SOC/GNDR 3337
Sociology of Gender & Sexuality
Fall 2019 – Online – 3 Credits

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

Course Overview:

“Proper” expressions of identities associated with masculinity, femininity, and sexual orientation elicit strong feelings in nearly everyone. The rigidity (or lack thereof) with which societies monitor these expressions is directly related to experiences of privilege and inequality, and by extension, the lived experiences of men, women, LGBT and Queer-identifying individuals all over the world. In this course, we will challenge traditionally held beliefs about gender and sexuality. We will critically analyze diverse cultures, media, family, education, government, economics, religious practices, and policy; focusing specifically on how these institutions perpetuate gender roles and gendered inequality. We will continually revisit the historic struggles of women, marginalized communities, and sexual minorities. We will also focus on the ways in which gender influences life chances, violence, the policing of bodies, and the ways in which individuals experience their own intimacies, desire, and sexuality.

This course has both the Social & Behavioral Sciences (BF) & Diversity (DV) designations. BF courses “help students understand institutions, cultures, and behaviors...[to] acquaint students with fundamental concepts, theories, and methods of analysis used in the social and behavioral sciences [and] enable students to think critically about human behavior and society.” In addition to that, the expectation from the University is that, “All students in courses fulfilling [the DV requirement] will grapple with the theoretical approaches to discrimination, privilege, and social justice... Students will also critically reflect on their own identities and relationship with institutions that maintain and/or challenge the status quo. The goal of this requirement is to extend cross-cultural understanding, to interrogate current and historical
narratives of equality, justice, progress, and freedom, to open possibilities for meaningful communication across social boundaries, and to allow students to consider ethical and social decisions from multiple perspectives.”

**As per the Student Code, Section 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.

**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:**
No required textbook for purchase for this course. All readings will be available on Canvas, as links or PDFs, under their assigned Module.

**Guidelines for Class Participation:**
The goal is to ensure that this online class is as dynamic as an in-person class. With that in mind, this class is more than a guided reading. 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. 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. 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 5 reading responses. There will be a weekly lecture uploaded to Canvas every week by Sunday morning, for the following week. The material from the lecture will be on the quiz. Be sure you have completed the readings and watched the lecture before you take your quiz.

**Note Regarding Online Classes:**
Discussion threads and e-mails are all equivalent to classrooms, and student behavior within this environment shall conform to the Student Code. Specifically: Posting photos or comments that would be
off-topic in a classroom are still off-topic in an online posting. When discussing topics students should be respectful of race, color, creed, religion, gender, disability, sexuality, etc. Discriminatory language will not be tolerated, and is subject to be handled according to the Student Code. Online course communications are part of the classroom, therefore University property and subject to the Student Code.

Purposefully and respectfully challenging the material is welcome; challenging people is not. 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 is our stellar TA, Scott.

Though I try to keep up with emails as much as possible, please allow twenty-four hours for a response during the week and forty-eight hours over weekends, 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:**

- **Reading Responses**
  - **These matter.** You MUST do the readings, and engage with them critically, in an online class because we do not have the opportunity for back-and-forth discussion.
- **Weekly Quizzes** due by 11:59pm every Sunday, corresponding with the weekly modules.
- **Personal Gender Evolution Assignment** due by 11:59pm on Canvas - Sunday, September 8.
- **Pop Culture Analysis Assignment** can be submitted at anytime throughout semester – but must be in by Sunday, November 10th at 11:59pm on Canvas.
- **Midterm Exam**
  - Open from Thursday, September 27th at 9:00 a.m. to Sunday, September 30th at 11:59 p.m.
- **Final Paper**
  - Due Friday, December 6th at 11:59p.m.
This summative assignment is a traditional research paper, 5-7 pages, double-spaced not including your properly formatted source list. Your papers must be data-driven and peer-reviewed, academic research/evidence-based. The purpose of this paper is to demonstrate critical engagement with the key course themes and analytical frameworks.

**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 Overview</th>
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<tbody>
<tr>
<td>Weekly Quizzes x 12 (10 pts each)</td>
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<tr>
<td>Response Papers x 4 (20 pts each)</td>
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<tr>
<td>Pop Culture Analysis Assignment</td>
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<tr>
<td>Personal Gender Evolution Assignment</td>
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<tr>
<td>Midterm Exam</td>
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<tr>
<td>Final Paper - Thesis Statement &amp; Outline</td>
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<tr>
<td>Final Research Paper</td>
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**Reading Responses**
You are responsible for submitting a total of 4 response papers (uploaded to Canvas as Word document or PDF). You decide which weeks you’d like to respond. The response papers are intended to help you practice your analytic skills but are also meant to keep you on track with the class schedule. These 2-3 page, double-spaced (size 12 font and 1 inch margins) responses should include the following:

I. A short summary of the selected module’s required readings that address the authors’ arguments in your own words (this means every author assigned for that week, as per the syllabus). Try to be as succinct as possible.

II. Comments, questions and analyses related to the material. These should be issues that you find interesting and that seem likely to provoke discussion. For example, you might decide to comment on all or part of the readings that you agree or disagree with; explore how the readings relate to each other; or refer to parts of the readings that you find relevant to your life. Within these responses, you are free to use personal pronouns and to express personal experiences, but please cite your sources and do keep an academic analysis/voice throughout.

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

Your first reading response, which can cover any one of the weeks/modules prior to due date, is due Sunday, Sept. 15th. Second, due by end of Fall Break (10/13), Reading Response 3 is due November 3rd, and your 4th is due December 1. You have 13 weeks with readings available to choose from, identify which of these you will engage with through a Reading Response (note that you cannot turn one in over Fall Break week). Late submissions will **NOT** be accepted under ANY circumstances. **Do not complete more than 4**, keep track of YOU.
Pop Culture Analysis Assignment
Throughout the semester, on any one week of your choosing, you will have the chance to practice your critical thinking skills by analyzing one meme, creating a playlist, or presenting some other pop cultural reference. I will put some usable content in a file on the canvas page, but please feel free to choose a meme/Tweet/Instagram post you’ve found yourself, a song you’ve been listening to, or an ad that’s caught your eye. See below for examples of how each of these should look for full credit.

Analyzing a meme:

When analyzing memes, use critical media literacy guidelines and also:

- Be fair – seek to understand
- Identify tone
- Identify manipulation
- Read the text
- Read the sub-text (often not written)
- Identify the argument
- Identify what is not considered
- Identify a counter argument

Here’s how critical analysis of a meme looks:
This meme appears to be expressing frustration with individuals who insist on gender equality but then seem willing to allow gendered favoritism toward women. This makes sense because the glass cellar teaches us that men are clustered in the dirtiest, most dangerous, most physically demanding jobs. The meme is fairly derisive. The sarcasm seems intended to discount feminist’s arguments for gender equality by exposing them as hypocrites. The argument itself (that true gender equality means that not only would women share equally in positions at the top of the economic structure but also at the bottom) is right on. However, they do not consider that some women TRY to get these jobs and are frozen out by ideals of masculinity and femininity in the hiring process, or are hazed and harassed when they do get them (as often happens when women seek employment in extremely masculinized occupations). They also do not consider that many feminists agree with their perspective. As a counter argument, some women WANT to share those jobs and many feminists speak about the inequality of the glass cellar, so paying attention to gender constructs would be beneficial to men in this specific example.

Creating a playlist: Song title, artist, lyrics, and a few sentences about why the song speaks to topics about gender and/or socially constructed sexuality. Each playlist should include 3 songs. Here’s what it should look like:

*Can’t Hold Us Down*, Christina Aguilera featuring Lil Kim

If you look back in history
It’s a common double standard of society
The guy gets all the glory the more he can score
While the girl can do the same and yet you call her a whore

This song speaks to the sexual double standard, in which the same behavior is valued very differently depending on whether or not it is a man or a woman who does 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.

Personal Gender Evolution Assignment
Think of this like your weekly modules, “Gender, Sexuality and You” – for this assignment you will write 2-3 pages (doubled-spaced) of your own gender evolution or journey. Think back to childhood; early socialization at school, church, work; organizations or institutions you interacted with; family, friends or communities who were formative to you and your unique gender identity (as everyone has their own). Be sure to protect yourself during this project, as these memories can sometimes be tough to work through. Only share what you feel comfortable sharing. Be as vulnerable and honest as you feel fit.

Weekly Quizzes
Each week, you will have a quiz due by 11:59 p.m. on Sunday. These are short made up of a combination of True/False and multiple-choice questions. You will have 15 minutes for each quiz and only one attempt. Quizzes will cover everything from the week’s material – readings, lecture, links, anything. 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 we 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. I will drop your lowest quiz score.

Tests
The Midterm Exam will consist of multiple-choice, true-false, and short answer/essay questions. The material on this test 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 (for multiple choice, and some extra time allotted for essay answers). This is not enough time to look everything up, so you must study to get a good grade. There is no final exam for this course.

Final Project
Due Friday, December 6th at 11:59pm on Canvas, this assignment will entail you identifying a concept from the class, ideally one that challenged you or that you feel passionately about, and applying critical sociological analysis to the concept. We will workshop this project in the second half of the semester with an outline with a thesis statement (due November 20th), and a final paper (due December 6th).
Examples of each of these are provided in the course files and modules.

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

If you are stumped, 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).
Extra credit opportunities will be made available. They will entail attending an outside event that highlights a topic relevant to the course material or watching a documentary that does the same, and writing a one-page, single-spaced response paper. You may do two of these over the course of the semester, each totaling up to five extra credit points. If you hear of anything that relates, please let me know ahead of time and I will decide if it fits the criteria.

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

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Academic Misconduct Statement: 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.

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

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

LGBT Resource Center
The U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. For more information about the resources they offer, along with a list of ongoing events, please visit http://lgbt.utah.edu/.
Learners of English as an Additional/Second Language
If you are an English language learner, there are several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (http://linguistics.utah.edu/esl-program/); the Writing Center (We recommend this to anyone and everyone – ELL or not: http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/).

University Safety Statement
The University of Utah values the safety of all campus community members. To report suspicious activity, 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 safeu.utah.edu.

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Class & Reading Schedule

Week 1    August 19 - 25
Introduction and Theoretical Basis
  ○ Kimmel, “As Nature Made Him” pg. 47
  ○ Johnson (2007) “Patriarchy, the System: An It, Not a He, a Them, or an Us”
  ○ Audre Lorde (1978) “Uses of the Erotic: The Erotic as Power” (listen or read)

Week 2   August 26 – September 1
Gender and Sexuality Cross-Culturally, Intersectionality & The Social Construct
  ○ Kimmel, Chapter 3, “Spanning the World: Culture Constructs Gender Difference”
  ○ Kimmel, Chapter 5, “The Social Construction of Gender Relations”

Week 3   September 2 - 8
Gender and Sexuality and the Media
  ○ Kimmel, Chapter 11, “The Gendered Media” OR Ryle Chapter 10?

Week 4    September 9 - 15
Gender and Sexuality and the Family
  ○ Kimmel, Chapter 6, “The Gendered Family” OR Ryle, Chapter 4 pg 121-130 & Ch. 8 pg 310-351
  ○ Coontz (2005) “What’s Love Got to Do with It?”
  ○ Kane (2006) “No Way My Boys Are Going to Be Like That”
  ○ Moore and Stambolis-Ruhstorfer (2013) “LGBT Sexuality and Families at the Start of the Twenty-First Century” (skim)

Week 5    September 16 - 22
Gender and Sexuality and Education
  ○ Kimmel, Chapter 7, “The Gendered Classroom”
Week 6  September 23 - 29
Gender and Sexuality and Government
- Ryle, Chapter 11 “How Does Gender Help Determine Who Has Power and Who Doesn’t?”
- Zadrozny (2013) “History’s Progressive Gay Politicians that Paved the Way for Mike Michaud”

***Midterm opens on Canvas Thursday, September 26th & closes at Sunday, Sept. 29th at 11:59pm

Week 7  September 30 - October 6
Gender and Sexuality and Economics
- Kimmel, Chapter 9, “Separate and Unequal: The Gendered World of Work” OR Ryle Chapter 9?
- Slaughter (2012) “Why Women Still Can’t Have It All”

Week 8  October 7 - 13
***FALL BREAK***
Relax, get caught up, and be safe/consensual, folks!

Week 9  October 14 - 20
Gender and Sexuality and Religion
- Kimmel, Chapter 8, “Gender and Religion”
- Burdette, Hill and Myers, “Understanding Religious Variations in Sexuality and Sexual Health”
- Susan Muaddi Darraj “It’s Not an Oxymoron: The Search for an Arab Feminism”
- “What Islam really says about women” | Alaa Murabit TED talk (watch here)
- “Are Islam and Feminism Mutually Exclusive” (watch here)

Week 10  October 21 - 27
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)
- 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 28 - November 3
Gender and Sexuality and the Body
- Ryle (2015) Chapter 7 “How Does Gender Matter For How We Think About Our Bodies”
- 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)
  Pleasure and Problems”

Week 12 November 4 - 10
Gendered Intimacies and Queered Sexualities
  Hookups and Relationships”
  Conceptualization and Measurement” (skim)
- Klesse, “Polyamory: Intimate Practice, Identity or Sexual Orientation?”
- Moser, “Yet Another Paraphilia Definition Fails”

Week 13 November 11 - 17
Masculinities – Readings TBD

Watch: It’s Time to Redefine Masculinity | Nalo Zidan | TEDxLSU
- Extra Credit Opportunities: Watch Moonlight (narrative film) or The Mask We Live In
  (documentary) and write 1pg, single-spaced critical reflection.

Week 14 November 18 - 24
Gender and the Environment
- Rocheleau, Dianne, Barbara Thomas-Slayter, and Esther Wangari. 1996. “Gender and
  Environment: A Feminist Political Ecology Perspective.” Ch. 1 in Feminist Political Ecology:
- Wilma A. Dunaway & M. Cecilia Macabuac “The Shrimp Eat Better Than We Do”: Philippine
  Subsistence Fishing Households Sacrificed for the Global Food Chain.

Week 15 November 25 - December 1
THANKSGIVING BREAK

Week 16 December 2 - 5
Onward
- Gender Revolution documentary (watch here)
- Non-Binary Reading

***Classes end Thursday, December 5, 2019.
***There is no final exam for this course.

***Final Paper due on Canvas by Friday, December 6 at 11:59pm

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