Gender & Sexuality Syllabus

*Tell me and I forget; teach me and I remember; involve me and I learn—*Benjamin Franklin

**DR. MARCIE GOODMAN**  **S*O*CIOLOGY 3337**

**Phone: (801) 581-3712 Summer 2013 (Sec 1)**

**Office: 310 BehS 9:10—10:30**

Consultations: 8:00 to 9:00 am (Tu/Th) Tu/Th (BehS 112)

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# *COURSE CONTENT*

People often have strong views about gender—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. 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 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 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*

* 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 and women’s positions and opportunities in social institutions;

* To learn how to *recognize* 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.

***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. Two unique essays will contribute **40% each** to the final course grade, and student participation will add the remaining **20%.** 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.

***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/](http://www.hr.utah.edu/oeo/aca/guide/faculty/)).

***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 three marks (**+, √,** or **0/N**)will be noted on the student’s card for each time they are called to comment in class. Participation contributes **20%** 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.

# *PRACTICAL APPLICATION ESSAY GUIDELINES*

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

1. **2000 word** *essay* will count **40%** of total class grade;
2. major subject areas of **texts** 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.

***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.***

***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. **2000 word** essay will count **40%** 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).

***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***

**16 May (Th)** What is gender and why should we care about it?

**Ryle--Chpt 1**

**21 May (Tu)** What’s the *Sociology* in the *Sociology of Gender?*

**Ryle--Chpt 2**

**23 May (Th)** How do disciplines outside of sociology study gender?  
 **Ryle--Chpt 3**

**28 May (Tu)** How do we learn gender?

**Ryle--Chpt 4**

**30 June (Th)** How does gender matter for who we want and desire?

How does gender impact the people you spend your time with?  
 **Ryle—Chpts 5 & 6**

**4 June (Tu)** How does gender matter for how we think about our bodies?

**Ryle—Chpt 7**

**6 June (Th)**  How does gender impact the people we live our lives with?

**Ryle--Chpt 8**

**11 June (Tu)** How does gender affect the type of work we do and the rewards we receive?

How does gender affect what you watch, what you read, and what you play?

**Ryle—Chpts 9 & 10**

**13 June (Th)** How does gender help determine who has power and who doesn’t?

**Ryle—Chpt 11**

**18 June (Tu)** Introduction;

Models for understanding masculinity

**Kilmartin—Chpts 1 & 2**

**20 June (Th)** Biologically-based theoretical perspectives on males and gender

**Kilmartin—Chpt 3**

**25 June (Tu)** Socially-based theoretical perspectives on males and gender

**Kilmartin—Chpt 4**

**27 June (Th)** Masculinities I: Ethnic identities and men’s ways of being;

Masculinities II: Intersections of masculinity with other forms

**Kilmartin—Chpts 5 & 6**

**2 July (Tu)** The inner reality: phenomenological perspectives on male development

**Kilmartin—Chpt 7**

**7 July (Th) Independence Day HOLIDAY—NO CLASSES!**

**9 July (Tu)** It never lies, and it never lies still: emotion and masculinity

**Kilmartin—Chpt 8**

**11 July (Th)** Surviving and thriving: men and physical health

**Kilmartin—Chpt 9**

**16 July (Tu**) Coping in a difficult world: men and mental health

**Kilmartin—Chpt 14**

**18 July (Th)** Men at work: jobs, careers, and masculinity------------**PRACTICAL APPLICATION ESSAY DUE!**

**Kilmartin—Chpt 10**

**23 July (Tu)** Pleasure and performance: male sexuality

Boys will be boys: men and violence

**Kilmartin—Chpts 11 & 12**

**25 July (Th)** No man is an island: men in relationships with others

**Kilmartin—Chpt 13**

**30 July (Tu)** Strengths and changes: contemporary topics on men and masculinity—**PARADIGM PAPER DUE!**

**Kilmartin—Chpt 15**

**NOTE:** Those who wish their grades mailed to them should attach a ***legal size***,

***peel & stick, self-addressed, stamped* *envelope*** with their final paper.

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**THAT’S ALL FOLKS!!**