“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 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.

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.

Community Engaged Learning (CEL): There is a CEL sections (3337-091) to this course, both in SOC and GNDR. Please check your schedule to see if you are enrolled in SOC (091) or GNDR (091). If you are, you will have a slightly different course structure and schedule to follow. If you would like to enroll in or opt out of CEL, you have to switch sections through the University schedule. CEL students have their own Canvas course – and your slightly different assignments/course structure will be more clearly explained therein, as well as the table below.

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:


- 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:
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. I 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 7 reading responses. Watch for assigned Critical Thought Exercises as they occur every 3 weeks or so. There will be a weekly lecture uploaded to Canvas every week by Wednesday morning. 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. I will do my very best (and I 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, I know, but we will make it work). Note: my office hours are by appointment, but I am 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 I try to keep up with my email as much as possible, please allow twenty-four hours for a response during the week and forty-eight hours over weekends, I never intentionally ignore an email – please resend your email if I 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: CEL Students - Note your different requirements in table below

- 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.
- Critical Thought Exercises (CEL Students submit work logs instead)
These will come up periodically – watch for them because they will be important opportunities to connect with the material.

- **Weekly Quizzes**
- **Midterm Exam**
  
  **Open from Thursday, September 28th at 9:00 a.m. to Sunday, October 1st at 11:59 p.m.**

- **Final Paper**
  
  **Final Paper due 12/3 at 11:59pm**
  This summative assignment is a traditional research paper, 5-7 pages, double-spaced NOT including sources. 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. **CEL students will do a research project embedded within a service reflection paper.**

- **Final Exam**
  
  **Open from Thursday, December 7th at 9:00 a.m. to Sunday, December 10th at 11:59 p.m.**
  This exam will NOT be cumulative.

### Points Overview for SOC/GNDR 3337

<table>
<thead>
<tr>
<th>SOC/GNDR 3337-090 (main course)</th>
<th>SOC/GNDR 3337-091 (CEL Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Quizzes x 13 (10 pts each)</td>
<td>Weekly Quizzes x 13 (10 pts each) 130 20%</td>
</tr>
<tr>
<td>Response Papers x 7 (20 pts each)</td>
<td>Response Papers x 7 (20 pts each) 140 21%</td>
</tr>
<tr>
<td>Critical Thought Exercises x 5 (10 pts)</td>
<td>Work Logs x 5 (every 3 weeks - 10 pts) 50 8%</td>
</tr>
<tr>
<td>Midterm Exam (open 9/28-10/1)</td>
<td>Midterm Exam (open 9/28-10/1) 100 15%</td>
</tr>
<tr>
<td>Final Paper - Thesis</td>
<td>Work Agreement - signed by supervisor 10 2%</td>
</tr>
<tr>
<td>Final Paper - Annotated Bibliography</td>
<td>Final Paper - Annotated Bibliography 10 2%</td>
</tr>
<tr>
<td>Final Paper - Outline</td>
<td>Service Proposal (will be due early term) 10 2%</td>
</tr>
<tr>
<td>Final Research Paper (due 12/3)</td>
<td>Final Service Reflection Paper (due 12/3) 100 15%</td>
</tr>
<tr>
<td>Final Exam (not cumulative/closes 12/10)</td>
<td>Final Exam (not cumulative/closes 12/10) 100 15%</td>
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</tbody>
</table>

**Total: 650 100%**

### Reading Responses

You are responsible for submitting a total of 7 response papers (uploaded to Canvas as Word documents). You decide on 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 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. Pace yourselves, folks. I would encourage you to split these up and keep track – submit half before fall break and half after. Late submissions will NOT be accepted under ANY circumstances. Do not complete more than 7, keep track of YOU.

Final Project due December 3rd 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 an annotated source list or bibliography (due November 5th), a thesis statement (due Nov 12th), an outline (due Nov 19th), and a final paper (due Dec 3rd).

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 still 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, I 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).

CEL Students: Note that you still need academic sources to pair with your project reflection paper.

Critical Thought Exercises (CTE)
5 times throughout the semester, you will have a chance to practice critical thinking and engagement by either writing an intro to yourself (due end of Week 1), a guided discussion question to us (I will explain when the time comes – around Fall Break), creating a playlist, or writing a multiple-choice test question for the midterm and final. I have selected each of these for a specific pedagogical reason – these are NOT busy work. Your responses provide me with a great deal of information and help me tailor my lectures. See below for examples of how each of these should look for full credit.

CTE Playlist (Due end of Week 3: Media): Song title, artist, example lyrics, and a few sentences about why the song speaks to topics about gender and/or socially constructed sexuality. Your playlist should include 3 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.
CTE Test Question (Due end of Week 5 & End of Week 12): When writing a test question, be sure it is in 1. multiple-choice format, 2. with four good answer choices. The correct answer should be 3. clearly marked, and 4. the source should be included. The test question may be from any class materials – readings, lectures, or supplemental materials.

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
Source: The Gendered Society by Michael Kimmel pg. 3

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 T/F, short answer, and multiple-choice questions. You will have 15-30 (for short answers) minutes for each quiz and only one attempt. Quizzes will cover everything from the week’s material – reading, lecture, memes, anything. I recommend this be the last thing you do for class each week. A couple of tips on how I create quizzes… I always include parts of the readings I don’t address in the lecture, so you’ll need to have them read. However, I never require you to know ticky-tack details that don’t really matter. I always quiz (and test) on big ideas. HINT – these are usually found in the abstract, intro, and conclusion of academic articles.

Tests
Both the midterm and the final will consist of multiple-choice, true-false, and (maybe) short answer questions. Tests will cover materials from assigned reading, lectures, and 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. Your submitted CTE questions will appear on the test, so don’t try and trick people and don’t be too specific (i.e. asking your peers to identify a tricky statistic).

Grading:
Each component of the class will be graded on a 100-point scale. Calculated points correspond to letter grades as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-93</td>
<td>A</td>
</tr>
<tr>
<td>92-90</td>
<td>A-</td>
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<tr>
<td>89-88</td>
<td>B+</td>
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<td>67-62</td>
<td>D</td>
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<tr>
<td>61-60</td>
<td>D-</td>
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<td>&lt;60</td>
<td>E</td>
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</tbody>
</table>

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.

Late work policy I will accept anything up to three days late for half credit. It is YOUR responsibility to know what is due and when it is due. Emergencies are to be communicated to me ASAP and we will go from there as to how to move forward.

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 (I 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/).

Class & Reading Schedule

Week 1 August 21 - 27
Introduction and Theoretical Basis
  o Kimmel, Chapter 1, “Introduction”
  o Kimmel, “As Nature Made Him” pg. 47
  o Johnson (2007) “Patriarchy, the System: An It, Not a He, a Them, or an Us”
  o Lorde (1978) “Uses of the Erotic: The Erotic as Power” (listen or read)

Week 2 August 28 - September 3
Gender and Sexuality Cross-Culturally, Intersectionality & The Social Construction of such
  o Kimmel, Chapter 3, “Spanning the World: Culture Constructs Gender Difference”
  o Kimmel, Chapter 5, “The Social Construction of Gender Relations”
  o Sojourner Truth, “Ain’t I a Woman?”
  o Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House”

Week 3 September 4 - 10
Gender and Sexuality and the Media
  o Kimmel, Chapter 11, “The Gendered Media”
  o Women’s Media Center (2015) “The Status of Women in the U.S. Media 2015” (look this over)

Week 4 September 11 - 17
Gender and Sexuality and the Family
  o Kimmel, Chapter 6, “The Gendered Family”
  o Coontz (2005) “What’s Love Got to Do with It?”
  o Kane (2006) “No Way My Boys Are Going to Be Like That”
  o Moore and Stambolis-Ruhstorfer (2013) “LGBT Sexuality and Families at the Start of the Twenty-First Century” (skim)

Week 5 September 18 - 24
Gender and Sexuality and Education
  o Kimmel, Chapter 7, “The Gendered Classroom”
  o Rose (2005) "Going too Far? Sex, Sin & Social Policy"
  o 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 25 – October 1 ***Midterm closes Sunday, October 1st at 11:59pm
Gender and Sexuality and Government
  o Kimmel, Chapter 10, “The Gender of Politics and the Politics of Gender”

Week 7 October 2 - 8
Gender and Sexuality and Economics
  o Kimmel, Chapter 9, “Separate and Unequal: The Gendered World of Work”
o Slaughter (2012) “Why Women Still Can’t Have It All”
o Badgett, Durso, and Schneebaum (2013) “New Patterns of Poverty in the Lesbian, Gay, and Bisexual Community”

WEEK 8: FALL BREAK  
Sunday, October 8 – Sunday, October 15, 2017  
You have nothing due – relax/enjoy. Though, I would start reading your Week 9 materials and watch these powerful clips in preparation:
o “What Islam really says about women” | Alaa Murabit TED talk (watch here)
o “Are Islam and Feminism Mutually Exclusive” (watch here)

Week 9 October 16 - 22  
Gender and Sexuality and Religion  
o Kimmel, Chapter 8, “Gender and Religion”
o Burdette, Hill and Myers, “Understanding Religious Variations in Sexuality and Sexual Health”
o Susan Muaddi Darraj “It’s Not an Oxymoron: The Search for an Arab Feminism”

Week 10 October 23 - 29  
Gender and Sexuality and Violence  
o Kimmel, Chapter 14, “The Gender of Violence”
o 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)
o Ridgeway, “25 Everyday Examples of Rape Culture” http://everydayfeminism.com/2014/03/examples-of-rape-culture/ (read and click on a few links)
o 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 30 – November 5  
Gender and Sexuality and the Body  
o Kimmel, Chapter 13, “The Gendered Body”
o 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)

Week 12 November 6 - 12  
Gendered Intimacies and Queered Sexualities  
o Kimmel, Chapter 12, “Gendered Intimacies”
- Klesse, “Polyamory: Intimate Practice, Identity or Sexual Orientation?”
- Moser, “Yet Another Paraphilia Definition Fails”

**Week 13  November 13 – November 19**

**Gender and the Environment**

**Week 14  November 20 – 26  Thanksgiving Break: November 23 – 26**
(light week – get your work done early and enjoy some gratitude for your loved ones/critically think about this holiday’s roots)
- Assigned readings TBD based on what has come up throughout this semester/weak spots of understanding – this may end up being a current events or review week.

**Week 15  November 27 – December 3  ***Final Paper due 12/3 at 11:59pm**
Onward
- Kimmel, Epilogue

*** Final exam opens 12/7 at 9am and closes 12/10 at 11:59PM.

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