

## **Sociology of Gender & Sexuality**

SOC/GNDR 3337.001

SOC/GNDR 3337.002

Fall, 2013

Time: T/TH, 9:10-10:30

Location: SW 134

### **Professor Kim Korinek**

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appointment

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### **Course Overview:**

People often have passionately held views about gender—about femininity, masculinity, and the ways that men and women behave and relate to one another. The gender structure, our gender identities and ideologies influence the opportunities, interactions, and thoughts of members of society in important ways. In this course we will explore how gender relations, inequality, and sexuality are impacted by culture, institutions, & public policy. We will question myths & assumptions about sex, gender, & gender difference in order to develop gender awareness. Throughout the course we will critically consume & conduct research in order to understand the ways that gender, along with other identities, shapes our lives. We will ask how policies & practices of governments, corporations, schools, the media & other institutions influence gender roles, gendered social practices, and forms of gender inequality.

This course has both the Social & Behavioral Sciences (BF) & Diversity (DV) designations. BF courses “help students understand institutions, cultures, and behaviors...[to] acquaint students with fundamental concepts, theories, and methods of analysis used in the social and behavioral sciences [and] enable students to think critically about human behavior and society.” DV courses are, “designed to explore the national society—its norms, laws, public policies and discourse—in the context of the rich and varied cultural diversity which has shaped it [in order] to extend cross-cultural understanding, perhaps replacing the impulse to stereotype, with better informed reasoning, understanding, and judgment skills.” An aim of the course is thus to encourage the use & exploration of multiple perspectives & open possibilities for meaningful communication across social boundaries.

Research is at the heart of sociology and the center of this course. Engaging in the research process ourselves will help us to understand the limits & validity of our hypotheses about gender and sexuality, and the biases and limitations, as well as the insights, of scientific research. In readings, lectures, discussions & in-class exercises 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. 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 & conceptualize gender.
- ❖ 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 & findings in popular & scholarly studies of gender & sexuality.
- ❖ To engage in the research process in order to become better consumers of research



**Course Readings:** There is one required text for this course: The Gendered Society (5e), by Michael S. Kimmel. It can be purchased at the Campus Bookstore and elsewhere.

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 earn a good grade) it is crucial to read all of the required texts in a timely, careful, and critical manner. It is also important that you show up to class regularly, barring personal emergencies or major illnesses.

### **Guidelines for Class Participation:**

Our class meetings will involve a mix of lectures, discussions, in-class activities, quizzes, videos, discussions and group project work. To make the most out of this experience, please come to class ready to engage with one another on the assigned readings & other material.

To create an engaging and respectful environment in the classroom, please do your best to:

- ❖ Arrive to class on time, and for all class meetings. It is your responsibility to inform me if you have university-related responsibilities, or a medical, family or other emergency that prevents your attendance).
- ❖ Complete the assigned readings for the week at the beginning of the week (necessary to do well on Tuesday quizzes)
- ❖ Be an active, respectful and collaborative listener, discussant & participant in class.
- ❖ Complete the required assignments on time. Except in cases of sanctioned university business or extraordinary personal hardship, I will not accept late assignments or allow make-up tests.
- ❖ Show courtesy & respect (e.g., by listening, speaking in turn, refraining from personal or group attacks) to all members of the class during all classroom activities.
- ❖ Prevent distractions by turning off & putting away mobile phones & other electronics.
- ❖ 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:



1. **Periodic in-class quizzes** (20%)
2. **Midterm:** Thursday October 10 (20%)
3. **Critical analysis paper.** Two double-spaced page reflection on Sexual Double Standards, Sexual Harassment & Social Media (15%): Tuesday October 29
4. **Group research project** – Researching Gender & Sexuality on Campus (20%) or, for CEL section students, Report on Community Engagement Experience (20%). Short report (~4 pages) on findings & group presentation in class on December 10 or 12.
5. **Final exam:** Friday December 20, 8 am-10am (25%)

**Weekly Quizzes (20%).** Approximately every Tuesday, we will begin class with a short, 3-4 item quiz (each quiz worth 10 points) about the assigned readings for the week. The first 2-3 items will be straight-forward questions that assess recall of basic information from the reading (e.g., research question, major findings, etc). The final question will ask you to apply, reflect upon, or otherwise critically analyze material from the text. These quizzes will be designed and scored in such a way that careful reading the material should result in a score of 100%. While quizzes will take place weekly (or almost weekly), your quiz grade will be based on the 10 highest quiz scores; thus a missed or poor quiz or two will not jeopardize your final grade.

**Critical Analysis Paper (15%).** Listen to the radio documentary entitled, "[Sexual Cyberbullying: The Modern Day Letter A](#)," and write a 2-3 page double-spaced critical analysis of sexual harassment in online and social media. Your analysis can and should be informed by class materials, such as the readings by Kreager & Staff, and class lectures and presentations. Your grade on this paper will be assessed based upon relevance and quality of detail, cohesion and organization of your essay, use of informed and thoughtful critical analysis, and clarity of expression. This paper should be posted to Turnitin.com before class begins on TUESDAY OCTOBER 29.

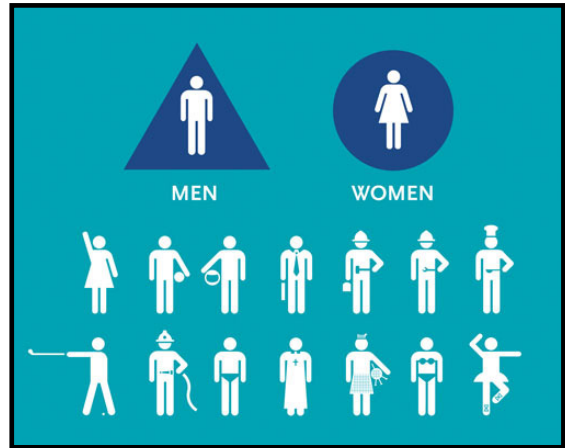
**Group Research Project (20%).** Over the course of the semester you will work in a group with 8-10 of your classmates to design a small research study on a gender/sexuality topic. You will work together to devise a research question, collect data, analyze the data, and present your findings to the class. You will have time to work as a group in class several times throughout the semester on specific project tasks. Progress and performance will be assessed at these time points, as well as in the final presentation & paper. The final paper will take the form of a brief, structured research abstract (approximately 2- 4 pages).

**Midterm Exam (20%) and Final Exam (25%).** The mid-term and final will consist of a mix of multiple-choice, true-false, & essay questions, covering materials from lectures, media shown in class, and assigned readings. Students will have the entire period on testing days to complete each exam. Make note of exam dates – there will be no make-up exams except in the case of sanctioned university business (e.g., athletics) or documented personal/family emergency.

**Grading\*:**

Exams, critical analysis paper, and the group research project will be graded on a 100-point scale, weighted toward the final grade as indicated above. In-class quizzes on readings will be worth 10 points each. There will be 12 or 13 quizzes given throughout the semester and your grade will be based upon your ten highest quiz scores (summed to arrive at a score on a 100 point scale). Final calculated grades correspond to final 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



\*Students enrolled in the Community-engaged learning section (Section 002) of this course should obtain the alternative syllabus for a description of the assessment & grading plan.

**Student Misconduct.** 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 adhering to it.

**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.

## **Class & 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 in order to be prepared for discussion & the weekly quiz.



### **Week 1 (August 27 & 29) Introduction & Definitions – What Is Gender & How Does It Matter?**

- Kimmel, Chapter 1, “Introduction”
- Fine, from *Delusions of Gender*, “Why You Should Cover Your Head with a Paper Bag...”

### **Week 2 (September 3 & 5) Diversity & Conformity in Gender Expression**

- Talbot, “About a Boy” (<http://archives.newyorker.com/?i=2013-03-18#folio=056>)
- Preves, “Intersex Narratives: Gender, Medicine and Identity”
- Kimmel, Chapter 3, “Spanning the World: Culture Constructs Gender Difference”

### **Week 3 (September 10 & 12) Gender Construction & Forms of Inequality**

- Sen, “The Many Faces of Gender Inequality”
- Kimmel, Chapter 5, “The Social Construction of Gender Relations”

### **Week 4 (September 17 & 19) Childhood & Gender Construction in Families**

- Kane, “No Way My Boys Are Going to Be Like That”
- Anderson & Hamilton, “Gender Role Stereotyping of Parents in Children’s Picture Books”

### **Week 5 (September 24 & 26) Gender and Patterns of Household Labor**

- Kimmel, Chapter 6, “The Gendered Family”
- Sayer & Bianchi, “Women’s Economic Independence and the Probability of Divorce”
- Kornrich et al., “Egalitarianism, Housework and Sexual Frequency in Marriage”

### **Week 6 (October 1 & 3) Gendered Sexuality**

- Schwartz & Rutter, “Sexual Desire and Gender”
- Carpenter, “The Ambiguity of Sex and Virginity Loss”
- Kimmel, Chapter 2, “Ordnained by Nature: Biology Constructs the Sexes”

### **Week 7 (October 8 & 10) Sexuality & Gender Expression**

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

### **MIDTERM EXAM IN CLASS ON THURSDAY OCTOBER 10.**

October 13 – 20 – No classes – Enjoy Fall Break!

### **Week 8 (October 22 & 24) Intimate Relationships & the Sexual Double Standard**

- Kreager & Staff, "The Sexual Double Standard"
- England, Shafer and Fogarty, "Hooking Up and Forming Romantic Relationships on Today's College Campuses"

### **Week 9 (October 29 & 31) Social Contexts, Gender Ideology & Sexual Violence**

- Fagbenle & Stein, "[Sexual Cyberbullying: The Modern Day Letter A,](#)"
- Weiss, "Boys Will Be Boys and Other Gendered Accounts"
- Valenti, "Ending Rape Illiteracy"

### **TUESDAY OCTOBER 29 – CRITICAL ANALYSIS PAPER ON SEXUAL CYBERBULLYING & DOUBLE STANDARD**

### **Week 10 (November 5 & 7) Gender & Sexuality in Schools**

- Kimmel, Chapter 7, "The Gendered Classroom"
- Rose, "Going too Far? Sex, Sin & Social Policy"

### **Week 11 (November 12 & 14) Gender, Math & Science**

- Riegel-Crumb & Humphries, "Exploring Bias in Math Teachers' Perception of Students' Ability by Race & Gender"
- Fine, "I Don't Belong Here"
- Charles, "What Gender is Science?"

### **Week 12 (November 19 & 21) Gender, Jobs & Authority in the Workforce**

- Snyder & Green, "Revisiting the Glass Escalator"
- Coontz, "The Myth of Male Decline"

### **Week 13 (November 26) Motherhood, Fatherhood & Work**

- Correll, Benard and Paik, "Getting a Job: Is there a Motherhood Penalty?"
- Slaughter, "Why Women Still Can't Have It All"

No class on Thursday, November 28th – Happy Thanksgiving!

**Week 14 (December 3 & 5) Gender, Bodies and Beauty**

- Kimmel, Chapter 12, “The Gendered Body”
- Brooks, “Under the Knife & Proud of It”

**Week 15 (December 10 & 12) Student Projects & Course Wrap-up**

- Kimmel, Epilogue

**GROUP RESEARCH PRESENTATIONS ON DECEMBER 10 & 12**

*Final Exam, Friday December 20<sup>th</sup>, 8:00-10:00 (in SW 134)*