

## ***COURSE OUTLINE AND SYLLABUS***

***Fall 2009***

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Office Hours for Fall 2009

Linda Grant: 1-3 p.m. Tuesday, and by appointment  
Mary Bond Edmond: 2-4 Wednesday, and by appointment

Class meets: Tu/Th, 11-12:15 p.m. in Baldwin 311

***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.

***Writing-Intensive Focus:*** This course is a part of a special program in the Franklin College of Arts and Sciences that allows students to develop their writing skills in the context of a substantive course. As a result, there will be a major emphasis on writing in the course, and students will have opportunities to improve their writing. Grading is heavily weighted toward your performance on these written assignments. We have some special resources in this course, including a smaller than normal enrollment and the assistance of a teaching assistant whose primary responsibility is to assist with the writing-intensive component of the course.

**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, located in the Benson Building across S. Lumpkin from the Georgia Center for Continuing Education.

**Course Format:** This course will use a variety of formats, including lectures, guest speakers, video presentations, discussions, 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. We will have some group discussions focused on contemporary controversies in the area of gender, which will be incorporated into the journal assignment (see below). 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 different from the majority of students in the class, 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, guest speakers, films, etc.. We 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. **PLEASE NOTE** that absences exceeding 5 can be grounds for an instructor-initiated drop *at any point during the course*. By University regulations, drops coming after the midpoint withdrawal point in the course (October 22 for this semester) are recorded as "WF," regardless of a student's grade average.

**Laptop and Electronic Device Use:** I permit students to use laptops in class as long as (1) they are used for class-related purposes (2) they do not create disruptions for other students and (3) they do not inhibit your participation in class activities. If these terms are not adhered to, I will ask you not to bring your laptop to class. Pagers, cell phones, and other such devices must be turned off during class time. On exam days, they must be turned off and packed away, if they must be brought to class at all. No hats or headgear are permitted on examination days.

**Disability Accommodations:** I am happy to make needed accommodations for students with disabilities **documented by the UGA Disability Services**. Please speak with me early in the course if you need alternative testing arrangements, notetakers, encoded audio visual materials, etc., so that we can make the arrangements needed.

**Honors Option:** I do allow students who are in the Honors Program at UGA to obtain honors option credit for this class. This typically involves an additional short paper and a brief

presentation to the class as a whole. If you would like to take the class for honors credit, please speak to me early in the term.

**Online Resources:** This class will use online resources. All of you will be read into the system, using your official UGA address that ends with uga.edu. We will use these for posting lecture notes (after the class in which they are presented), announcements, any schedule changes, and in some cases the posting of additional materials. You may also use these resources for class-related purposes—to, for example, alert your classmates to a campus event related to course content. The discussion group function will allow you to communicate with classmates about course-related matters. Please note that much of this material is considered privileged and/or copyrighted and should not be copied and shared with others outside the class without explicit permission from the person who posted the material.

**Furlough Interruptions:** As this syllabus was being prepared, the Board of Regents of the University System had just approved furloughs for faculty and staff. It appears that staff furloughs will not affect any scheduled classes, but they may affect availability of the instructor and the ta on non-class days, as those furloughed are prohibited from working on those days. We will share more information as it becomes available.

**Other Policies:** 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 do not mind small children in the class on an emergency basis. However, out of courtesy for all enrolled, please do not plan to bring small children to class on a regular basis.

I rarely give grades of incomplete and then only under unusual circumstances. Students who fail to complete all assignments and who have not contacted me will receive a final grade of WF.

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.

The teaching assistant will share in the responsibility of evaluating written assignments, but I am ultimately responsible for grades on each assignment and for the course as a whole.

**Course Materials:** You should purchase the following two books, both paperbacks and both available in local bookstores:

Michael Kimmel. *The Gendered Society*. 3rd edition. Oxford University Press, 2008.

In addition, there are a series of readings on reserve in the main library, under my name and the course number. You can search for these under the "course reserves" tab on the library's main page, entering my name and the course number to locate the readings. The password for these materials is fall2009 (case sensitive).

I have not ordered, but would recommend, the following book:

Sociology Writing Group, *A Guide to Writing Sociology Papers*. 5<sup>th</sup> ed. . Worth Publishers.

This volume, originally published by students at UCLA and staff of the writing center there, provides a detailed guide on writing several types of sociology papers, including the types assigned in this course. There are copies of this volume available at reasonable prices through various online sources (Amazon.com, half.com, etc.). The basics of writing are covered in all editions, but newer editions have more information about locating, using, and citing online reference sources.

### **Major Assignments:**

#### *Exams:*

As noted above, this course is weighted toward your performance on a series of writing assignments. However, we will have two primarily essay-style examinations, a midterm and a final. Each are weighted 20 percent of your final grade. These exams will cover materials assigned in readings and those covered in lectures, videos, guest speakers, etc. Our scheduled exam time is Friday, Dec. 11, noon to 3 p.m. and **must be taken at that time.**

In addition there two major writing assignments:

#### *Controversial Issue Discussion Journal:*

You will be asked to keep a journal that is linked to class discussions of controversial issues in gender in contemporary society. Periodically, I will ask you to participate in an in-class group

discussion (which your group can continue outside of class if you like) on a controversial issue related to gender. You then need to write a brief, 3-4 pp. summary of the group discussion, a statement of your perspective on the issue, and a rationale for the position that you take. Generally, these discussions will be based on readings, dvd's or videos, or media articles that I will hand out in class or distribute electronically.

You should buy a notebook or otherwise keep your journal entries in a bound folder, to be turned in as a single paper toward the end of the class. We will have six of these group discussions during the term, and you can select **any five** of them to turn in as your final journal to be graded. ***You must be present for the class discussion if you are to use that particular topic as one of your five submissions.*** I will make random assignments to groups, and we will alter these at midterm so that you have the opportunity to work with a diverse group of classmates over the course of the term.

This is an informal, so-called “low stakes” writing assignment that accounts for 20% of your final grade.

We will ask you to submit a few entries early in the course, so that Mary and I can give you feedback about whether or not you are on the right track. However, grading will not be done until the journal is submitted at the end of the course. You should also feel free to check with Mary at any point that you have questions or concerns about the journal.

#### *Policy-Recommendation Paper:*

Early in the course, you will be asked to choose a topic related to gender that is also contested and policy-relevant. The goal is to produce a “white-paper,” researching and recommending a stance on a particular public policy issue related to gender. You need to choose a topic that is (1) related to gender (2) controversial, or at least one on which there are differing perspectives (3) can be addressed in social policy and (4) can be researched using scholarly sources. You should aim for a length of 10-12 pages, plus references. We will work with you to choose an appropriate topic, one that is gender-related, can be researched, and is sufficiently well defined to work for this assignment. One good way to approach this assignment is to imagine that you are working as an advisor to someone in the political or public arena: a president, state legislator, or director of a social agency. Imagine that you have been assigned to research a gender and policy-related issue, and to make a recommendation of the stance that your employer should take on the issue.

The paper should consist of (1) a concise statement of the problem you have chosen to address, and, if not obvious, an explanation of why it is a gender issue; (2) a well-researched presentation of opposing perspectives related to your issue; (3) a clear statement of the perspective or solution you would advocate and a justification for this stance; and (4) a complete bibliography, using American Sociological Association style, containing full citations to all of the source materials you have used in preparing the paper. Your paper will be evaluated on how well you have presented the issue and justified the stance you take, not on the basis of whether Mary or I would agree with that stance. There are a wide range of issues on which you can write. Just to name a few: gender a pay equity, affirmative action in education or hiring, combating domestic

violence, Title IX and gender equity in sports, the role(s) of women in the military, the case for (or against) single-sex education, sex education in schools for preteens, media portrayals and eating disorders, sex trafficking in global perspective, gender inequities in access to medical care and health insurance, women's roles in politics and public life, etc. In some cases, a topical area may need to be narrowed to fit the time available and the scope of the assignment, and we will work with you on that.

This assignment will be done in stages, so that you can get feedback on your work as it develops. We will ask first for a proposal, a short 2 page description of what you intend to do. Once we have finalized topics for class members, we will schedule a targeted instructional session with a reference librarian, which you will find useful in locating and evaluating appropriate source materials for your paper. We then will ask you to submit an annotated bibliography, in which you review and summarize source materials you will use in your project. We then will ask for a rough draft of the paper, which will be the subject of peer review, as well as a preliminary review by Sara. For the peer review, you will be asked to submit your paper to two classmates, and, in turn, will evaluate papers of two classmates. The goal of these reviews is to give you useful feedback that you can incorporate into a final revision of your paper. You will receive credit for meeting each of these phases on time. Should you submit materials that are not satisfactory on many of these preliminary benchmarks, we will allow you one opportunity to resubmit, within a week of return of the materials to you. Meeting benchmarks satisfactorily, on time or within the revision period, will earn you 2 points toward your final grade on the paper, with the exception of submission of a rough draft, which will earn you 5 points.

Portions of class sessions will be devoted to helping you prepare a high quality paper. In addition to the targeted session with the reference librarian, noted above, Mary will also lead writing-related sessions in class as we progress. She is also available for consultations about your paper out of class at any point in its development.

This assignment will account for 40 percent of your final grade.

The paper must be submitted by the deadline shown on the syllabus. ***Late papers will not be accepted.***

***Grading Scale:*** Final grades will be tabulated according the following scale. For assignments graded with a letter grade, the letter grade can be translated into the MIDPOINT of the category shown below. (E.G., a B+ would be recorded as an 89, for purposes of tabulating final grades).

A=93 or above	F= 59.99 or below
A- = 90-92.99	
B+ = 88-89.99	
B= 83-87.99	
B- = 80-82.99	
C+ = 78-79.99	
C = 63-77.99	
C- =70-72.99	
D= 60-69.99	

Although both Mary and I will participate in helping you develop your writing assignments and will participate in evaluation, I hold the ultimate responsibility for the assignment of your grade.

**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. If you are unfamiliar with UGA's policy on academic honesty, it is accessible through the University's home page. I expect papers submitted for this class to represent original work, undertaken for this course. To learn more about the UGA policy on academic honesty, please visit:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>.

Materials on the attached syllabus should be read *before* the class session for which they are scheduled. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. It is the responsibility of the student to be aware of any changes to the syllabus.

K=Assignment from the Kimmel text;  
Other materials are on the library course reserve system.

## SYLLABUS

Materials assigned on this syllabus should be read before coming to class each day. The syllabus represents a plan for the class, but updates and alterations may occur as the term proceeds. It is the responsibility of the student to keep abreast of any changes.

K=Kimmel text (see above)  
All other materials are available on the library course reserve, or via WebCT.

Dates for videos are tentative, pending availability. Guest speakers may be added..

### **Week One: Introduction, Explanation of Requirements. What is Gender?**

T, Aug. 18: Introduction and Explanation of Course Requirements

Th, Aug. 20: What is Gender?

Read:

K, Introduction, chapter 1  
Sapolsky, "The Trouble with Testosterone"  
Fausto-Sterling, "Five Sexes are Not Enough"

### **Week Two: The Relationship between the Biological, the Social, and the Cultural**

T, Aug. 25:

Read K, chapter 2, “Ordained by Nature: Biology Constructs the Sexes”  
Lucal, “What is Means to be the Gendered Me”

Th, Aug. 27

Read Tavis, “The Mismeasure of Women”

*Video: The Remarkable Story of John/Joan*

### **Week Three: Cultural and Global Constructions of Gender**

T, Sept. 1

*Gender Controversy Discussion: How should we treat intersexed infants?*

Read K, chapter 3, “Spanning the World: Culture Constructs Gender Difference”

*Writing Focus Session: Getting Started, Planning a Paper, Academic Honesty: Mary*

Th, Sept. 3

Read Lorber, “Believing is Seeing...”

Nanda, “Multiple Genders among North American Indians”

**Project proposals are due no later than Sept. 3**

### **Week Four: Psychological and Psychoanalytic Explanations of Gender**

*We will attempt to arrange a reference library session this week; The order of reading assignments may be altered slightly*

T, Sept. 8

Read K, chapter 4, “‘So That Explains It’: Psychoanalytical and Developmental Perspectives on Gender”

Th, Sept. 10

Read Chodorow, “Family Structure and Feminine Personality”

Gilligan, “Hearing the Difference”

*Video: Reviving Ophelia*

### **Week Five: Social Constructivist Approaches to Gender**

*Gender Controversy Discussion: Do Women and Men Speak Different Dialects?*

T, Sept. 15

Read K, chapter 5, “The Social Construction of Gender Relations”  
McGuffey, “Playing in the Gender Transgression Zone”

Th, Sept. 17

Read Bordo, “Pills and Power Tools”  
West and Zimmerman, “Doing Gender”

*Video: Still Killing Us Softly III*

***Writing Focus Session: Preparing an Annotated Bibliography: Mary***

### **Week Six: Gender and Media**

T, Sept. 22

Read K, chapter 9, “The Gendered Media”

*Gender Controversy Discussion: Are the Media Implicated in the Creation of Eating Disorders in American Women and “Bigorexia” in American Men?*

Th, Sept. 24

Read Emerson, “Where’s My Girl At?”

*Guest Speaker on Sexuality in the College Context*

***Annotated Bibliography is due no later than Sept. 24***

### **Week Seven: Gender in the Context of Other Meaningful Statuses**

T, Sept. 29

Read McIntosh, “White Privilege and Male Privilege: The Invisible Knapsack”

Th, Oct. 2.

Collins, “Toward a New Vision”

Syfers, “I Want a Wife”

***Writing Focus Session: Outlining Your Paper: Mary***

### **Week Eight: Gender, Family and Reproduction**

T, Oct 6: **MIDTERM EXAM WILL BE GIVEN TODAY**

Th, Oct. 8

Read: K, chapter 6, “The Gendered Family”

Edin and Lein, “What Do Low-Income Single Mothers Say about Marriage?”

Th, Oct. 10

Read: Solinger, "Motherhood as Class Privilege"

*Gender Controversy: Are They a Family?*

***The midpoint of the semester is Oct. 8***

**Week Nine: Gender and Education**

T, Oct. 13

Read K, chapter 7, "The Gendered Classroom"

Th, Oct. 15

Read: Kimmel, "Saving the Males"

*Video: A Conversation with Dr. David Sadker*

*Gender Controversy Discussion: Is Title IX an Effective Remedy for Gender Inequality in Sports Participation?*

**Week Ten: Gender and Work**

T, Oct. 20

Read K, chapter 8: Separate and Unequal: The Gendered World of Work  
Williams, "The Glass Escalator"

Th, Oct. 22

Read: Williams, "The Glass Escalator"

*Video Fast Food Women"*

***October 22 is the withdrawal deadline for this semester***

***Outline of your paper is due no later than October 22***

**Week Eleven: Gender, Work, and Retirement**

T, Oct. 27

Ward, "Not All Differences are Created Equal"

***Writing Focus Session: Learning American Sociological Association Citation Style: Mary***

Th, Oct. 29

Read

Zippel, "The Politics of Sexual Harassment"

*Gender Controversy Discussion: Is it Sexual Harassment?*

*Friday, Oct. 30 is fall break*

**Week Twelve: Gender and Aging; Gendered Intimacies**

T, Nov. 3

Read: Calsanti, "Gender, Social Inequalities in Retirement"

Th, Nov. 5

Read K, chapter 10: "Gendered Intimacies: Friendship and Love"

*Gender Controversy Discussion: Should Gay and Lesbian Marriage Be Legal?*

**Week Twelve: The Intersections of Gender and Sexuality; Embodied Gender**

*Rough Draft of Paper is due in no later than Nov. 10*

T, Nov. 10

Read: Cancian, "The Feminization of Love"

Read Yeung, "Making Men in Gay Fraternities"

Th, Nov. 12:

Read: K, chapter 11: The Gendered Body

**Week Thirteen: Gender, Crime, and Violence**

T, Nov. 17

*Peer Reviews of Classmates' Papers are due in today*

Read: K, chapter 12

Th, Nov. 19

Read: Bertrone, "Sexual Trafficking in Women"

*Journals are due in today*

***Thanksgiving Break is Nov. 23-27: No Classes This Week***

**Week Fourteen: The Future of Gender**

T, Dec. 1: Read K, Epilogue: A Degendered Society?

Th, Dec. 3: Wrap-up; Review for Final Exam

***Final Papers are due in No Later than Class time on Dec. 3.***

***Final Exam is scheduled for noon-3 p.m. on Friday, Dec 11 and MUST be taken at that time.***