

SOC/GNDR 3337 (3cr)
Sociology of Gender & Sexuality
Summer 2018
This is a hybrid course.



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THIS CLASS IS A SAFE ZONE AND A BRAVE SPACE

“Why is it that, as a culture, we are more comfortable seeing two men holding guns than holding hands?” ~Ernest Gaines□

Course Overview:

There are few more hotly contested sociological issues than those surrounding gender and sexuality. Masculinity, femininity, sexual orientation, and the “proper” expressions of these identities elicit strong feelings in nearly everyone. The rigidity (or lack thereof) with which societies monitor these expressions is directly related to experiences of privilege and inequality, and by extension, the quality of life experienced by men, women, and queer individuals all over the world. **In this course, we will challenge traditionally held beliefs about gender and sexuality in the most respectful of manners.** We will foster a practice of critical dialogue stemming from thoughtful, analytical responses to the policies and practices of families, governments, corporations, schools, religions, and individuals with regard to gender roles and gendered inequality. **The historic struggle of women, marginalized men, and sexual minorities will be studied in this course, together with the legislation and social policies that uphold and obstruct social justice.** Mass media will be scrutinized through Critical Media Literacy as both a culture-shaping and culture-revealing institution, as well as a primary agent of socialization. We will also focus on the ways in which gender influences life chances, sexual violence, the policing of bodies, and the ways in which individuals experience their own sexuality.

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.” In addition to that, the expectation from the University is that, “All students in courses fulfilling [the DV requirement] will grapple with the theoretical approaches to discrimination, privilege, and social justice.... Students will also critically reflect on their own identities and relationship with institutions that maintain and/or challenge the status quo. The goal of this requirement is to extend cross-cultural understanding, to interrogate current and historical narratives of equality, justice, progress, and freedom, to open possibilities for meaningful communication across social boundaries, and to allow students to consider ethical and social decisions from multiple perspectives.” **An aim of the course is thus to encourage the use and exploration of multiple perspective, and to open possibilities for meaningful communication across social boundaries.**

This class is expected to be **both challenging and fun**. We will approach heavy subjects in a light-hearted way while maintaining academic integrity and utmost respect for human diversity. However, there is no reason why we can't laugh from one end of the course to the other. I take respect, inclusion, and academics seriously, but I believe that **students who laugh are students who learn**.

As per the Student Code, Section Q, 3b:

Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation. Accommodations requested on such grounds will not be granted. The University recognizes that students' sincerely-held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. The University assumes no obligation to ensure that all students are able to complete any major.

This class will challenge you or I'm not doing my job. While the University recommends that students drop classes whose course requirements conflict with “sincerely-held core beliefs,” there is protocol for content accommodations in extreme cases (e.g. dropping the class would place an undue burden on the student). However, the request does not obligate me and in general, no content accommodations will be made. This includes profanity, images, and the content of academic articles. **I dislike content warnings, but there it is – make sure you are ready for this class before you take it.** I suggest you look over the course readings to be sure you are prepared for what we will discuss.

Course Objectives:

After a successful completion of this course, you will:

- Recognize gendered behavior (such as expressions of masculinity and femininity) as a social construct. Specifically, you will understand how gender is *assigned and practiced*, not *natural and innate*.
- Apply Critical Media Theory to analyses of advertising, gendered tropes in film/TV, and written reporting/communication. You will understand how media is **both** a culture shaping and culture revealing primary agent of socialization.
- Be familiar with how sociologists conceptualize and study the gender spectrum and the spectrum of sexual orientation, including relevant terminology.

- Have practice engaging with difficult, highly emotional, controversial material. You will understand how to respond with curiosity rather than antagonism, particularly to criticism of your own social group.
- Recognize how patriarchy functions within societies, and its connection to hegemonic masculinity, emphasized femininity, and inequality.
- Understand the invisibility of privilege and how the oppression of sexual minorities, women, and subjugated masculinities is institutionalized, systematic, and ubiquitous.

Course Readings:

There is a set of required readings that will be available on Canvas™.

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.

Guidelines for Class Participation:

The scope of the class includes weekly readings, weekly online lectures, some videos, and a few respectful online discussions. Every week, you have THREE things due to me by Sunday at 11:59 p.m. – your reading response, your critical thought exercise (or test or summative assignment stepping stone), and your quiz. All course materials from that week will be on the quiz. Be sure you have completed the readings and watched all the videos before you take your quiz.

Due to the controversial nature of the class, it is vital that you do the assigned reading. This will allow each of us to mull over controversial topics and be prepared to make purposeful and respectful arguments.

Challenging the material is welcome; challenging people is not. Please be prepared to engage as academics that are participating in the scientific process of inquiry and analysis. You are responsible for acquainting yourself with and satisfying the entire range of academic objectives and requirements. (PPM, Policy 6-100III-O)

Course Requirements:

- ❖ Reading Responses (15%)
- ❖ Critical Thought Exercises (20%)
- ❖ Weekly Quizzes (15%)
- ❖ Midterm Exam (15%)

Open from Friday, June 22nd at 12:00 a.m. to Sunday, June 24th at 11:59 p.m.

Please note this exam is open for 72 hours (so you may choose a weekday or weekend day).

- ❖ Summative Assignment (15%)

Due Sunday, July 29th at 11:59 p.m.

This summative assignment will be a visual art project of any kind, zine, e-portfolio, or any kind of performance art. Your art project will be thesis-driven and evidence-based, relying on peer-reviewed articles for support. We will hold a class gallery stroll at the end of the semester.

- ❖ Final Exam (20%)

Open from Thursday, August 2nd at 12:00 a.m. to Saturday, August 3rd at 11:59 p.m.

Please note this exam is only open for 48 hours (I don't get to dictate the final like I do the midterm).

This exam will NOT be cumulative.

Reading Responses (15%)

Every week, you will submit a response to the week's readings that includes **two things**; 1) the big idea you pulled from the week's readings (source included) and 2) a reason or two why it's important and/or controversial. These are graded at two points each (one point if you do it, two points if I can tell you were thoughtful about it), but these points are weighted heavily in your grade. This response should be **no more than a half-page**. You may miss one during the semester with no penalty.

An example of an acceptable reading response:

The big idea I got from this week's reading came from Kimmel chapter one. He says that gender needs to be visible to both men and women because it has historically not been visible, especially to white men who have been constructed as universally generalizable and therefore have not typically seen their privilege. We need to see gender before we can understand it, so this is important.

An example of a thoughtful reading response:

The big idea I got from this week's readings came from Kimmel chapter one. He claims that gender difference stems from gender inequality, not the other way around. When societies see gender differences as natural, inherent, and important, those differences are emphasized and reified. Inequality that results from a gendered hierarchy based on those supposed differences is also seen as natural, inherent, and important. However, Kimmel quotes sociologist Cynthia Fuchs Epstein, who calls these kinds of socially constructed differences "deceptive distinctions," because they appear to be based on gender but are actually based on something else – usually the result of being "in different positions or in different arenas." For example, when women are believed to be primarily nurturers responsible for the private, reproductive sphere of the home, they are often seen as interlopers when they enter paid, productive labor in the public spheres of politics or business. This belief places institutional barriers in women's way. Because of these multiple barriers, not as many women succeed in these public spheres, thus providing false evidence that women are so different from men they are not capable of succeeding those spheres.

Summative Assignment – artist statement and picture of project due July 29th at 11:59 p.m. (15%) This assignment will entail you identifying a concept from the class, ideally one that challenged you or that you feel passionately about, and applying critical sociological analysis to the concept. We will workshop this project in the second half of the semester with an annotated source list (four peer-reviewed journal articles, due July 1st), a thesis statement (due July 8th), an outline (due July 15th), and an artist statement (due July 29th). You will need to reference **at least four academic writings** in your artist statement, **properly cite them in-text, and create a bibliography**.

Art projects will be grounded in the literature, and you will follow a process of source list, thesis statement, outline, and artist statement. You will also create a bibliography to accompany your artist statement. Once you create your outline, you will pursue an art project instead of a paper. In this, you may express either your thesis or follow the hopeful directive of queer theorist José Muñoz who asks each of us to "envision concrete possibilities for another world" (Muñoz, 2009). A single-spaced, one-page artist statement will accompany a picture, video, sound recording, or word document of your work of art. **I encourage you to be wildly creative with this.** I am an art buff and would love to follow your thinking through an art experience. (For inspiration, search YouTube for "Dance Your PHD." You will see winners from past years applying science to dance).

Your grade will be based primarily on the **quality of your sociological analysis**. You will communicate this primarily through the bullet points on your outline and the references you cite in your artist statement. A rubric will be provided.

Critical Thought Exercises (20%)

Every week we are not workshopping your summative assignment or taking an exam, you will have a chance to practice critical thinking by analyzing a meme, creating a playlist, or presenting some other pop cultural reference. I have selected each of these for a specific pedagogical reason – **these are NOT busy work**. Your responses provide me with a great deal of information and help me tailor my lectures. See below for examples of how each of these should look for full credit. You may miss one during the semester with no penalty.

Analyzing a meme:



When analyzing memes, use critical media literacy guidelines and also:

- Be fair – seek to understand
- Identify tone
- Identify manipulation
- Read the text
- Read the sub-text (often not written)
- Identify the argument
- Identify what is not considered
- Identify a counter argument

Here's how critical analysis of a meme looks:

This meme appears to be expressing frustration with individuals who insist on gender equality but then seem willing to allow gendered favoritism toward women. This makes sense because the glass ceiling teaches us that men are clustered in the dirtiest, most dangerous, most physically demanding jobs. The meme is fairly derisive. The sarcasm seems intended to discount feminist's arguments for gender equality by exposing them as hypocrites. The argument itself (that true gender equality means that not only would women share equally in positions at the top of the economic structure but also at the bottom) is right on. However, they do not consider that some women TRY to get these jobs and are frozen out by ideals of masculinity and femininity in the hiring process, or are hazed and harassed when they do get them (as often happens when women seek employment in extremely masculinized occupations). They also do not consider that many feminists agree with their perspective. As a counter argument, some women WANT to share those jobs and many feminists speak about the inequality of the glass ceiling, so paying attention to gender constructs would be beneficial to men in this specific example.

Creating a playlist: Song title, artist, example lyrics, and a few sentences about why the song speaks to topics about gender and/or socially constructed sexuality. Each playlist should include three songs. Here's what this should look like:

Can't Hold Us Down, Christina Aguilera featuring Lil Kim

If you look back in history
It's a common double standard of society
The guy gets all the glory the more he can score
While the girl can do the same and yet you call her a whore

This song speaks to the sexual double standard, in which the same behavior is valued very differently depending on whether or not it is a man or a woman who does in it. In this case, if there is a person who enjoys sex and has a lot of partners (and that person is a man), this is seen as natural to men and his social status elevates – we admirably call him a player or a stud (in my time). If this person is a woman, this is seen as unnatural and her social status drops – we derisively call her a slut or a whore.

Weekly Quizzes (15%)

Each week, you will have a quiz due by 11:59 p.m. on Sunday. These are short quizzes, four questions, a combination of T/F and multiple choice. You will have 15 minutes for each quiz and only one attempt. Quizzes will cover everything from the week's material – reading, lecture, memes, anything. I recommend this be the last thing you do for class each week. A couple of tips on how I create quizzes... I always include parts of the readings I don't address in the lecture, so you'll need to have them read. However, I never require you to know ticky-tack details that don't really matter. I always quiz (and test) on big ideas. HINT – these are usually found in the abstract, intro, and conclusion of academic articles.

Tests (35% - 15% midterm, 20% final) Both the midterm and the final will consist of multiple-choice, true-false, and (maybe) short answer questions. Tests will cover materials from assigned reading, lectures, and materials from the class. Because these tests are open book, you will be given roughly one question per minute. This is not enough time to look everything up, so you must study to get a good grade. You will write your own tests, so don't try and trick people and don't be too specific (i.e. asking your peers to identify a tricky statistic).

Grading:

Each component of the class will be graded on a 100-point scale. 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 will be made available. They will entail attending an outside event that highlights a topic relevant to the course material or watching a documentary that does the same, and writing a one-page response paper. You may do two of these over the course of the semester, each totaling up to five extra credit points. If you hear of anything that relates, please let me know ahead of time and we will decide if it fits the criteria. I also make it a habit to give extra points here and there in regular assignments when my students do a particularly good job.

Late work policy I will accept reading responses, critical thought assignments, and summative workshop assignments up to three days late for half credit. “Late” for me means it isn’t done when I sit down to grade, meaning I won’t mark you down for turning your work in at 2:00 a.m. if that works for you. It is **YOUR** responsibility to know what is due and when it is due. **Tests and quizzes will NOT be accepted late, nor do I give extensions.**

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS). **NOTE – this language is and must be very official to be legally binding, but please understand this policy provides protection for those who experience sexual assault in the campus community. If you have questions or need help, you can go to the victim’s advocate in the Student Services Building RM 426, call the Rape Recovery Center 24-Hour Hotline at 801-467-7273, or talk to me. Be aware I am under obligation to report sexual misconduct, but if there is a resource I can connect you with, I will do that.**

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 or 801-581-7776. Let me just say this... EVEYRONE would benefit from working with someone during the high-stress, personal evolution life stage of higher education. Going to the Center for Student Wellness is a sign of STRENGTH not weakness. Self-care is vital, yo!

Class & Reading Schedule

Check Modules on Canvas for the online requirements for each week.

We reserve the right to change these readings by Wednesday of the week before they are discussed.

Week 1 May 14th and 16th

Introduction and Theoretical Basis

- Kimmel, As Nature Made Him
- Johnson (2007) Patriarchy, the System: An It, Not a He, a Them, or an Us
- Connell (1987) Hegemonic Masculinity and Emphasized Femininity
- Lorde (1978) Uses of the Erotic: The Erotic as Power (listen or read)

Week 2 May 21st and 23rd

Gender and Sexuality Cross-Culturally and The Social Construction of Gender and Sexualities

Guest speaker – Jess Burns, PhD candidate, anthropology

- Blackburn (2002) Disrupting the (Hetero)Normative: Exploring Performance and Identity Work with Queer Youth
- Anthropology readings TBA by our guest speaker

Week 3 May 28th and 30th

Gender and Sexuality and the Media

- Smith (2012) Youth Viewing Sexually Explicit Material Online: Addressing the Elephant on the Screen
- Raley and Lucas (2006) Stereotype or Success? Prime Time Television's Portrayals of Gay Male, Lesbian, and Bisexual Characters
- Bradley (2015) Portrayals of Sex and Sexuality in Gay- and Lesbian-Oriented Media: A Quantitative Content Analysis
- Women's Media Center (2015) The Status of Women in the U.S. Media 2015 (look this over)

Week 4 June 4th and 6th

Gender and Sexuality and the Body

- Westbrook and Schilt (2014) Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System (skim – understand penis panics)
- Sanchez and Kiefer (2007) Body Concerns In and Out of the Bedroom: Implications for Sexual Pleasure and Problems
- Sullivan (2013) Fat Mutha: Hip Hop's Queer Corpulent Poetics

Week 5 June 11th and 13th

Gender and Sexuality and the Family

Guest speakers (getting a jump on Government with a Don't Ask, Don't Tell military panel on Wednesday) Geoffrey Mason, Joshua Curtis, Mickey Kugler

- Coontz (2005) What's Love Got to Do with It?
- Kane (2006) No Way My Boys Are Going to Be Like That
- Manning, Fetro, and Lamidi (2014) Child Well-Being in Same-Sex Parent Families: Review of Research Prepared for American Sociological Association Amicus Brief

Week 6 June 18th and 20th MIDTERM CLOSES SUNDAY JUNE 24TH AT 11:59 p.m.

Gender and Sexuality and Government

- Okimoto and Brescoll (2010) The Price of Power: Power Seeking and Backlash Against Female Politicians
- Zadrozny (2013) History's Progressive Gay Politicians that Paved the Way for Mike Michaud
- Rogers (2014) Why I Outed Gay Republicans

Week 7 June 25th and 27th

Gender and Sexuality and Education

- Hilliard and Liben (2010) Differing Levels of Gender Salience in Preschool Classrooms: Effects on Children's Gender Attitudes and Intergroup Bias
- Sadler, Sonnert, Hazari, and Tai (2012) Stability and Volatility of STEM Career Interest in High School: A Gender Study
- Rose (2005) Going too Far? Sex, Sin & Social Policy
- Waxman Report (2004) Executive Summary, Findings, and Conclusion (skim)
- Stanger-Hall and Hall (2011) Abstinence-Only Education and Teen Pregnancy Rates: Why We Need Comprehensive Sex Ed in the U. S.

Week 8 July 2nd – no class on the 4th, yay!

Gender and Sexuality and Economics

Guest speaker – Greg Bayles, project manager, Therapeutic Games and Apps Lab

- Slaughter (2012) “Why Women Still Can’t Have It All”
- Badgett, Durso, and Schneebaum (2013) “New Patterns of Poverty in the Lesbian, Gay, and Bisexual Community”
- CAP (2015) “Paying an Unfair Price: The Financial Penalty for Being Transgender in America”

Week 9 July 9th and 11th

Gender and Sexuality and Religion

- Stopler (2003) “Countenancing the Oppression of Women: How Liberals Tolerate Religious and Cultural Practices That Discriminate Against Women” (highlighted portions)
- Droogsma (2007) “Redefining Hijab: American Muslim Women’s Standpoints on Veiling”
- Sumerau and Cragun (2014) “The Hallmarks of Righteous Women: Gendered Background Expectations in The Church of Jesus Christ of Latter-Day Saints”

Week 10 July 16th and 18th

Gender and Sexuality and Violence

- Fraser (2015) “From ‘Ladies First’ to ‘She’s Asking For It’: Benevolent Sexism in the Maintenance of Rape Culture” (parts I, II, and III, Recognizing Acquaintance Rape and Defining Consent on pages 38-40, Prevention on pages 48-53, Conclusion on pages 61-64)
- Parrot and Peterson (2008) “What Motivates Hate Crimes Based on Sexual Orientation? Mediating Effects of Anger on Antigay Aggression”
- Baugher and Gazmararian (2015) “Masculine Gender Role Stress and Violence: A Literature Review and Future Directions”

Week 11 July 23rd and 25th

Gendered Intimacies and Queered Sexualities – DON'T PANIC!!! Choose TWO articles to read

Guest speaker – Michael Sanders, Mr. Leather SL,UT

- Backstrom, Armstrong, and Puentes (2012) “Women’s Negotiation of Cunnilingus in College Hookups and Relationships”
- Tavares, Laan, and Nobre (2017) Cognitive-Affective Dimensions of Female Orgasm: The Role of Automatic Thoughts and Affect During Sexual Activity
- Carvlheira and Costa (2015) The Impact of Relational Factors on Sexual Satisfaction Among Heterosexual and Homosexual Men
- Rossi (2011) "Happy" and "Unhappy" Performatives: Images and Norms of Heterosexuality
- Dean (2011) The Cultural Construction of Heterosexual Identities
- Brown (2009) The Sexual Relationships of Sexual-Minority Women Partnered with Trans Men
- Mutchler (2000) Young Gay Men's Stories in the States: Scripts, Sex, and Safety in the Time of AIDS
- Nichols (2004) Lesbian Sexuality/Female Sexuality: Rethinking "Lesbian Bed Death"
- Sakaluk et al (2014) “Dominant Heterosexual Sexual Scripts in Emerging Adulthood: Conceptualization and Measurement”

Week 12 July 30th and August 1st

FINAL CLOSES FRIDAY AUGUST 3RD AT 11:59 P.M.

Onward

- Kimmel, Epilogue