

SOC/GNDR 3337 - 090 (3cr)  
Sociology of Gender & Sexuality  
Spring 2022



**Instructor: Darbee Hagerty, MA, MS, PhD(c)**

Office hours: by appointment

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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<sup>[LSEP]</sup>

**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.
- Understand that you must never assume the gender identity or sexuality of another. Gender and sexuality both operate on a spectrum, there are as many gender and sexual identities as there are humans to imagine them.

### **Course Readings:**

There is no textbook for this course. All readings are available on Canvas in PDF format. Other course materials, such as films, podcasts, reports and essays can either be accessed through the Mariott Library or on the internet with a link included on the syllabus or 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 more than a guided reading. We will tackle controversial topics each week. The scope of the class includes weekly readings/supplemental links, weekly lectures, and respectful discussions. The course is organized by modules pertaining to each week. Be sure you have completed the readings before starting each new module. As a rule, assignments are due on Sunday nights and the next module begins on Monday mornings. Weekly podcast style lectures will be released on Wednesday afternoons.

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 You Should Know:**

You can call me Darbee. No need for any “Professor Hagerty” or “Miss Hagerty.” We will explore difficult topics together and learn from each other and I think that merits a first name basis.

This is a big class. I have over 65 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.

The best way to reach me is through Canvas, but if you'd like to use email then please use [Darbee.hagerty@soc.utah.edu](mailto:Darbee.hagerty@soc.utah.edu). **Please feel free to email our wonderful TA, Sarah, with any questions about the course as well (her email is listed at the top of the syllabus.)**

**Course Requirements:** *each assignment has a more in depth description below*

- ❖ Reading Responses (100 points)  
Keeping up with the readings is a MUST. On some weeks, you need to respond to the readings critically. You will have 4 of these reading responses 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.
- ❖ Gender Identity Thought Exercise (100 points)  
This is a 2 part assignment. In the first week of class, I ask each student to write a half page to 1 full page personal essay about their own gender identity. At the end of the semester, you will hand in a second essay detailing how your idea of your gender identity has changed. **Due January 23 and May 1st**
- ❖ Pop Culture Analyses (100 points)  
You will hand in 2 of these throughout the semester and the format of them is described in detail below. Similar to the reading responses, you may pick which weeks you hand them in. You must simply choose something from your daily life that you come across (a TV show, a meme, an instagram post, a tweet, a Facebook thread, some songs, etc.) that is related to the course content and critically analyze it.
- ❖ Midterm Exam (100 points)  
**Open from Thursday, February 24th at 3 p.m to Sunday, February 27th at 11:59 p.m.**
- ❖ Summative Assignment (100 points) (including building block assignments of a thesis statement and outline) (15%) Final paper (5-7 pages, double-spaced, 12 pt. font), described in more detail below.  
**Due May 8<sup>th</sup> at 11:59 p.m.**

**Total points possible: 500 (with extra credit opportunities available!)**

#### 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 each of the readings from that week, 2) the big idea you pulled from the week's readings and 3) a reason or two stating why it's important and/or controversial. These are graded at 25 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. There is an example reading response on Canvas.

#### Gender Identity Thought Exercise

Once at the beginning of the semester and once at the end of the semester, I ask students to consider their own gender identities. Each personal essay, which only needs to be half a page and shouldn't be longer than one full page will be worth 50 points each. They do not have to be academic papers with in-text

citations. These are personal essays where you write about your own experience with gender and sexuality. Think about your gender and sexual evolution or journey. Think back to childhood and your early socialization and when or how you began to understand your unique gender identity (because everyone has their own). When did you know you were a boy? A girl? Neither? What institutions, communities, or environments helped shape your identity? In the second essay, think about how your gender identity has changed over the course of the semester if at all. Share whatever you feel comfortable sharing. *The first will be due January 23 by 11:59 p.m. and the second will be due May 1st by 11:59 p.m.*

### Pop Culture Analyses

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, youtube video, facebook thread, reddit forum, creating a playlist, or writing a multiple choice test question for use on the midterm— **these are NOT busy work**. If you would like to analyze something that is not listed here send me an email. 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 ceiling 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.

Midterm Exam 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 and you take them via Canvas at home (**the exam will open on Thursday, February 24<sup>th</sup> at 3 p.m. and will close on Sunday, February 27<sup>th</sup> at 11:59 p.m.**), 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.

Summative Assignment -final research paper or art project: 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 an outline and the paper or art project.**

The thesis statement, due March 6th, 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.

The outline, due April 3rd, is essentially a roadmap of your paper, or artist's statement if you choose to do an art project. It should include the relevant sections/elements of your paper/art piece and the sources you intend to use in the final version of your project. 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 organization of the piece instead of procrastinating until the very end. I've learned that when I require students to submit an outline before the actual project is due, the finals themselves are much better.

The paper (5-7 pages, double-spaced, 12 pt. font) or final art project (which includes an artist's statement which must be at least 2 pages and no longer than 4) 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 five academic writings** in your analysis, and **at least 4 if you do an artist's statement, properly cite them in-text, and create a bibliography.** Your grade will be based primarily on the **quality of your sociological analysis.**

**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/movie 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 will also offer extra credit points to any student who wants to do a presentation of their final paper during the last week of classes. **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** “Late” for me means it isn’t done or there when I go to grade it– 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. I don’t like having to deduct points for lateness but I will if need be.

**Academic Misconduct Statement** must appear somewhere in the syllabus:

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

**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.

### **Emergency Preparedness Information**

- Familiarize yourself with the information in this page, making sure that you know the evacuation plan for each relevant building.
- You will also need to add the page to each of your syllabi.
- Keep in mind that it is likely students will not pay much attention to this information, so the responsibility falls on you to know it and be able to guide them if the need arises

### **University Safety Statement**

- *The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [utah.edu](http://utah.edu)*

### **Wellness Statement:**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness; [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.



**Class & Reading Schedule**  
**\*readings are subject to change\***

Week 1      Jan 10 - 16

Introduction and Theoretical Basis

- Ryle, Chapter 1, pp 1-15, also pp 26-45
- Kimmel, “As Nature Made Him” pg. 47 (a short read)
- 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*
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Week 2      Jan 18 – 23 (*MLK JR. DAY JANUARY 17*)

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

- Lorde (1978) “Uses of the Erotic: The Erotic as Power” (listen or read)
- Ryle, pp 48-56, 167-172
- Connell and Messerschmidt, hegemonic masculinity

Week 3      Jan 24 - 30

Gender and Sexuality and the Media

- Smith (2012) “Youth Viewing Sexually Explicit Material Online: Addressing the Elephant on the Screen”
- Ryle Chapter 10, pp. 409-452
- 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      Jan 31 – Feb 6

Gender and Sexuality and the Family

- Ryle, Chapter 4, pp. 121-130 & Chapter 8, pp. 310-351
- Coontz (2005) “What’s Love Got to Do with It?”
- Kane (2006) “No Way My Boys Are Going to Be Like That”
- Smith Leavell – “African American, White and Latino Fathers’ Activities

Week 5      Feb 7 - 13

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      Feb 14 - 20

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”
- Chapter from sex and world peace (when women are in power countries are less likely to go to war)

Week 7 Feb 22 – 27 **\*\*Midterm week\*\*** (*Presidents Day February 21*)

Gender and Sexuality and Economics

- 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”
- *Midterm opens on Thursday, February 24th and will remain open until Sunday, February 27 at 11:59 pm*

Week 8 Feb 28 – March 6th

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)
- Bonnet-Acosta, “Brave Daughters of the Buddha”
- \*more readings to be announced
- *Thesis statement due Sunday, March 6<sup>th</sup> at 11:59 p.m.*

**\*\*\*SPRING BREAK MARCH 7 – MARCH 13\*\*\***

Week 10 March 14 - 20

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 11 March 21 - 27

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”
- **\*\*possible further readings to be announced**

Week 12 March 28 – April 3

Gendered Intimacies and Queered Sexualities

- 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 piece
- *Outline due Sunday, April 3 at 11:59 p.m.*

Week 13      April 4 - 10

The Spectrum of Masculinity

- Diefendorf, After the Wedding Night
- Bozkurt et. al. Masculinity and Violence, 2015
- Mens Health Article/Pharrell Interview from GQ
- Watch Moonlight OR The Mask We live in for extra credit

Week 14      April 11 - 17

No class Tuesday or Thursday

Week 15      April 18 – 24 (Classes end Tuesday, April 26)

Gender and the Environment

- Development, Ecology, and Women by Shiva
- Shrimp in the Philippines by Dunaway, 2007
- Gender and the Environment PDF
- Guest Speaker Natalie Blanton

Week 16      Final Exam Period April 28 – May 4

Gender and Sexuality and Disability and Onward in the Gender and Sexuality World

- Taylor – Power and Disability
- Feminist Queer Crip (Intro only)
- Final paper/art project presentations
- Last day of class Dec 9<sup>th</sup>
- *Final projects due on Sunday, May 8, 11:59 p.m.*