



**Sociology of Gender and Sexuality**

SOC/GNDR 3337.001 & 3337.002

Summer 2014

Time: Tues/Thurs 10:45a-12:05p

Location: BEH S 102

**Instructor: Kyl Myers**

Office: 312 BEH S

Office Hours: Tues 9:30-10:30a

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**Course Overview:**

Male or Female? Gay or straight? Single or Married? It appears to be human nature to categorize people under specific labels so we know how to interact with them. Nothing influences our social interactions more than gender. The sex of babies is often known before birth, one of two genders is assigned, and for the rest of one's life, social opportunities, interactions and expectations are influenced by our chromosomal make-up and the labels assigned to us, such as masculine or feminine. During the semester, and through a sociological lens, we will discuss historical and contemporary issues surrounding gender and sexuality, we will engage with peer-reviewed research and pop culture and critically analyze the relationship between gender and sexuality and the media, politics, schools, corporations, the home and family, and other institutions.

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:

- You will learn how sociologists study & conceptualize gender.
- You will learn how to “see” the effects of gender in society.
- You will 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.
- You will become a critical reader of research methods & findings in popular & scholarly studies of gender & sexuality.

### **Course Readings:**

The required textbook for this course is:

- The Gendered Society (5e), by Michael S Kimmel  
[available at the Campus bookstore, online and elsewhere]

Other required readings are available on the course webpage on Canvas. You can access Canvas from the “My Classes” tab on the Campus Information System (CIS), or at <https://utah.instructure.com>. Questions related to Canvas should be directed toward the TACC helpdesk ([tacchelpdesk@utah.edu](mailto:tacchelpdesk@utah.edu); 801-585-5959).

In order to successfully understand the material, actively engage in course discussions and earn a good grade in the class, it is imperative that you read all of the required texts and watch all required media before the class when the material will be discussed.

### **Class Participation Guidelines:**

This is a hybrid course, meaning in addition to the two class meetings each week, you will also spend time in an online classroom. Our class meetings will include a mix of lectures, discussions, in-class activities, guest speakers, quizzes, videos and music, and group collaboration. You are encouraged to be in class on time and prepared. The following list is the expectations I have for you as a student:

- **Attend all class meetings and be on time.** Attendance is a part of your grade and it is your responsibility to inform me, before class begins, if you

- will not be able to make it due to university-related responsibilities, medical issues or family or other emergencies.
- **Be an active, respectful & collaborative listener, discussant & participant.**
  - **Complete the assigned readings before the class.** To ensure productive class discussions, you will be quizzed weekly regarding the readings and there are no make-up options.
  - **Complete the required assignments on time.** I will not accept late assignments and any need for an alternative test-day must be determined with me before the test.
  - **Turn all phones and other electronics off and put them away.** Cell phones are not allowed in class. Laptop/tablet protocol and regulations will be discussed on the first day of class.
  - **Follow the University of Utah code for student conduct.** You are expected to maintain professional behavior in the classroom setting, according to the Student Code 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. You should read the Code carefully and know you are responsible for adhering to it.

**As your instructor, it is my responsibility to provide a productive learning space, give constructive feedback regarding your course performance, and make all announcements regarding the syllabus, readings and assignments in a timely manner.**

### **Course Requirements:**

Your final grade in the course will be based on your performance on the following 4 requirements:

1. Weekly in-class quizzes (25%)
2. Midterm exam, TBD (25%)
3. Critical analysis paper, TBD (25%)
4. Final exam, TBD (25%)

**Weekly in-class quizzes (25%):** Every week there will be at least one in-class quiz. Quizzes will include, but are not limited to, questions about the reading. Questions might include true/false, multiple choice, or short answer. Quizzes allow me to ensure you are doing the required reading and coming to class prepared as well as letting me know you attended that day. Two of your lowest score quizzes will be dropped.

**Midterm exam (25%) and Final exam (25%):** The midterm and final exams will consist of a mix of true/false, multiple choice, and short essay questions. The exam questions will cover material from lectures, discussions, readings, and media shown in class. You will have the entire class period on testing days to complete the exam.

There will be no make-up exams and any arrangements for an alternative test day must be made with me in advance.

**Critical analysis paper (25%):** The critical analysis paper allows for you to dive deeper into a topic that we discussed in class that you would like to know more about. You will write a paper that utilizes resources from class in addition to resources that you find on your own regarding the topic. Throughout the semester, I will cover specific paper requirements and expectations, in addition to mini-lectures regarding writing a research paper. You will participate in a peer-review process to become better writers and consumers of research. Your final paper will be 5-7, double-spaced, pages, with a minimum of 8 peer-reviewed references.

**Grading\*:**

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

\*If you are enrolled in the Community-Engaged Learning section (002) of this course, then you need to obtain the alternative syllabus for CEL assessment and grades.

**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 in alternative format with prior notification to the Center for Disability Services.

**Academic Misconduct:**

Per University of Utah regulations (Policy # 6-400). "A student who engages in academic misconduct," as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, "may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing." Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

### **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:**

Please read all assigned texts before Tuesday each week in order to participate in discussions and do well on the quizzes.

#### **Week 1: 6/19 Introduction and 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: 6/24 & 6/26 Diversity & Conformity in Gender Expression, Gender Construction & Forms of Inequality**

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

#### **Week 3: 7/1 & 7/3 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"
- Kimmel, Chapter 6, "The Gendered Family"
- Sayer & Bianchi, "Women's Economic Independence and the Probability of Divorce"
- Kornich et al., "Egalitarianism, Housework and Sexual Frequency in Marriage"

#### **Week 4: 7/8 & 7/10 Gendered Sexuality and Expression & MIDTERM EXAM**

- Schwartz & Rutter, "Sexual Desire and Gender"
- Carpenter, "The Ambiguity of Sex and Virginity Loss"
- Kimmel, Chapter 2, "Ordained by Nature: Biology Constructs the Sexes"
- Pascoe, "Dude, You're a Fag: Masculinity and the Fag Discourse"

➤ **MIDTERM EXAM IN CLASS ON THURSDAY JULY 10**

**Week 5: 7/15 & 7/17 Intimate Relationships, the Sexual Double Standard & Sexual Violence**

- Kreager & Staff, "The Sexual Double Standard"
- England, Shafer and Fogarty, "Hooking Up and Forming Romantic Relationships on Today's College Campuses"
- Fagbenle & Stein, "Sexual Cyberbullying: The Modern Day Letter A"
- Weiss, "Boys Will Be Boys and Other Gendered Accounts"
- Valenti, "Ending Rape Illiteracy"

**Week 6: 7/22 & 7/24 Gender & Sexuality in Schools**

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

**Week 7: 7/29 & 7/31 Gender, Parenthood, the Workforce & Wrapping Up  
FINAL EXAM**

- Snyder & Green, "Revisiting the Glass Escalator"
- Coontz, "The Myth of Male Decline"
- Correll, Benard and Paik, "Getting a Job: Is There a Motherhood Penalty?"
- Slaughter, "Why Women Still Can't Have It All"
- Kimmel, Chapter 12, "The Gendered Body"
- Brooks, "Under the Knife & Proud of It"
- Kimmel, Epilogue

➤ **CRITICAL ANALYSIS PAPER DUE IN CLASS: TUESDAY JULY 29**

➤ **FINAL EXAM IN CLASS: DATE AND TIME TBD**

**ENJOY THE REST OF YOUR SUMMER!**