Course Description

Welcome to Sociology of Gender and Sexuality. Through readings, lectures, discussions, podcasts, and film, students explore theories and research on sex and gender differences, gender inequality, and sexuality across societies. Using a sociological lens, students examine how gender and gender inequality shape, and are shaped by, a variety of institutions, such as families, schools, religion and the workplace. The course also addresses how gender is implicated in cultural definitions of work, violence, intimacy, sexuality, physical attractiveness, and other social phenomena.

In this course, we will use peer-reviewed social science literature, population-level survey data, and popular media to critically analyze the concepts of sex, gender, and sexuality. This class will introduce students to the sociology of gender and sexuality broadly, as we explore various topics throughout the semester. Lectures will provide brief historical and contemporary context, as well as a data snapshot to ground discussions in quantitative evidence. Assigned readings and films focus largely on how gender and sexuality are experienced in the United States, and as often as possible, center the voices of women, queer, transgender, non-binary, and intersex folks, people of color, indigenous peoples, and other marginalized groups.

This course meets the social and behavioral science general education requirement [BF]. Courses in the social and behavioral sciences introduce students to institutions, cultures, and behaviors by focusing on big questions, both contemporary and enduring. Such courses acquaint students with fundamental concepts, theories, and methods of analysis used in the social and behavioral sciences. They enable students to think critically about the diversity of human behavior and society and demonstrate their knowledge of analysis used in the social and behavioral sciences. They enable students to think critically about the diversity of human behavior and society and demonstrate their knowledge through the application of skills and responsibilities to new and complex problems.

This course meets the diversity requirement for a Bachelor degree [DV]. The diversity requirement supports the institutional commitment to proactively support a positive campus climate in regard to diversity, equity, and inclusion. Courses that fulfill this requirement provide opportunities for students to critically explore the society and culture in the United States — its norms, laws, public policies, cultural practices, and discourses — in the context of the rich and varied cultural diversity that has shaped in. All students in courses fulfilling this requirement will grapple with theoretical approaches to discrimination, privilege, and social justice. Race, ethnicity, sex, gender, socioeconomic status, age, religion, ability status, or sexual orientation are the crux of this class. Students will also critically reflect on their own identities and relationships 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. This requirement, together with other institutional practices, signals to students that their distinctive traditions, opinions, and insights enrich and are valued at the university.

Course Objectives

At the end of this course, students will be able to:

- Explain critical media literacy, particularly as an analytical tool for examining societal inequity
- Explain sociological theory significant to societal inequity in the U.S
- **Describe** race/class/gender relations in America through historical and empirical analyses as well as use a critical lens on major societal spheres of influence such as the educational system, employment and housing, the family, and the criminal justice system

- **Apply** critical thinking to the matrix of race/class/gender relations in our country particularly in terms of future ramifications

### General Education/Bachelor Degree Requirement Designation
This course meets the Social and Behavioral Sciences Foundation Intellectual Explorations (BF) requirement. Throughout the semester, this course will address the following Learning Outcomes: Critical Thinking, Written Communication, Information Literacy, and Foundation & Skills for Lifelong Learning. In addition, this course meets the Diversity (DV) requirement.

### Canvas
This course requires use of Canvas. You will be expected to retrieve and upload assignments and readings through Canvas throughout the course of the semester. It would be wise to sign into Canvas through the Campus Information System (CIS) as soon as you can so that you can see all required assignments and readings for the class.

### Student Names & Personal Pronouns
Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the student profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc… Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

### Important to Know
Our class assignments often involve the sharing of personal experiences in essays and papers. This is a natural outcome of discussing issues of race, class, gender, and sexuality, but also just discussing personal and family histories. If shared personal experiences that students include in class assignments involve rape, sexual assault or sexual violence, I am required by law to report them to the Office of Equal Opportunity. This is not to discourage these confidences at all, but to offer students options and resources from that office. If a student wishes to ignore correspondence from the OEO office, that’s fine. It’s all up to the student what they do with that information. I just want to be upfront about these matters.

### Class Work
The major tasks of the class include two exams, two papers, and reading assignments. In addition, **attendance and class participation** are also considered significant to your grade considering how little time we have together in person. Taking notes is important in this class and will be considered part of participation—more on notes in a bit. In the interest of clarity, let us further break down the components of class work.

**Sociobiography (3-5 page Double-spaced essay, Word or PDF)**
Write a brief essay focused on how race, class, and gender have affected your life. **All three aspects of your life—race, class, and gender—are required, using roughly equal space in the essay for each. Make sure to BOLD main points.** If you would like to add another aspect of your life related to inequality—age, religion, ability—that's fine, as long as you explore race, class, and gender for at least 3 full pages.

Let me elaborate just a bit. Remember that each of us has a race, class, and gender even though we might not consciously realize their effects. If you focus, you will be able to see their effects and remember that they can have positive, negative, and otherwise very complex effects on you as an individual. So for example, African Americans may be more conscious of their racial status than white individuals, but the racial status of being white in our country does carry weight in life and it should be explored here.
A woman or queer individual may be more conscious of gender issues than a cis man, but cis men should explore how gender is part of their experience. A person who was raised in poverty may be more conscious of their class status than an individual from the middle class, but a middle class person can also discuss how class has influenced their life. It is important to start thinking about yourself as part of a large and complex society that both influences and is influenced by your actions. It is essential to think about how you are situated within a matrix of race, class, and gender in U.S. society and what that really means in concrete terms. I especially want you to start thinking about privilege and access in our society with regard to your race, class, and gender.

Reading Assignments (1-2 page Single-spaced essays, Word or PDF)
The readings have corresponding assignments—some pair up two readings while others might have a single reading. All readings are accessible as PDF files through Canvas and will include a description of the assignment and due dates so that you can upload them into Canvas. Follow the assignment instructions carefully and take a look at the sample assignments in the Modules section on Canvas.

Exam 1, Exam 2 (2-3 page Single-spaced essays, Word or PDF)
All exams will be essay exams made available on Canvas prior to due dates and due to be uploaded as single-spaced Word or PDF files. For each exam you will need to choose one essay question in which you will need to incorporate material from lectures, readings, film clips, music clips, and theory, and you will only have 2-3 single-spaced pages in which to accomplish this.

Critical Analysis Paper (4-5 page Double-spaced paper, Word or PDF)
The critical analysis paper consists of an analysis of some type of pop culture article. Students have been creative in the past: you may analyze a group of memes, a twitter or facebook thread, a reddit page, an instagram profile, a hashtag, a youtube video, an album, a film, etc. PROOFREAD and use reasonable font and margins. The paper should cover three things:

1. a thesis section [one paragraph]—introducing me to the song/s/films/piece of pop culture you have chosen for your paper as well as the theory(ies) you will use to analyze them. This section can be as dramatic as you’d like or include personal insight;

2. an analysis section [3-4 pages]—an analysis entails a one-to-one correspondence between the theory(ies) and the pop culture article, starting with a brief definition of the theory in your own words, followed by your choice of a corresponding aspect, character, line, image, scene, etc. from the pieces you decide to analyze that serves as a clear illustration of the theory (you may find more than one). You may use quotes/lyrics to enhance your point but make them very brief, indented, and single-spaced. Do not use more than two theories in your analysis—multiple theories tend to weaken the strength of your argument. Keep in mind that in enhancing your theoretical argument, especially since we are analyzing media forms, you should use your critical media literacy skills which will be covered in the first days of the semester. Examples include looking at the piece of pop culture through the lens of political economy, textual analysis, and/or audience reception. The analysis will basically look like this:

   Definition (of a theory in your own words)
   Proof (illustration from the films/song lyrics as good examples of the theory—this can be elaborate and descriptive)
   The optional tie back (you might want to add a brief sentence at the end of the proof, noting why the illustrations are good examples of the theory and coming full circle in your analysis but this is not required)

   This sequence should happen at least two to three times in the space of 3-4 pages.

3. a critique or evaluation section [one paragraph]—this section can be as dramatic as you choose to make it and must entail an opinion of the task.
Grade Calculation
Students can calculate their grade according to the weightings below. The first five components of the grade—both exams, the papers, and quizzes—are weighted at 100 points each. The final two components of the grade—assignments and attendance—are weighted at 200 points each.

Sociobiography  Exam 1  Exam 2  Critical Analysis Paper  Pop Quizzes = 100 each
Assignments  Attendance = 200 each

There is no class text, so reading assignments take on extra significance with regard to course work. Attendance is weighted highly because this is an intensely interactive class, both with the material and with everyone in the classroom. Finally, being punctual, staying for the entire class, and notetaking are all critical elements of your course work, so pop quizzes will be given throughout the semester at the beginning or end of the class to encourage students to come in on time, stay for the duration of the class, and keep up with notetaking.

Attendance Policy
As mentioned above, attendance is critical to this class since this is an intensive and interactive class. Be very careful that you actually sign the roll sheet each class day which counts attendance (200 points)—initials and printing will not count. If a student is found not to be in class, but there is a signature for them on the roll sheet, this will be considered “Academic Misconduct” and could mean serious penalties for the person who signed and the person who they signed for—see Academic Misconduct below.

Electronics Policy
Students are allowed to take notes on paper or on a laptop in this class. However, for the most part, Electronic gadgets such as phones are NOT ALLOWED. A growing and substantive body of research finds that multitasking degrades any kind of task performance in a class. I do prefer students to take notes on paper. Research shows that, interestingly, taking notes on a laptop turns students into “transcription zombies”; while taking notes with a pen or pencil excites a “process of integration, creating more textured and effective modes of recall”—an academic way of saying that students learn a heck of a lot more when they write notes than when they type them.

Information about the Center for Disability Services
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, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Academic Misconduct
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
CSBS Emergency Action Plan
The College of Social and Behavioral Science has made it a college priority to ensure we have an active CSBS Emergency Preparedness Plan. The college takes seriously the safety of all of our students in the case of any type of emergency on campus. The last page of the syllabus is a copy of the CSBS Emergency Action Plan for the SW building where our class is located.

Dates You Should Know

- **August 10th**: Sociobiography
- **August 17-21**: Reading Assignments
- **August 28**: Exam 1
- **September 1**: Critical Analysis Paper
- **September 8**: Exam 2

Course Outline

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<th>Pre-class work – <strong>Sociobiography</strong> due on Canvas</th>
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<td><strong>First class day - Introductions</strong></td>
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<td><strong>What is Gender? –Ryle intro chapter</strong></td>
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<td><strong>Intersectionality-Kimberlee Crenshaw</strong></td>
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<td><strong>Critical Media Literacy: <em>Let Knowledge Drop</em></strong></td>
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<td>Ellen Seiter “Different Children, Different Dreams: Racial Representation in Advertising”</td>
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<td>Suzan Shown Harjo “Redskins, Savages, and Other Indian Enemies: A Historical Overview of American Media Coverage of Native Peoples”</td>
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<td><strong>Theoretical Foundations</strong></td>
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<td>R.W. Connell and James W. Messerschmidt “Hegemonic Masculinity: Rethinking the Concept”</td>
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<td>Vitolo-Haddad, CV. “Gender as Told by Science”</td>
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<td>Nicholas, Lucy. “Queer Ethics and Fostering Positive Mindsets Toward Non-binary gender, genderqueer, and gender ambiguity.”</td>
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<td>18</td>
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<td><strong>Intersex Stories and relationships</strong></td>
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<td>Davis, Georgiann. “Normalizing Intersex”</td>
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<td><strong>Family: Parenthood</strong></td>
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**Family: Childhood and Adolescence**

READ:


WATCH:

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**Religion and Culture**

**Theory: The Matrix of Race, Class, and Gender**

Patricia Hill Collins “Knowledge, Consciousness, and the Politics of Empowerment”

WATCH:

READ:

Bonnnet-Acosta, “Brave Daughters of the Buddha”

LISTEN:

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Schools - Early Education and Campus Life
READ:


CAMPUS:
READ:
Canan, Sasha N., Kristen N. Jozkowski, and Brandon L. Crawford. 2016. “Sexual Assault Supportive Attitudes: Rape Myth Acceptance and Token Resistance in Greek and Non-Greek College Students From Two University Samples”. Journal of Interpersonal Violence, 33(22):3502-3530.


Economics and Work
READ:


READ:


**LISTEN:**

**Bodies and Sex**

**GUEST:** Lecture with June

**READ:**


**Sickness, Well-Being, and Healthcare**

**READ:**


## Violence and Incarceration


## Future Directions

READ:


Exams 1 and 2 up on Canvas 5pm
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<tr>
<th>Date</th>
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<tr>
<td>September 28</td>
<td>Exam 1 due at midnight</td>
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<td>September 1</td>
<td>Critical Analysis Paper due</td>
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<td>September 8</td>
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CSBS EMERGENCY ACTION PLAN

BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at http://emergencymanagement.utah.edu/eap.

CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- Emergency Response Guide: Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

- See Something, Say Something: Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.