLICIES

Attendance Policy: Regular class attendance is expected.

Punctuality: Students' presence in the room for the full class time-period is expected. If you have a scheduling dilemma that makes punctuality difficult, you should reconsider your registration. Classes begin and end on time.

Class Environment: Enrollment in this course indicates that you agree to conduct all discussions and interactions with thought, maturity, and respect for others' rights to differ. Discussion of personal beliefs is encouraged, and will be conducted in a manner that maintains a climate conducive to the learning of all class members. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline, and engage in the rigors of discovery and scholarship. Please read the *Student Code* in the *Student Handbook* which covers student rights and responsibilities. The *Faculty Rules and Regulations* provide faculty with the responsibility of enforcing appropriate classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Student appeals in such cases are directed toward the Student Behavior Committee. *Cell phones, pagers, and email programs will be turned off for the duration of class.*

Academic Honesty / Plagiarism: Compliance with strict standards of academic honesty is expected. Academic misconduct / plagiarism (see *Student Code*) will not be tolerated and may be grounds for course failure, and suspension or dismissal from the University. Note that "plagiarism" is the failure to correctly cite / reference *any words or ideas* which are not your own. You should *always* reference the sources of your information. Plagiarism also includes using (or sharing) others' essays, quizzes, *and* the use of pre-written, purchased, or down-loaded materials. All students are expected to be familiar with the video *Avoiding Plagiarism* [Marriott Library Multi-Media Center: PN 167 A86 2004]. If there is ever a question on this issue, please ask me in advance of submitting the work since once it is submitted I will act strongly to enforce academic standards.

Make up Policy: All work is due on the designated day. Work may be penalized one-half of a letter grade for each day late. In the case of *emergencies or extreme personal difficulty* (e.g., major car accident, sudden acute illness), some work may be made up; *see me as soon as possible in these situations*. Finally, should you miss a class, it is your responsibility to contact another student regarding missed lecture material, notes, and assignments. After speaking to another student, and making copies of the missed materials, feel free to contact me with questions.

Requests for Reevaluation: The burden of proof in a reevaluation of graded work rests with you. Before meeting with me, a rationale for a different grade should first be submitted in writing. This should identify the specific concerns / changes and provide detailed evidence in support of the argument. *Requests for reevaluation must be made within one week of the student's receipt of assignment.*

Grading:

- A** An *excellent* work in all or nearly all aspects of the assignment. The student exemplifies originality of ideas, superior depth of thought, and extensive grasp of topics as well as technical superiority
- B** A competent work with a lapse here or there. Ideas are clear and properly expressed; the writing is technically solid. The assignment is effective in meeting all criteria but does not rise to sustained distinction
- C** An adequate work, but not good. Student ideas tend to be oversimplified, reductionistic, and lack sufficient explanation or exploration. Problems may also exist with grammar, logic, or ability to express thoughts in a manner reflective of a junior level class.

- D** A minimal effort by the student—the work is marred by problems with almost all aspects of the assignment. This is not considered a competent performance.
- E** A failing mark, generally reserved for assignments which are not submitted or miss the target on virtually every criteria of the project.
- +/- Plus or minus may be given in addition to each of the grade levels when deemed appropriate.

Grade Ranges:

A 96% and above;	A- 90—95.99%;	B+ 85—89.99%;	B 80—84.99%;	B- 75—79.99%;
C+ 70—74.99%;	C 65—69.99%;	C- 60—64.99%;	D+ 55—59.99%;	D 50—54.99%;
D- 45—49.99%;	E Below 45%.			

PARTICIPATION

Research indicates that students who attend class on a regular basis earn higher marks than those who do not. SOC 3337 has been purposely designed to reward those who attend, having read the assigned chapters *in advance*, prepared to discuss the material. Class size notwithstanding, each student will be able to discuss important aspects of the texts under consideration on a regular basis. One of five marks (+, √, or 0/N) will be noted on the student’s card for each time they are called to comment in class. Participation contributes **10%** to the overall course grade, and represents a very critical part of the student’s effort. Participation marks will be available for student’s perusal upon request before or after class, or by appointment.

PARADIGM PAPER GUIDELINES

Socrates observed that: “the unexamined life is not worth living.” Understanding gender issues is central to a sound university education, and students must first question their own opinions and positions in these areas before they can effectively evaluate them. *Paradigm Papers* are designed to help students: 1) examine beliefs and values concerning gender issues; 2) critically analyze material presented in texts and in class; and 3) project ways in which their actions may change as a result of this examination process. The assignment will be graded on quality of thoughtful analysis and not on the particular views or values reflected. Paper will reflect:

1. **2500 word** essay will count **30%** of total class grade;
2. 10 point academic font as displayed in the sample or this syllabus, with double-spaced lines;
3. English, grammar, and logic skills befitting a 3000 level course;
4. no binders, folders—staple in upper left corner and use appropriate cover sheet.
5. previously held values/beliefs/notions/judgments concerning the topic for that section of the course;
6. how those beliefs were established—the history of the development of previously held values;
7. concrete examples of *ways* the text materials and class discussions have generated rethinking of previously held concepts;
8. *how* the text materials and class discussions have caused a rethinking of previously held concepts;
9. *specific ways* (**concrete examples**) the new paradigm(s) will change **actions** in the future;
10. *why* actions will change as a result of this material (about ½ page for the final aspects).

PRACTICAL APPLICATION ESSAY GUIDELINES

Students should choose a **current event or reality-based television show** for report according to the following criteria:

1. **2500 word** essay will count **30%** of total class grade;
2. major subject areas of the text must be represented in report;
3. essay must examine **real life situations** in contemporary America;
4. organized presentation of material using academic voice only (no personal pronouns);
5. application of facts/ideas only according to information in the main text (**please, no personal opinion**);
6. grammar, spelling, punctuation, style, logic, and writing skills acceptable in 3000 level courses.

The single most important aspect of this essay is how effectively the student ties real-life situations into the course topic. Keeping the factors outlined in mind, students should allow sufficient time for viewing the program of their choice and production of the report, as well as time to thoroughly proof the final draft. More information concerning the essay will be given in class, along with a sample paper.

BOOK REPORT

Students should choose a book of interest to them or relating to their major to report on according to the following criteria:

1. **2500 word book report** on an approved **biography** will count **30%** of total class grade;
2. 250+ page book published within the last 10 years (older volumes must be cleared by professor);
3. major subject areas of texts must be represented in report;
4. organized presentation of material using academic voice only (no personal pronouns);
5. relating of facts only (no personal opinion) through paraphrasing only (no direct quotes);
6. grammar, spelling, punctuation, style, logic, and writing skills acceptable in 3000 level courses.

NOTE! PLEASE PLACE THE TOTAL WORD COUNT FOR EACH ESSAY AT THE CONCLUSION OF EACH PAPER. POINTS WILL BE DEDUCTED FOR PAPERS THAT DO NOT REACH THE MINIMUM WORD COUNT ASSIGNED; THERE IS NO MAXIMUM.

CLASS CALENDAR

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|-------------------|--|
| 6 Jan (M) | Introduction to course and syllabus |
| 8 Jan (W) | What is gender and why should we care about it?
Ryle--Chpt 1 |
| 10 Jan (F) | What's the <i>Sociology</i> in the <i>Sociology of Gender</i> ?
Ryle--Chpt 2 |
| 13 Jan (M) | How do disciplines outside of sociology study gender?
Ryle--Chpt 3 |
| 15 Jan (W) | How do we learn gender?
Ryle--Chpt 4 |
| 17 Jan (F) | How does gender matter for who we want and desire?
Ryle—Chpt 5 |
| 20 Jan (M) | HOLIDAY—MARTIN LUTHER KING DAY—NO CLASSES |
| 22 Jan (W) | How does gender impact the people you spend your time with?
Ryle--Chpt 6 |
| 24 Jan (F) | How does gender matter for how we think about our bodies?
Ryle—Chpt 7 |
| 27 Jan (M) | How does gender impact the people we live our lives with?
Ryle--Chpt 8 |
| 29 Jan (W) | How does gender affect the type of work we do and the rewards we receive?
Ryle—Chpt 9 |
| 31 Jan (F) | How does gender affect what you watch, what you read, and what you play?
Ryle--Chpt 10 |
| 3 Feb (M) | How does gender help determine who has power and who doesn't?
Ryle—Chpt 11 |
| 5 Feb (W) | Introduction
Kilmartin--Chpt 1 |
| 7 Feb (F) | Models for understanding masculinity
Kilmartin—Chpt 2 |
| 10 Feb (M) | Biologically-based theoretical perspectives on males and gender;
Kilmartin--Chpt 3 |

- 12 Feb (W)** Socially-based theoretical perspectives on males and gender
Kilmartin—Chpt 4
- 14 Feb (F)** Masculinities I: Ethnic identities and men's ways of being;
Masculinities II: Intersections of masculinity with other forms
Kilmartin--ChptS 5 & 6
- 17 Feb (M)** **HOLIDAY—PRESIDENT'S DAY—NO CLASSES**
- 19 Feb (W)** The inner reality: phenomenological perspectives on male development
Kilmartin—Chpt 7
- 21 Feb (F)** It never lies, and it never lies still: emotion and masculinity
Kilmartin--Chpt 8
- 24 Feb (M)** Surviving and thriving: men and physical health;
Coping in a difficult world: men and mental health
Kilmartin—ChptS 9 & 14
- 26 Feb (W)** Men at work: jobs, careers, and masculinity
Kilmartin--Chpt 10
- 28 Feb (F)** Pleasure and performance: male sexuality
Kilmartin—Chpt 11
- 3 Mar (M)** Boys will be boys: men and violence
Kilmartin--Chpt 12
- 5 Mar (W)** No man is an island: men in relationships with others
Kilmartin—Chpt 13
- 7 Mar (F)** Strengths and changes: contemporary topics on men and masculinity
Kilmartin--Chpt 14

11 Mar—15 Mar SPRING BREAK—NO CLASSES

- 17 Mar (M)** PERSPECTIVES ON SEXUALITY
LeVay—Part 1
- 19 Mar (W)** WOMEN'S BODIES
LeVay—Part 2
- 21 Mar (F)** MEN'S BODIES
LeVay—Part 3
- 24 Mar (M)** SEX AND GENDER DIFFERENCES
LeVay—Part 4
- 26 Mar (W)** ATTRACTION, AROUSAL, AND RESPONSE
LeVay—Part 5
- 28 Mar (F)** SEXUAL BEHAVIOR
LeVay—Part 6
- 31 Mar (M)** SEXUAL RELATIONSHIPS
LeVay—Part 7
- 2 Ap (W)** FERTILITY, PREGNANCY, AND CHILDBIRTH

LeVay—Part 8

4 Ap (F) CONTRACEPTION AND ABORTION-----**BOOK REPORT DUE!**
LeVay—Part 9

7 Ap (M) SEXUALITY ACROSS THE LIFESPAN: FROM BIRTH TO ADOLESCENCE
LeVay—Part 10

9 Ap (W) SEXUALITY ACROSS THE LIFESPAN: ADULTHOOD
LeVay—Part 11

11 Ap (F) SEXUAL ORIENTATION
LeVay—Part 12

14 Ap (M) ATYPICAL SEXUALITY-----**APPLICATION ESSAY DUE!**
LeVay—Part 13

16 Ap (W) SEXUAL DISORDERS
LeVay—Part 14

18 Ap (F) SEXUALLY TRANSMITTED DISEASES
LeVay—Part 15

21 Ap (M) SEXUAL ASSAULT, HARASSMENT, AND PARTNER VIOLENCE
LeVay—Part 16

23 Ap (W) SEX AS A COMMODITY-----**PARADIGM PAPER DUE!**
LeVay—Part 17

NOTE: Those who wish their grades mailed to them should attach a *legal size*, peel & stick, *self-addressed, stamped envelope* with their final paper.

That's All, Folks! Have a great summer!