

SOCIOLOGY 3280

Sociology of Gender

COURSE OUTLINE AND SYLLABUS

First Short Summer Session 2009

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Linda Grant's Office hours: Tuesdays, 1-3 p.m. and by appointment
Office: Room 324 Baldwin Hall

Class meets: 10:30-12:45 daily

Course Focus: This course serves as an introduction to Sociology of Gender, one of the largest and fastest growing subsections within the American Sociological Association. We examine gender as a major organizing principle of contemporary social life and explore the ways that gender intersects with other important lines of social differentiation, such as race, ethnicity, social class, sexuality, and nationality. We explore diverse theories that address issues of gender differentiation and gender inequality, and we explore the ways in which gender influences social life and social organization within major social institutions such as media, family, the workplace, schools, religion, politics, and popular culture. Although the primary emphasis will be on contemporary American society, we will be attentive to ways in which contemporary gender relations in the US are similar to, and different from, those in other locales and eras. Three segments of the course explore explanations of gender, gender effects on identities and social institutions, and gendered interactions.

Women's Studies Certificate Status: This is a core course for the Women's Studies Undergraduate Certificate Program, although most students in the course are not certificate candidates. If you would like more information about the certificate program, please contact the Women's Studies Program. (The Women's Studies program is in several temporary locales this semester but will be moving into Gilbert Hall by Fall.)

Course Format: This course will use a variety of formats, including lectures, discussions, video presentations, exams and quizzes, and written assignments. On examinations students will be responsible for all materials assigned to be read and/or covered in class. Since not all readings will be discussed explicitly in class, you should be certain to ask questions, in or out of class,

about these materials. I encourage in-class questions, as often others in class will have the same questions that you do about these materials.

Some materials covered in this class tend to generate controversy, and discussions are a good way to work ourselves through them and to learn from one another. I hope we can develop a climate in which differences of perspective can be shared in a positive way, and individuals feel comfortable to speak even if they hold perspectives different from mine or from the majority of class members. Please do not be concerned that taking a viewpoint different from mine or that of the teaching assistant will negatively affect your grade.

Attendance: Regular attendance is critical to doing well in the course, since there is no effective way to make up certain sessions relying on discussion, speakers, films, etc. On the shortened summer term, each absence is the equivalent of more than about 3 days in a regular semester. I will be checking attendance regularly. It is your responsibility to make certain you have signed the attendance sheet. If you are not in class at the point that the sheet is passed around, you will be marked absent for that day. I make no distinctions between excused and unexcused absences and allow some misses on the theory that everyone might have a legitimate reason to miss class at some point. However, excessive absences, especially on the shortened summer schedule, mean that you have missed major portions of the class and do not deserve credit for it. If you cannot commit to regular attendance, this is probably not the class for you to take. **PLEASE NOTE** that absences exceeding 3 can be grounds for an instructor-initiated drop *at any point during the course*. By University regulations, drops coming after the midpoint of the course are recorded as “WF,” regardless of a student’s grade average in the course.

It is your responsibility to catch up on any course materials or content you may have missed as a result of absences.

WebCT: I have set up this class for WebCT, and you will be read into this program once drop/add is completed. I use WebCT for posting outlines of lecture notes and announcements and assignments. I do not use it for giving exams or posting grades. **PLEASE NOTE:** Lecture notes posted on WebCT are “bare bones” outlines and will not substitute for your taking careful notes in class. Notes will not be available for discussions, videos, or any guest speakers. If you have to miss a class, you should try to borrow full notes from another student. These outlines will not cover all materials you are assigned to read, so it is important to keep up with readings and take your own notes on them. If absenteeism becomes a problem, no further notes will be posted.

Other Policies: Please leave cell phones or pagers at home, or turn them off before class. **Cell phones, pagers, and other communication devices must be turned off and packed away (or better yet, not brought to class at all) during all quizzes and examinations.** Laptops may be used in class if they are used appropriately—for taking notes. If they are used in a manner that distracts you or others in class, I will ask that you not bring them to class any longer.

I don’t mind phone calls at home at reasonable hours: 548-2669. Also, if my office hours are not convenient for you, please don’t hesitate to schedule meetings at other times. The main office,

542-2421, will take messages when I am not here, and I check email several times a day. I check my regular lgrant@uga.edu account more frequently than the WebCT account.

I don't post grades or give out grades over the phone. However, if you email me from an address I have on record, I will provide an email report for you. *Under no circumstances do I discuss or provide written reports of grades or other aspects of a student's academic performance with third parties.* I am always happy to discuss your academic performance with you at any point and, if desired, give you a written report which you may choose to share with others.

Course Materials: You should purchase the following paperback book, available in local bookstores:

Michael Kimmel. *The Gendered Society*. 3rd edition. Oxford University Press, 2007. *Note: it is important to get the third edition of this book as it has been substantially revised from earlier editions and has one new chapter that is the basis for the major writing assignment for this class that is not included in earlier editions of the text.*

We will also have a substantial amount of material on electronic reserve through the main library. You will need to search under the "course reserve" tab, accessible on the library's home page, by course number and instructor's name and use the password summer2009. You may read these articles on line, or print them out for your use.

Grading and Evaluation:

Evaluation will be straightforward. To encourage students to keep up with readings in this intensive course, we will have quiz or exam each week. In addition, we will have a short written assignment, based on original research. Because of the

Quizzes: We will have two quizzes, consisting of 25 multiple choice questions each, See dates on the syllabus. The quizzes will be given in the latter portion of class on the day they are scheduled, and we will have a regular class session prior to each quiz. Each quiz will concentrate on materials read since the previous quiz or exam.

Midterm Exam: We will have an in-class midterm exam that will be part multiple choice and part essay. See the syllabus for the scheduled date. You will have the entire class period to complete this exam. This exam will be over all materials covered to date.

Final Exam: A final exam will be given in class at the regularly scheduled exam time and will be of the same format as the midterm exam. The final will concentrate on materials studied from the midterm on in the course.

Controversial Gender Issue Journal: I will divide you into discussion small groups in the first week of class, and each week a portion of class time will be devoted to a discussion with your group of a contemporary controversial issue related to gender. You will need to keep a journal in which you summarize these group discussions and then state your own perspective on the issue. In addition to the class discussion, you will be asked each week to identify one other

controversial issue related to gender and linked in some way to the issues covered in this course. In your journal, you should summarize this issue, then state your perspective and the rationale for your perspective in a journal entry. If you desire you may provide a copy of a newspaper or magazine article, or an Internet source, that provides more detail on the issue you choose. You should in your journal entry summarize the issue, state your perspective on it, and outline the rationale for your perspective. Hence, your journal should contain two entries per week, one based on class discussions and one chosen independently by you. Writing can be informal in style (but should be carefully prepared with regard to grammar, spelling, etc.). Entries should average 2-3 double-spaced, typed entries. Please keep them in a term paper-type file folder to be turned in on the due date indicated on the syllabus.

Because of the tight schedule in the short summer session, quizzes and exams must be taken as scheduled, and the paper must be turned in on the due date specified on the syllabus. Please plan your schedules accordingly.

Weightings of Assignments

Quizzes	15% each
Midterm	25%
Final	25%
Journal	20%

Academic Honesty: I take academic honesty very seriously, as do the vast majority of students at UGA, and will file complaints in cases of dishonesty. I expect papers submitted for this class to represent original work, undertaken for this course. Information sources should be clearly documented. To learn more about the UGA policy on academic honesty, please visit: <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

Extra Credit Assignments: I do not permit extra credit assignments. They essentially amount to grading different students according to different standards and discriminate against those with heavy work and/or family commitments, who do not have equal opportunity to participate in such opportunities. They are also hard to fit within the reading/grading schedule for a writing-intensive course.

A Note about Disabilities and Other Special Needs: If you have a documented disability and need to make special arrangements for class attendance and/or examinations, please speak to me about this during the no later than the third day in class. To be fair to everyone, special accommodations can be provided only for students with documented disabilities.

I rarely give grades of incomplete and then only in unusual circumstances. If you experience an unexpected emergency, please contact me about it as soon as possible, so that we can make whatever arrangements are needed to help you perform at your highest level in this course or to allow you to drop the course without grade penalties.

The syllabus represents a plan for class assignments but may be altered by the instructor. It is

your responsibility to keep track of any in-class or WebCT announcements about changes in schedule.

On the syllabus that follows, readings should be completed each day prior to class. Chapters are from the Kimmel text; other readings are found on the library's electronic reserve (password=summer2009, case sensitive)

Dates for videos are tentative and may depend on availability; other titles may be substituted.

First Week: Introduction

F, June 5: Introduction, explanation of course requirements

What do we mean by gender? How (if at all) is it related to sex?

Second Week: Theoretical Understandings of the Origins of Gender Differences

M, June 8: Sociological approaches to gender

Read Kimmel, chapter 1

Sapolsky, "The Trouble with Testosterone"

Today is the last day to drop the course without a grade.

T, June 9: Intersections of culture and biology

Read: Kimmel, chapter 2

Fausto-Sterling, "Five Sexes are not Enough"

Video: The Remarkable Story of John/Joan

W, June 10: Intersections of Biology and Culture

Read: Lucal, "What it means to be the Gendered Me"

Tavris, "The Mismeasure of Woman"

Nanda, "Multiple Genders among North American Indians"

Controversial Issue I: How would you respond to your intersexed infant?

Th, June 11: Gender in global context

Read: Kimmel, chapter 3

Lorber, "Believing is Seeing...."

First Quiz takes place in the second half of class today.

F, June 12: Psychoanalytical and Developmental Perspectives

Read: Kimmel, chapter 4
Chodorow, "Family Structure and Feminine Personality"
Gilligan, "Hearing the Difference....."

Video: Reviving Ophelia

Third Week: Social Constructivist Approaches: Culture and Media

M, June 15: Social Constructivist Theories

Read: Kimmel, chapter 5
West and Zimmerman, "Doing Gender"

T, June 16: Everyday Contexts of Gender Construction

Read: Bordo, "Pills and Power Tools"
McGuffey, "Playing in the Gender Transgression Zone"

Video: Killing Us Softly III

W, June 17: Media and the Construction of Gender

Read Kimmel, chapter 9
Emerson, "Where's My Girl At?"

Controversial Issue Two: Should Images of Gender in Media be Regulated?

Th, June 18:

Today's Class will be Devoted to the Midterm Examination

F, June 19: Gender in the Context of other Meaningful Statuses

Read: McIntosh, "White Privilege and Male Privilege: The Invisible Knapsack"
Collins, "Toward a New Vision"

Fourth Week: Gender in the Context of Social Institutions and Organizations

M, June 22: Gender and Families

Read: Kimmel, chapter 6
Edin and Lein, "What do Low-Income Single Mothers have to Say about Marriage?"
Solinger, "Motherhood as Class Privilege"

T, June 23: Education

Read: Kimmel, chapter 7
Kimmel, "Saving the Males"

Controversial Issue III: Is Gestational Surrogacy an Acceptable Practice?

W, June 24: Gender and Work

Read Kimmel, chapter 8
Williams, "The Glass Escalator"

Video: Fast Food Women

Th, June 25: Gender and Work (cont.)

Read: Calsanti, "Gender and Social Inequalities in Retirement Income"
Ward, "Not all Differences are Created Equal"

Second Quiz takes place in the second half of class today.

F, June 26: Gender and Intimacy

Read: Kimmel, chapter 10
Cancian, "The Feminization of Love"
Yeung, "The Making of Men in Gay Fraternities"

Controversial Issue Journal is due in today by class time

Fifth Week: Embodied Gender, Crime and Violence, The Future of Gender

M, June 29: Embodiment of Gender

Read Kimmel, chapter 11
Zippel, "Political Movements, Institutions, and the Politics of Sexual Harassment"

T, June 30: Gender, Crime, and Violence

Read Kimmel, chapter 12
Bertrone, "Sexual Trafficking in Women"

W, July 1: LAST DAY OF CLASS. The Future of Gender

Read Kimmel, Epilogue

Latter half of class in an informal, optional-attendance question and answer session for the final

Th, July 2: **FINAL EXAM**