

SOC/GNDR 3337.001 (3cr)  
**Sociology of Gender & Sexuality**  
Fall, 2012  
Time: T/TH, 9:10-10:30  
Location: SW 134



**Instructor: Professor Kim Korinek**

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**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 “normal” or “innate” characteristics of men or women blur the complexity and diversity of reality. In this course we will explore how gender relations, inequality, and sexuality are impacted by institutions, public policies, and our interpersonal interactions. Another 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, the media and other institutions influence gender roles, gendered social practices, and forms of gender inequality.

At the outset of the course we will define and analyze the concepts of sex, gender, gender diversity 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. Throughout the semester focus our sociological lens on the “social construction” of gender. We will also consider how gender is implicated in cultural definitions of family, work, caring, violence, sexuality, and physical attractiveness.

**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 diverse gender and sexuality practices and belief systems that hold sway across social and cultural groups, and their implications for health, wellbeing, & gender relations.
- ❖ To become critical readers of research methods and findings in popular and scholarly studies of gender and sexuality.

### **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 Canvas™. You can connect to Canvas from the “My Classes” tab on the Campus Information System, or at <https://utah.instructure.com>. Canvas works best with Google Chrome or Safari on Macs. You can access these articles using a computer with Adobe Acrobat reader. If questions arise about Canvas please contact the TACC helpdesk ([tacchelpdesk@utah.edu](mailto:tacchelpdesk@utah.edu); 801-585-5959).

In order to get the most out of this course (and to earn a good 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 respectful 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 week (try to have readings completed by Monday).
- ❖ 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 cases 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).

### **Course Requirements:**

Your final grade in the course will be based on your performance on the following five requirements (further instructions are provided below):

- ❖ 1 thought-piece paper (3-4 pages, double-spaced, 12 point font) (15%)
- ❖ Class participation (25%) based upon:

- Weekly (unless otherwise specified) posts to your Canvas discussion group – initial post due no later than 5:00 pm on Wednesday, at least one response to group members by Saturday at midnight (15%)
  - Active participation in in-class individual and group activities (10%)
- ❖ Test 1: September 20th (20%)
  - ❖ Test 2: November 1st (20%)
  - ❖ Test 3: Finals Week – Thursday, December 13<sup>th</sup>, 8:00-10:00 am (20%)

Week 1 priority: Sign up for a Canvas discussion/thought paper group! Membership in a particular group determines your paper topic and due date, as well as the discussion group you will interact with.

Thought-piece paper (15%) In the thought-piece paper students should analyze, synthesize and critically reflect on the designated class reading. You can and should provide a concise summary of the reading, but do not devote the entire paper to summarizing the text. You have some flexibility on how to reflect on the assigned reading. Some possibilities 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 the author's argument, or to reflect upon the social or ethical implications of the subject matter. Be careful to proofread your paper for cohesiveness, clarity, correct spelling and grammar. The due date for your thought-piece (see below) is determined by the discussion group you sign up for. During the first week of classes all students will sign-up for a Canvas discussion group. Thought piece papers should be 3-4 double-spaced pages in length. They must be handed in to the instructor, in class, by the due date.

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

- Group 1: Preves – due by the beginning of class on Tuesday, August 28
- Group 2: Sen – due by the beginning of class on Tuesday, September 4
- Group 3: Kane – due by the beginning of class on Tuesday, September 11
- Group 4: Pascoe – due by the beginning of class on Tuesday, September 25
- Group 5: Schmader -- due by the beginning of class on Tuesday, October 2
- Group 6: Rose – due by the beginning of class on Tuesday, October 16
- Group 7: Snyder & Green -- due by the beginning of class on Tuesday, October 23
- Group 8: England et al. -- due by the beginning of class on Tuesday, November 6
- Group 9: Brooks – due by the beginning of class on Tuesday, November 13
- Group 10: Weiss – due by the beginning of class on Tuesday, November 27
- Group 11: Rosin -- due by the beginning of class on Tuesday, December 4

Class participation (25% of final grade) will be assessed based on two criteria:

- In-class group discussions and individual participation in class activities over the course of the semester. These activities and discussions will take place regularly and you will hand-in documentation of your work to be checked and scored. (10%)
- Canvas Discussion Group Posts. Approximately weekly (see reading schedule below for precise due dates), students will post a comment to a Canvas discussion group reflecting on an assigned reading. Each initial post should have three parts: 1) brief statement(s) summarizing the main theme/findings/conclusions of the reading; 2) a discussion in which you reflect on the key themes, perspectives, or ideas presented in the week's specified reading; and 3) a question(s) to your group to prompt further reflection and/or discussion. Your posts are meant to engage you and your classmates and stimulate further thought and debate about the issues in the readings. You can incorporate personal observations/experiences that are relevant, but you should use an analytical tone, not a personal (opinionated) one. You are also encouraged to and rewarded for responding to other group members'

posts. Therefore, for complete credit for the week in question you should also post at least one response in reply to your classmates' posts. You must post to Canvas every week there is a required post, including the week that your thought paper is due. *Initial posts to Canvas discussion groups are due by Wednesday at 5:00 pm. Secondary posts in response to group members are due by Saturday at midnight. (15%)*

Tests (20% each) will consist of a mix of multiple-choice, true-false, and essay questions. Tests will cover materials from lectures, related media shown in class, and assigned readings. Students will have the entire period on testing days (80 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. Make note of testing dates – there will be no make-up exams except in the case of sanctioned university business (e.g., athletics) or documented personal/family emergencies.

### **Grading:**

Each test, Canvas post & thought paper will be graded on a 100-point scale. Class participation will be scored based upon your presence and participation on recorded in-class activities. Each of the 5 requirements will be weighted by the corresponding percentage & summed to arrive at a final grade. Calculated points correspond to letter grades as follows:

100-93	A
92-90	A-
89-88	B+
87-82	B
81-80	B-
79-78	C+
77-72	C
71-70	C-
69-68	D+
67-62	D
61-60	D-
<60	E

Extra credit opportunities may be made available in this course, and, if so, will be announced in class. A community-engaged learning (CEL) alternative to meeting the requirements may be offered for this class. Instructor will provide information in the classroom and discuss possible arrangements with interested students.

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. For detailed definitions and possible academic sanctions please see: <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.

**Wellness Statement:**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness; [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776.

**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 CANVAS.*

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 (August 21 & 23) – NO CANVAS POST DUE THIS WEEK – SIGN UP FOR A DISCUSSION GROUP

- Kimmel, Chapter 1, "Introduction"
- Eliot, "Pink Brain/Blue Brain"

Week 2 (August 28 & 30)

- Lorber, "Believing is Seeing"
- Kimmel, Chapter 3, "Spanning the World: Culture Constructs Gender Difference"
- Preves, "Intersex Narratives: Gender, Medicine and Identity" (CANVAS DISCUSSION POST on PREVES by 5:00 pm, Wednesday)

*Note: August 28<sup>th</sup> – Guest Lecture by Candice Metzler, PhD Candidate, School of Social Work*

Week 3 (September 4 & 6)

- Kimmel, Chapter 2, "Ordained by Nature: Biology Constructs the Sexes"
- Sen, "Many Faces of Gender Inequality" (CANVAS DISCUSSION POST on SEN by 5:00 pm, Wednesday)
- Kimmel, Chapter 5, "The Social Construction of Gender Relations"

**II. Gender in Families**

Week 4 (September 11 & 13)

- Kimmel, Chapter 6, "The Gendered Family"
- Padawer, "What's So Wrong with a Boy Who Wants to Wear a Dress?"
- Kane, "No Way My Boys Are Going to Be Like That" (CANVAS DISCUSSION POST on KANE by 5:00 pm, Wednesday)

Week 5 (September 18 & 20) – NO CANVAS POST DUE THIS WEEK

- Milkie, Raley and Bianchi, "Taking on the Second Shift"
- Schneider, "Gender Deviance and Household Work."

*Test 1: September 20th*

### **III. Gender and Sexuality in Schools**

Week 6 (September 25 & 27)

- Pascoe, "Dude, You're a Fag: Masculinity and the Fag Discourse." (CANVAS DISCUSSION POST on PASCOE by 5:00 pm, Wednesday)
- Kreager & Staff, "The Sexual Double Standard"

*Note: September 25 – LBGT Resource Center Speaker Panel*

Week 7 (October 2 & 4)

- Hyde et al., "Gender Similarities Characterize Math Performance"
- Schmader, "Stereotype Threat Deconstructed" (CANVAS DISCUSSION POST on SCHMADER by 5:00 pm, Wednesday)
- Barres, "Does Gender Matter?"

October 6 – 14 – No classes – Enjoy Fall Break!

Week 8 (October 16 & 18)

- Kimmel, Chapter 7, "The Gendered Classroom"
- Rose, "Going too Far? Sex, Sin & Social Policy" (CANVAS DISCUSSION POST on ROSE by 5:00 pm, Wednesday)

*Note: October 16 - Guest Lecture by Dr. Cynthia Burrows, Professor of Chemistry & The Curie Project*

### **IV. Gender and Sexuality in the Workplace**

Week 9 (October 23 & 25)

- Kimmel, Chapter 9, "Separate and Unequal: The Gendered World of Work"
- Snyder and Green, "Revisiting the Glass Escalator" (CANVAS DISCUSSION POST on SNYDER & GREEN by 5:00 pm, Wednesday)
- Correll, Benard and Paik, "Getting a Job: Is there a Motherhood Penalty?"

Week 10 (October 30 & Nov 1) – NO CANVAS POST DUE THIS WEEK

- Rogers & Henson, "Hey, Why don't you Wear a Shorter Skirt?"
- McLaughlin et al., "Sexual Harassment, Workplace Authority, and the Paradox of Power"

*Test 2: November 1st*

## V. Gender, Intimacy & Attractiveness

Week 11 (November 6 & 8)

- Schwartz & Rutter, "Sexual Desire and Gender"
- Carpenter, "The Ambiguity of Sex and Virginity Loss"
- England, Shafer and Fogarty, "Hooking Up and Forming Romantic Relationships on Today's College Campuses" (CANVAS DISCUSSION POST on ENGLAND ET AL by 5:00 pm, Wednesday)

Week 12 (November 13 & 15)

- Kimmel, Chapter 12, "The Gendered Body"
- Brooks, "Under the Knife" (CANVAS DISCUSSION POST on BROOKS by 5:00 pm, Wednesday)
- Sheldon and Wilkinson, "Female Genital Mutilation and Cosmetic Surgery: Regulating Nontherapeutic Body Modification"

## VI. Gender-based Violence & Sexual Violence

Week 13 (November 20) – NO CANVAS POST DUE THIS WEEK

- Kimmel, Chapter 13
- Kreager, "Unnecessary Roughness?"

No class on Thursday, November 22<sup>nd</sup> – Happy Thanksgiving!

Week 14 (November 27 & 29)

- Weiss, "Boys Will Be Boys and Other Gendered Accounts" (CANVAS DISCUSSION POST on WEISS by 5:00 pm, Wednesday)
- Kristoff and WuDunn, excerpt from "Half the Sky: Turning Oppression into Opportunity for Women Worldwide"

*Note: November 29<sup>th</sup> Guest Lecture by Marty Liccardo, UU Center for Student Wellness & ManUtah*

## VII. Course Wrap-up – Possible Gender Futures ... a Degendered Society?

Week 15 (December 4 & 6)

- Osmani and Sen, "The Hidden Penalties of Gender Inequality"
- Rosin, "The End of Men" (CANVAS DISCUSSION POST on ROSIN by 5:00 pm, Wednesday)
- Alvarez, "GI Jane Breaks the Combat Barrier"
- Kimmel, Epilogue

Test 3 – Thursday, December 13<sup>th</sup>, 8:00-10:00 (in SW 134)