SOC 3130: Sociology of Gender

CRN 22492 – FALL 2015 T/H 9:00-10:15AM – SS048

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Course Description

The course is based on the idea that gender is a social construction. Gender is an organizer of social institutions and interactions as well as our relationships and identities. In this course, we focus on three broader questions about gender is society: First, we examine the *nature* of humans divided by sex; that is, how biological differences are interpreted and explained culturally and how the explanations are connected to gender stereotypes and stratification. The second segment investigates the processes through which gender is *learned* and examines gender socialization in families, education, and the world of work—both paid and unpaid. In the final part of the course, we explore gender in culture and institutions. For example, how the mainstream media both reflect and reproduce our understanding of what women and men are like and what work they perform in society. We will also discuss how gender shapes sexuality and intimate relations, body image, and how it underlies social problems such as sexual violence. Throughout the course, you will learn and apply the tools for analyzing gender through an intersectional lens—that means thinking about the ways in which gender, race-ethnicity, class, age, and sexuality together shape people's lives and experiences.

Required Reading

1. Michael S. Kimmel. 2013. *The Gendered Society, Fifth Edition* AND
2. Michael S. Kimmel and Amy Aronson. 2013. *The Gendered Society Reader, Fifth Edition*. Oxford University Press.
3. Hand-outs given in class
4. Required readings on the Canvas course page (http://canvas.weber.edu). Note also that the Canvas page will serve as an information central throughout the semester. *In case of an unexpected event, such as campus closure or the professor's illness, instruction and course work will continue through the Canvas page.*

Class Objectives

After taking this course, students should be able to:

- Understand gender as a social construction.
- Examine how gender is built into the social structure, culture, and institutions.
- Apply basic concepts and theories of gender, including intersectional analysis of how gender, race, class, sexuality, and age shape lived experiences, choices, and life chances.
- Become aware of the role gender in their personal biographies and everyday lives and reflect on their gendered experiences through writing and discussion.

Note on Special Needs

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities, located in the Student Service Center http://www.weber.edu/ssd/ssd_services.html SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

Course Format

The course consists of assigned readings from the text and the reader, classroom discussions, lectures, films, and written and oral assignments (both in and out of class). This course will be conducted in a *seminar style* where everyone is expected to contribute to class discussion. This means that you must complete *all* assigned readings

and written assignments *before* class to be able to discuss the material. My role in this class is to facilitate and evaluate the discussion. In general, classroom discussion will be open and everyone's views will be respected. Remember that a class is a learning community and that we do not all have to agree to learn from each other. The key is to listen and contribute to the discussion respectfully. Our goal is to critically consider different viewpoints without offending anyone. For the exams, you are expected to be familiar with the substantive contents of all class materials and discussions.

Evaluation

Exams (60%)

There will be three exams (20% each) during the semester, each entailing short essays based on the assigned chapters (excluding the reader articles). I will provide a study guide for each exam. You will take the exams in a testing center. The class does not meet on exam days.

Reading guides (15%)

You will work on the assigned articles by turning in responses to reading guides, which include a series of questions about the article and reflections on the ideas presented. You are responsible for turning ten (10) completed reading guides. There will be a guide for each article from the Reader and/or Canvas. The guides will be posted online at least two days before they are due. Having read and thought about the article will help us discuss it in class.

- Reading guide responses should be typed (no hand-written entries) and they are due in class the same day the reading assignment is due. A late entry will be graded a whole letter grade lower (for each class day after due date.

Observation assignments (20%)

There will be three written observation assignments where students are required to observe various manifestations of gender in society. The goal is to make gender visible in our lives. Topic examples include, for example, family interactions, gender socialization, media images, etc. For each assignment, students will receive detailed instructions. Assignment due dates are listed in the class schedule.

Class participation – Discussion leadership and attendance (5%)

Discussion leadership – Each reader article will have an assigned student discussion leader or a pair of leaders. For full credit of this assignment, you must lead one discussion. This is not a formal presentation but an opportunity to share your thoughts about the reading. All other in-class assignments are also part of class participation grade.

Discussion leaders should consider the following points:

(1) What is the basic idea presented by the author or authors?
(2) How do they support that idea?
(3) What conclusions do they present?
(4) What new ideas or arguments did I/we learn from the reading?
(5) Did you make any other interesting observations?

Attendance and Class participation – This includes all group and individual class activities and attendance (see Class Policy #1 below).

Grading scale for course performance Minor/major credit requires the grade C or better for the course. Please review the grading rubric on the WSU Online course page.

A	= 100-93%	A-	= 92-90%			
B+	= 89-87%	B	= 86-83%	B-	= 82-80%	
C+	= 79-77%	C	= 76-73%	C-	= 72-70%	
D+	= 69-67%	D	= 66-63%	D-	= 62-60%	E < 59%

CLASS POLICY

1. Attendance

Attendance is integral to your performance. Therefore, if you do not meet the requirement for minimum 80% attendance (if you missed more than 20% of classes), each additional absence will reduce your final grade by 5%.

2. Late exams and assignments

Exams and assignments must be submitted on time. Late work receives a lower grade (a reduction of one letter grade each class day after due date).

3. Extra credit

There is no scheduled extra credit in this class.

4. Professionalism and soft skills

Taking this course comes with a set of expectations for both the students and the professor:

Timeliness – Class will start and end on time. Students are expected to come to class and stay the entire 75 minutes.

Technology – Researchers have found that notes taken by hand will improve your understanding and recollection of the course material. Check out the recent research findings on note-taking here and here. I strongly advise you against taking notes on an electronic device (laptop, tablet, etc.). Cell phones and earphones do not belong in class either. You will be asked to put them away or leave the room.

5. WSU Student Code

Students are expected to be familiar with the WSU Student Code and abide by it. The Code may be reviewed on line at http://www.weber.edu/ppm/Policies/6-22_StudentCode.html. All necessary steps will be taken to enforce the Student Code to guarantee fairness to all students.

6. Plagiarism

As you write your exam essays, make sure you cite other people's work appropriately. Plagiarism (i.e., using someone else's work, ideas, or wording as your own without citing) is considered cheating at Weber State (see student code, section IV.D.2b) and will result, at minimum, in failing your assignment. This also includes getting ideas from your class mates, working on exams together, and copying from the Internet. We will review in class some basic rules of using citations and writing essay exams before the midterm.

WSU subscribes to TurnItIn.com, an electronic service that verifies the originality of student work. Enrollment in this course may require you to submit some or all of your assignments to it this semester, and documents submitted to TurnItIn.com are retained, anonymously, in their databases. Continued enrollment in this course constitutes an understanding of, and agreement with, this policy.

TENTATIVE CLASS SCHEDULE

DATE	TOPIC	READING AND ASSIGNMENTS
T 9/1	First day	Getting acquainted, planning ahead
H 9/3	What is gender?	Read: The syllabus AND (Text) Ch. 1: Introduction AND (Reader) Introduction (pp. 1-7)
	PART I	**EXPLANATIONS OF GENDER**
T 9/8	Nature and nurture—Sex and gender	(Text) Ch. 2
H 9/10	Is biology destiny?	(Reader) McCaughey: "Caveman Masculinity…" AND Sapolsky: "Testosterone Rules" *Reading guides due*

T 9/15	Gender across cultures	(Text) Ch. 3 Instructions for Observation Assignment 1 given out
H 9/17	Gender as difference	(Reader) Lorber: "Men as Women and Women as Men …" AND Nanda: "Cultural Patterns and Sex/Gender Diversity" *Reading guides due*
T 9/22	Psychology of gender	(Text) Ch. 4
H 9/24	Psychology…cont.	(Reader) Pascoe: "Dude, You're a Fag" AND Tolman: "It's Bad for Us Too…" *Reading guides due*
T 9/29	Gender as a social construction	(Text) Ch. 5 Observation Assignment 1 due in class
H 10/1	Gender as performance	(Reader) West and Zimmerman: "Doing Gender" AND West and Fenstermaker:"Doing Difference" *Reading guides due* Study guide for Exam 1 given out in class
T 10/6	Constructed Sexualities	(Canvas) Katz: "The Invention of Heterosexuality" AND Friedman: How changeable is Gender? *Reading guide (Katz) due*
H 10/8-9	**Exam 1** available in the WSU testing centers all day Thursday and Friday	Exam 1 covers text Chapters 1-5 No class
	PART II	**GENDERED INSTITUTIONS, GENDERED IDENTITIES**
T 10/13	The gendered family	(Text) Ch. 6
H 10/15	Gender, sexuality and families	(Reader) Stacey and Biblartz: "(How) Does the Sexual Orientation of Parents Matter?" AND Medved & Rawlings: "At-Home Fathers and Breadwinning Mothers…" *Reading guides due*
T 10/20	Gendered education	(Text) Ch. 7 Instructions for Observation Assignment 2
H 10/22	Gendered education cont.	(Reader) Reay: "Spice Girls…" AND Roberts: "'I Just Got On With It'…" *Reading guides due*
T 10/27	Gender at Work	(Text) Ch. 9
H 10/29	Gendered jobs and wages	(Reader) England: "The Gender Revolution…" AND Wingfield: "Racializing the Glass Escalator…" *Reading guides due*

T 11/3 *Election Day*	Gender and Religion	(Text) Ch. 8 AND (Reader) Sumerau:" That's What a Man Is Supposed to Do…" *Reading guides due* Observation assignment 2 due in class
H 11/5	Gender and Politics	(Text) Ch. 10 AND (Reader) "Waylen: Gender Matters in Politics" *Reading guide due* Study guide for Exam 2 given out in class
T 11/10	Gender and politics cont. …	No reading
H 11/12-13	**Exam 2** available in WSU testing centers all day Thursday and Friday	Exam 2 covers Chs. 6-10 No class
	PART III	**GENDERED INTERACTIONS:** **MEDIA IMAGES, INTIMACIES, BODIES, AND VIOLENCE**
T 11/17	Media images and stories of gender	(Text) Ch. 11 AND (Reader) Horvath et al.: "'Lights on at the End of the Party'…" *Reading guide due*
H 11/19	Media and gender cont.	No reading
T 11/24	Gender in relationships	(Text) Ch. 12 AND (Reader) Cancian: "The Feminization of Love" *Reading guide due* Instructions for Observation Assignment 3
H 11/26	*Thanksgiving Break*	*No class*
T 12/1	Gendered body and health	(Text) Ch. 13
H 12/3	Gendered sexuality	(Reader) England et al.: "Hooking Up…" AND Ward: "Dude-Sex …" *Reading guides due*
T 12/8	Gender and violence	(Text) Ch. 14 AND (Reader) Little and Terrance: "Perceptions of Domestic Violence…" *Reading guide due* Study Guide for Exam 3 given out in class
H 12/10	Semester wrap-up: Is a society without gender possible … or desirable?	(Text) Epilogue: "A Degendered Society?" Observation Assignment 3 due in class AND Late assignment deadline
M 12/14-W 12/16	**Exam 3** available in WSU testing centers Monday through Wednesday	Exam 3 covers Chs. 11-14

Reading guide roster

(Keep track of the due dates)

Due	Title	Due	Title
9/10	McCaughey: "Caveman Masculinity…"	10/22	Reay: "Spice Girls…"
9/10	Sapolsky: "Testosterone Rules"	10/22	Roberts: "'I Just Got On With It'…"
9/17	Lorber: "Men as Women and Women as Men …"	10/29	England: "The Gender Revolution…"
9/17	Nanda: "Cultural Patterns …"	10/29	Wingfield: "Racializing the Glass Escalator…"
9/24	Pascoe: "Dude, You're a Fag"	11/3	Sumerau:" That's What a Man Is Supposed to Do…"
9/24	Tolman: "It's Bad for Us Too…"	11/5	Waylen: Gender Matters in Politics"
10/1	West and Zimmerman: "Doing Gender"	11/17	Horvath et al.: "'Lights on at the End of the Party'…"
10/1	West and Fenstermaker:"Doing Difference"	11/24	Cancian: "The Feminization of Love"
10/6	Katz: "The Invention of Heterosexuality"	12/3	England et al.: "Hooking Up…"
10/15	Stacey and Biblartz: "(How) Does the Sexual Orientation of Parents Matter?"	12/3	Ward: "Dude-Sex …"
10/15	Medved & Rawlings: "At-Home Fathers and Breadwinning Mothers…"	12/8	Little and Terrance: "Perceptions of Domestic Violence…"

Late Submission Card

*This card will allow you to turn in a late assignment **once** during this semester without accruing any late penalties, no questions asked. Just write in the submission that you would like to use your Late Submission Card or make a copy of this card and attach it to your submission.*

This card is valid for written assignment only and excludes exams or reading discussion leadership.