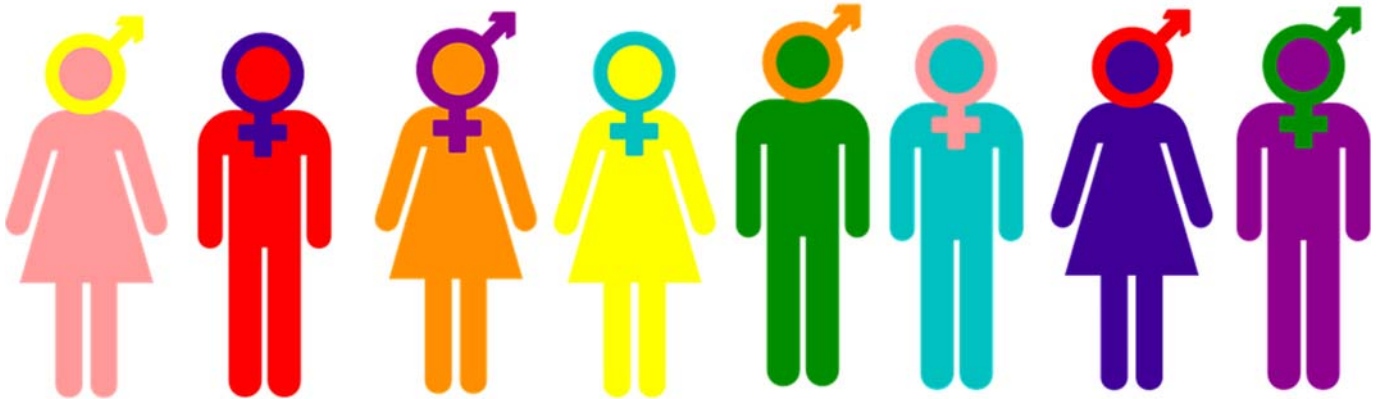


SOC/GNDR 3337 (3cr)
Sociology of Gender & Sexuality
Fall 2018 - Online



Instructors:

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

Course Overview:

“Proper” expressions of identities associated with masculinity, femininity, and sexual orientation 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 lived experiences of men, women, LGBT and Queer-identifying individuals all over the world. **In this course, we will challenge traditionally held beliefs about gender and sexuality.** We will critically analyze diverse cultures, media, family, education, government, economics, religious practices, and policy; focusing specifically on how these institutions perpetuate gender roles and gendered inequality. **We will continually revisit the historic struggles of women, marginalized communities, and sexual minorities.** We will also focus on the ways in which gender influences life chances, violence, the policing of bodies, and the ways in which individuals experience their own intimacies, desire, and 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.”

As per the Student Code, Section O, 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.

Some of the readings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking.

Course Objectives:

After a successful completion of this course, students will be able to:

- Identify core concepts, theories, and perspectives in the study of gender
- Identify expressions of masculinity and femininity as a social construct
- Understand how gender roles are assigned and practiced, not natural and innate
- Understand how media is both a culture shaping and culture revealing primary agent of socialization
- Utilize the sociological imagination in the study of the gender and sexual orientation spectrum
- Identify gendered inequalities in contemporary society
- Recognize how patriarchy functions within societies, and its connection to hegemonic masculinity
- Understand institutionalized and systemic oppression of marginalized communities, sexual minorities, and women

Required Text:

The Gendered Society (6e), by Michael S. Kimmel – Oxford University Press, ISBN: 9780190260316

- A copy is available on reserve at the Marriott Library

*All supplemental readings will be available on Canvas under the Modules tab

Guidelines for Class Participation:

The goal is to ensure that this online class is as dynamic as an in-person class. With that in mind, this class is more than a guided reading. We expect you to keep up with the audio lectures, readings and assigned media in a timely, careful, and *critical* manner. As this class is online, it is imperative that you regularly check Canvas in order to keep updated on all class requirements, documents, and assignments. The scope of the class includes weekly readings, coupled with online lectures, and supplemental materials. **Every week, you have a quiz due Sunday at midnight, and the option of completing 1 of your 6 reading responses.** There will be a weekly lecture uploaded to Canvas every week by Sunday morning, for the following week. The material from the lecture will be on the quiz. Be sure you have completed the readings and watched the lecture before you take your quiz.

Note Regarding Online Classes:

Discussion threads and e-mails are all equivalent to classrooms, and student behavior within this environment shall conform to the Student Code. Specifically: Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting. When discussing topics students should be

respectful of race, color, creed, religion, gender, disability, sexuality, etc. Discriminatory language will not be tolerated, and is subject to be handled according to the Student Code. Online course communications are part of the classroom, therefore University property and subject to the Student Code.

Purposefully and respectfully **challenging the material is welcome; challenging people is not. We will do our very best (and we fully expect each of you to do the same) to ensure that this class, even in the online-format, will be a SAFE ZONE AND A BRAVE SPACE.** 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)

Office Hours and Emails:

This is a big class. There are a lot of you – and not being able to meet in person means our main communication is via email (brutal, we know, but we will make it work). **Note: our office hours are by appointment, but we are always willing to meet with you** - in person, over the phone, or via Skype.

As this class is online, it is critical that you regularly check the Canvas course page and email in order to keep updated on all class requirements, documents, and assignments. You should also consistently check to see if any changes have been made to the syllabus, updates, reminders, or any other relevant information regarding the course.

Though we try to keep up with emails as much as possible, please allow twenty-four hours for a response during the week and forty-eight hours over weekends. We never intentionally ignore an email – please re-send your email if we have not emailed you a response within 3 days. It is important to keep in mind that due to the nature of this being an online course, all email and discussion correspondence is taken as in-class behavior. So, stay respectful and frame these as questions or concerns -- rather than demands, please and thank you.

An additional reminder about technology: Please perform these tasks as early as possible to ensure you do not have technological problems. Back up any and all assignments, use a USB flash drive, google docs, email attachments, what have you. We cannot give you credit if your assignment did not post and you do not have a back-up copy. If you are unsure if an assignment correctly submitted, please check on the submission status and send your assignment as an attachment so to confirm it was completed by the due date. As soon as possible, please familiarize yourself with the Canvas page and let me know if you have any questions. It is best to submit and download assignments and readings early to make sure we handle any glitches in the system, particularly since these may need to be handled by the Canvas tech, and not me.

Course Requirements:

- ❖ Reading Responses
These matter. You MUST do the readings, and engage with them critically, in an online class because we do not have the opportunity for back-and-forth discussion.
- ❖ Weekly Quizzes
- ❖ Midterm Exam
Open from Thursday, February 15th at 9:00 a.m. to Sunday, February 18th at 11:59 p.m.
- ❖ Final Paper
Due Sunday, April 15th at 11:59pm

This summative assignment is a traditional research paper, 5-7 pages, double-spaced not including your properly formatted source list. Your papers must be data-driven and peer-reviewed, academic research/evidence-based. The purpose of this paper is to demonstrate critical engagement with the key course themes and analytical frameworks.

❖ Final Exam

Open from Thursday, April 19th at 9:00 a.m. to Sunday, April 22nd at 11:59 p.m.

This exam will not be cumulative.

<u>Points Overview</u>	
Weekly Quizzes x 12 (10 pts each)	120
Response Papers x 6 (20 pts each)	120
Pop Culture Analysis Assignment	20
Midterm Exam	100
Final Paper – Outline & Thesis	20
Final Paper -- Annotated Bibliography	20
Final Research Paper	100
Final Exam	100
	Total: 600

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

Reading Responses

You are responsible for submitting a total of **6 response papers** (uploaded to Canvas as Word documents). You decide which weeks you'd like to respond. The response papers are intended to help you practice your analytic skills but are also meant to keep you on track with the class schedule. These **2-3 page, double-spaced** (size 12 font and 1 inch margins) responses should include the following:

- I. A short summary of the readings that address the authors' arguments in your own words (this means every author assigned – including all videos, podcasts, etc.—for that week). Try to be as succinct as possible.
- II. Comments, questions and analyses related to the material. These should be issues that you find interesting and that seem likely to provoke discussion. For example, you might decide to comment on all or part of the readings that you agree or disagree with; explore how the readings relate to each other; or refer to parts of the readings that you find relevant to your life. Within these responses, you are free to use personal pronouns and to express personal experiences, but please cite your sources and do keep an academic analysis/voice throughout.

There is an example reading response on Canvas. Please follow the format in the example. Your paper should start with all summaries written in prose and should be followed by your analysis of the material. Remember you must summarize all readings, but your analysis may be more focused on one or two materials.

Pace yourselves, folks. We encourage you to split these up and keep track – submit half before Fall Break and half after. You have 13 weeks with readings available to choose from, identify which of these you will engage with through a Reading Response (note that you cannot turn one in over Fall Break week).

Late submissions will **NOT** be accepted under **ANY** circumstances. **Do not complete more than 6**, keep track of **YOU**.

Pop Culture Analysis Assignment

Throughout the semester, on any one week of your choosing, you will have the chance to practice your critical thinking skills by analyzing a meme, creating a playlist, or presenting some other pop cultural reference. We will put some usable content in a file on the canvas page, but please feel free to choose a meme/tweet/instagram post you've found yourself, a song you've been listening to, or an ad that's caught your eye. See below for examples of how each of these should look for full credit.

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, 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 it 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

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

Tests

Both the midterm and the final will consist of multiple-choice and true-false questions. Tests will cover materials from assigned reading, lectures, and supplemental materials from 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.

Final Project

Due Sunday, December 2nd at 11:59pm on Canvas, 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 or bibliography (**due March 18th**), an outline with a thesis statement (due November 18th), and a final paper (due December 2nd). Examples of each of these are provided in the course files and modules.

This is an academic research project, in which you set up a framework and argument based off of a thesis, grounded in the materials and theories from this class. You will need to reference **at least 5 academic, peer-reviewed sources** in your analysis, **correctly cite them in-text, and create a properly formatted bibliography**. **If you have questions about proper citation formatting, visit (<https://owl.english.purdue.edu/>)** Your grade will be based primarily on the **quality of your sociological analysis**. A rubric will be provided.

If you are stumped, we encourage you to embody the hopeful directive of queer theorist José Muñoz who asks each of us to “envision concrete possibilities for another world” (Muñoz 2009).

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, single-spaced 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.

Late work policy: We will accept anything, EXCEPT for reading responses, up to three days late for half credit. It is **YOUR** responsibility to know what is due and when it is due. Documented medical or family emergencies are to be communicated to me ASAP and we will go from there as to how to move forward.

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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.

Veterans Center

If you are a student veteran, the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. For more information about the resources they provide to our student veterans please visit <http://veteranscenter.utah.edu/>.

LGBT Resource Center

The U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. For more information about the resources they offer, along with a list of ongoing events, please visit <http://lgbt.utah.edu/>.

Learners of English as an Additional/Second Language

If you are an English language learner, there are several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (We recommend this to anyone and everyone – ELL or not: <http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>).

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Class & Reading Schedule

Week 1 August 20 - 26

Introduction and Theoretical Basis

- Kimmel, Chapter 1, “Introduction”
- Kimmel, “As Nature Made Him” pg. 47
- Johnson (2007) “Patriarchy, the System: An It, Not a He, a Them, or an Us”
- Connell (1987) “Hegemonic Masculinity and Emphasized Femininity”
- Audre Lorde (1978) “Uses of the Erotic: The Erotic as Power” (listen or read)

Week 2 August 27 – September 2

Gender and Sexuality Cross-Culturally, Intersectionality & The Social Construct

- Kimmel, Chapter 3, “Spanning the World: Culture Constructs Gender Difference”
- Kimmel, Chapter 5, “The Social Construction of Gender Relations”
- Blackburn (2002) “Disrupting the (Hetero)Normative: Exploring Performance and Identity Work with Queer Youth”

Week 3 September 3 - 9

Gender and Sexuality and the Media

- Kimmel, Chapter 11, “The Gendered 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”
- Women’s Media Center (2015) “The Status of Women in the U.S. Media 2015” (look this over)

Week 4 September 10 - 16

Gender and Sexuality and the Family

- Kimmel, Chapter 6, “The Gendered Family”
- Coontz (2005) “What’s Love Got to Do with It?”
- Kane (2006) “No Way My Boys Are Going to Be Like That”
- Moore and Stambolis-Ruhstorfer (2013) “LGBT Sexuality and Families at the Start of the Twenty-First Century” (skim)

Week 5 September 17 - 23

Gender and Sexuality and Education

- Kimmel, Chapter 7, “The Gendered Classroom”
- Rose (2005) "Going too Far? Sex, Sin & Social Policy"
- Waxman Report (2004) Executive Summary, Findings, and Conclusion
- Stanger-Hall and Hall (2011) “Abstinence-Only Education and Teen Pregnancy Rates: Why We Need Comprehensive Sex Ed in the U. S.” (skim)

Week 6 September 24 - 30

*****Midterm opens on Canvas Thursday, September 27th & closes at Sunday, Sept. 30th at 11:59pm**

Gender and Sexuality and Government

- Kimmel, Chapter 10, “The Gender of Politics and the Politics of Gender”
- Okimoto and Brescoll (2010) “The Price of Power: Power Seeking and Backlash Against Female Politicians”

Week 7 October 1 - 7

Gender and Sexuality and Economics

- Kimmel, Chapter 9, “Separate and Unequal: The Gendered World of Work”
- 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 8 October 8 - 14

FALL BREAK

Relax, get caught up, and be safe/consensual, folks!

Week 9 October 15 - 21

Gender and Sexuality and Religion

- Kimmel, Chapter 8, “Gender and Religion”
- Stopler (2003) “Countenancing the Oppression of Women: How Liberals Tolerate Religious and Cultural Practices That Discriminate Against Women” (highlighted portions)
- Burdette, Hill and Myers, “Understanding Religious Variations in Sexuality and Sexual Health”^[1]_[SEP]
- Susan Muaddi Darraj “It’s Not an Oxymoron: The Search for an Arab Feminism”
- “What Islam really says about women” | Alaa Murabit TED talk (watch [here](#))
- “Are Islam and Feminism Mutually Exclusive” (watch [here](#))

Week 10 October 22 - 28

Gender and Sexuality and Violence

- Kimmel, Chapter 14, “The Gender of 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)
- Ridgeway, “25 Everyday Examples of Rape Culture”
<http://everydayfeminism.com/2014/03/examples-of-rape-culture/> (read and click on a few links)
- Parrot and Peterson (2008) “What Motivates Hate Crimes Based on Sexual Orientation? Mediating Effects of Anger on Antisocial Aggression”
- Baugher and Gazmararian (2015) “Masculine Gender Role Stress and Violence: A Literature Review and Future Directions” (this is really short- five pages)

Week 11 October 29 – November 4

Gender and Sexuality and the Body

- Kimmel, Chapter 13, “The Gendered 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 12 November 5 - 11

Gendered Intimacies and Queered Sexualities

- Kimmel, Chapter 12, “Gendered Intimacies”
- Backstrom, Armstrong, and Puentes (2012) “Women’s Negotiation of Cunnilingus in College Hookups and Relationships”
- Sakaluk et al (2014) “Dominant Heterosexual Sexual Scripts in Emerging Adulthood: Conceptualization and Measurement” (skim)
- Klesse, “Polyamory: Intimate Practice, Identity or Sexual Orientation?”
- Moser, “Yet Another Paraphilia Definition Fails”

Week 13 November 12 - 18

Gender and the Environment

- Rocheleau, Dianne, Barbara Thomas-Slayter, and Esther Wangari. 1996. "Gender and Environment: A Feminist Political Ecology Perspective." Ch. 1 in *Feminist Political Ecology: Global Issues and Local Experiences*. D. Rocheleau et al. Eds. New York: Routledge. pp. 3-23.
- Shiva, Vandana. 1988. "Development, Ecology, and Women." Ch.1 in *Women, Ecology, and Survival in India*. London: ZED Books. Pp. 1-13.
- Wilma A. Dunaway & M. Cecilia Macabuac "The Shrimp Eat Better Than We Do": Philippine Subsistence Fishing Households Sacrificed for the Global Food Chain.

Week 14 November 19 – 25

*****November Holiday Break*****

Week 15 November 26 – December 2

Onward – Natalie's & Darbee's Surprise

- Kimmel, Epilogue
- *Gender Revolution* documentary (watch [here](#))

*****Final Paper due Sunday, December 2nd at 11:59pm**

Week 16 December 3 – 9

*****Classes end Thursday, December 6, 2018.**

***** Final exam opens Thursday, December 6th and closes Sunday, December 9th at 11:59pm.**

** This Syllabus is subject to change. All students will be notified of any changes.*