

SOC/GNDR 3337 (3cr)
Sociology of Gender & Sexuality
Summer 2019
This is an online course



Instructor: Darbee Hagerty
Office hours by appointment
Darbee.hagerty@soc.utah.edu
Teaching Assistant: Tamanna Shah
Tamanna.shah@soc.utah.edu

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 construction. Specifically, you will understand how gender roles are *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:

Questioning Gender (2e), by Robyn Ryle

**As much as I dislike placing financial burdens on students, you will need to be able to access the textbook to do well in the course.

There is also 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:

This class is NOT self-paced. My 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. The scope of the class includes weekly readings/supplemental links, weekly online lectures, weekly quizzes, and a few respectful online discussions. Each week, you have a quiz due to me by Sunday at 11:59 p.m. There will be a podcast-style lecture (usually around 15-30 minutes) uploaded to Canvas every week by Wednesday morning (barring technical difficulties). The material from the lecture will be on the quiz. Be sure you have completed the readings and listened to the lecture 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)

Basic But Important Stuff I Would Usually Announce on the First Day In Person:

This is a big class. I have over 120 students and a waitlist. **Because of that, if you email me with questions whose answers are contained either in this syllabus or on the class page, I will refer you there instead of answering the question in the email.** I recommend you look there first, as most questions I get from my students are already answered for them in the materials they have in front of them. I am not being rude, I have to manage my time carefully.

My primary concern with an online class in a controversial topic is that I have not figured out a good way for students to challenge the material and receive satisfactory answers to those challenges. If you can think of one, please let me know. For now, include them in your reading responses/pop culture analyses

and I will try and address them when I prime the class on the previous weeks' topic at the beginning of each lecture.

Course Requirements:

❖ Reading Responses (25%)

This is the largest portion of your grade because I privilege it the most. You MUST do the readings in an online class because we do not have the opportunity for back-and-forth discussion. You will have 4 of these due throughout the semester and you may choose which weeks you hand them in. Let's say the readings for week 4 are particularly interesting to you, then you may do a reading response on the material for week 4.

❖ Pop Culture Analyses (20%)

You will hand in 2 of these throughout the semester.

❖ Weekly Quizzes (20%)

❖ Midterm Exam (15%)

Open from Friday, June 23rd at 12:00 a.m. to Sunday, June 25th at 11:59 p.m.

❖ Summative Assignment (20%) (including building block assignments of a thesis statement and outline) (15%) Final paper (5-7 pages, double-spaced, 12 pt. font)

Due Sunday, July 23rd at 11:59 p.m.

Reading Responses:

Throughout the semester, you will hand in a total of 4 reading responses. You may choose the weeks you hand them in, most students choose weeks that contain material that is particularly interesting to them. You will submit a 2-3 page critical response to the week's readings that includes **three things**; 1) a brief but thorough summary of the readings from that week, 2) the big idea you pulled from the week's readings (source included) and 3) a reason or two stating why it's important and/or controversial. These are graded at 20 points each: you will get partial credit for simply handing it in, but the bulk of the points will come from whether I can tell you were thoughtful about it and engaged critically with the material. Be aware that your reading response should be split into roughly two sections: the first is the summary of the readings while the second section should be an analysis of them where you will include what you think the big idea is from that week and why the material is important. Also think about how the readings relate to each other.

Summative Assignment (20%) -final research paper- **due Sunday, August 4th at 11:59 p.m.** 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 a thesis statement (due July 7th), an outline (due July 21st), and the paper (due August 4th).

The thesis statement, due on July 7th, only needs to be a few short sentences describing the argument or focus of your paper. This assignment is mainly for me to see you have been thinking about your final paper.

The outline, due on July 21st, is essentially a roadmap of your paper. It should include the relevant sections of your paper and the sources you intend to use in the final version of your paper. Again, this is mostly for me to see that you have been thinking about the assignment. It's also to help you think through the paper instead of procrastinating until the very end. I've learned that when I require students to submit an outline before the actual paper is due, the papers themselves are much better.

The paper (5-7 pages, double-spaced, 12 pt. font) will be slightly different from most academic papers in that you are free to use personal pronouns and to express personal experiences. However, you will still need to reference **at least four academic writings** in your analysis, **properly cite them in-text, and create a bibliography**. Your grade will be based primarily on the **quality of your sociological analysis**.

Pop Culture Analyses (20%)

Throughout the semester you will hand in 2 pop culture analyses; these will give you a chance to practice critical thinking by analyzing a meme/tweet/instagram post, creating a playlist, or writing a multiple choice test question for use on the midterm. 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. They are also a way for you to apply what you're learning to your media consumption. Pop culture and social media contain extremely gendered information. These are graded similarly to your reading responses – points for doing it, more points for doing it thoughtfully. 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 cellar teaches us that men are clustered in the dirtiest, most dangerous, most physically demanding jobs. It's 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 cellar, 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 looks 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.

Writing a test question: This test question should be in multiple-choice format (.5 pt) with four good answer choices (.5 pt). The answer should be clearly marked (.5 pt) and the source should be included (.5 pt). The test question may be from any class materials – readings, lectures, or memes.

Here's what this looks like:

Sex refers to _____ while gender refers to _____.

- A. biology, meanings (Correct)
- B. identity, culture
- C. masculinity, being male
- D. meaning, identity

**Also include the source for the question. If you found the question and answer in our textbook, simply write "Source: Question Gender by Robyn Ryle, p. 34"

Weekly Quizzes (10%)

Each week, you will have a quiz due by 11:59 p.m. on Sunday. These are short quizzes, no longer than four or five questions, and 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.

Midterm Exam (15%) The midterm 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. I will supply a midterm study guide one week before the exam

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 so never be afraid to go above and beyond.**

Late work policy I will accept anything up to three days late for half credit. “Late” for me means it isn’t done when I wake up and check on Monday morning – I won’t dock points 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.

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.

Class & Reading Schedule

Week 1 May 13th – 19th

Introduction and Theoretical Basis

- Ryle, Chapter 1
- 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” *Highlighted portions only*
- Lorde (1978) “Uses of the Erotic: The Erotic as Power” (listen or read)

Week 2 May 20th – 26th

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

- Blackburn (2002) “Disrupting the (Hetero)Normative: Exploring Performance and Identity Work with Queer Youth”
- Ryle, Chapter 2

Week 3 May 27th – June 2nd

Gender and Sexuality and the Media

- Smith (2012) “Youth Viewing Sexually Explicit Material Online: Addressing the Elephant on the Screen”
- Ryle, Chapter 10
- 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 June 3rd – 9th

Gender and Sexuality and the Family

- Ryle, Chapter 4 & Chapter 8
- 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 June 10th – 16th

Gender and Sexuality and Education

- 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 June 17th – 23rd MIDTERM CLOSING SUNDAY JUNE 23rd 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”
- Ryle, Chapter 11
- Zadrozny (2013) “History’s Progressive Gay Politicians that Paved the Way for Mike Michaud”
- Rogers (2014) “Why I Outed Gay Republicans”

Week 7 June 24th – June 30th

Gender and Sexuality and Economics

- Ryle, Chapter 9
- 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 July 1st – 7th

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)
- Mahmood/mernissi/kawanami

Week 9 July 8th – 14th

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)
- 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 Antigay Aggression”
- Baugher and Gazmararian (2015) “Masculine Gender Role Stress and Violence: A Literature Review and Future Directions” (this is really short- five pages)

Week 10 July 15th – 21st

Gender and Sexuality and the Body

- Ryle, Chapter 7
- 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 11 July 22nd – 28th

Gendered Intimacies and Queered Sexualities

- Ryle, Chapter 5
- 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)

Week 12 July 29th – August 4th
****Classes end Wednesday, July 31st

Onward

- Kimmel, Epilogue
- Nonbinary reading