

SOCIOLOGY 3280

Sociology of Gender

COURSE OUTLINE AND SYLLABUS

First Short Summer Session 2008

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Linda Grant's Office hours: 9:30-10:30 Tues and Thurs, 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, 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. 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.

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 exams.

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 summer2008. 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.

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.

Take-Home Final Exam: A take-home, essay-style final exam will be given out on Tuesday, June 30. This will be due back no later than 11 a.m. on Thursday, July 2, our regularly scheduled exam time. The final will concentrate on those materials studied and assigned to read since the midterm.

Media Analysis Paper: Kimmel, in chapter 9 of his text, argues that in the U.S. today we observe “His” and “Her” patterns of media consumption. Overlaps are increasingly rare, he argues, but when they do occur, they usually involve women’s consumption of “masculine” media rather than the reverse. You will be asked to test out this theory by locating 3 women and 3 men (must be over 18), who will be willing to record their media-consumption patterns for a week-long period. Then you need to write up your results in a short (4-5 pp. typed and double spaced) paper, due in on the date shown 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%
Media paper	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 first two weeks of 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.

Materials assigned on the syllabus that follows should be read before coming to class each day. The syllabus represents a plan for assignments in the class, but may be altered by the instructor as the course proceeds.

SYLLABUS

Materials assigned on this syllabus should be read before coming to class each day.

K=Kimmel text (see above)

R=Reserve reading, main library electronic course reserves

Dates for videos are tentative, pending availability. Guest speakers may be added as their schedules permit. Materials should be read before coming to class.

What Do We Mean by Gender?

Week One:

Th, June 5: *Introduction, explanation of course requirements and materials*

What is sex? What is gender? What is the relationship between them? How does sexuality fit in?

F, June 6: The Landscape of Gender Studies

Read K, chapter 1: "Introduction"

Fausto-Sterling, "The Five Sexes, Revisited" R

Video: "The Remarkable Story of John/Joan"

Week Two: Biological and Sociocultural Influences on Sex and Gender

M, June 9: Read K, chapter 2, "Ordained by Nature: Biology Constructs the Sexes"
Preves, "Sexing the Intersexed" R

T, June 10: The Limits of Biology

Read Tavis, "The Mismeasure of Women" R

Sapolsky, "The Trouble with Testosterone" R

Video: Blum, "The Remarkable Story of John/Joan"

W, June 11: Gender Fluidity and Variability

Read K, chapter 3: "Spanning the World: Culture Constrains Gender
Difference"

Nanda, "Multiple Genders among North American Indians" R

Betsy Lucal, “What it Means to be the Gendered Me” (Reserve)

First Quiz is given today

Th, , June 12: Media and the Construction of Gender

Read K, chapter 9, “The Gendered Media”
Emerson, “Where’s My Girl At?” R
Video: *Killing Us Softly III*

F. June 13: Psychological Perspectives on Sex and Gender

Read: K, chapter 4: “So That Explains It: Psychoanalytic and Developmental Perspectives on Gender”
Deaux and Major, “A Social-Psychological Model of Gender” (Reserve)
Gilligan, “Hearing the Difference: Theorizing Connection” R

Week Three

M, June 16: Social Constructivist Perspectives on Gender

Read: K, chapter 5: “The Social Construction of Gender Relations”
West and Zimmerman, “Doing Gender” R
Collins, “Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection” R
McIntosh, “White Privilege and Male Privilege” R

T, June 17: Doing Gender: Ethnomethodological Approaches

Read: West and Zimmerman, “Doing Gender” R

W, June 18: ***Midterm Exam is given today.***

Today is the midpoint of the semester and the withdrawal deadline.

Th, June 19: Family Life and Diversity

Read, K, chapter 6: “The Gendered Family”
Ward. “Not all Inequalities are the Same” R
Video: Miss India Georgia
Edin, “What Single, Low-Income Women Have to Say about Marriage” R

Fri., June 20: Gender in Education and Extracurricular Activities

Read K, chapter 7: “The Gendered Classroom”
Kimmel, “Saving the Males” R
Dufur, “Women in Sport” R
Video: *Girls’ Hoops*

Week Four: Gender and the World of Work

His and Her Media Paper is due in today by beginning of class

M, June 23: Read K, chapter 8: “Separate and Unequal: The Gendered World of Work”

Reskin, “Getting it Right: Sex and Race Inequality in Work Organizations” R
Williams, “The Glass Escalator” R
Video: “Fast Food Women”

T, June 24: Intersections of Family and Work

Read Gerson, “oral Dilemmas, Moral Strategies and the Transformation of Gender” R
Coltrane and Adams, “Men’s Work in Families” R
Video: “The Double Burden”

W, June 25: Intimacy, Friendship and Love

Read K, chapter 10: “Gendered Intimacies: Friendship and Love”
Cancian, “The Feminization of Love” R

Second Quiz is given in the latter part of class today

Th, June 26: Gender, Bodies and Health

Read K, chapter 10: “The Gendered Body”
Zimmerman and Hall, “Women, Men and Illness” R

F, June 27: Sexuality, Power, and Reproductive Politics

Read: Gavey et al., “If It’s Not On, It’s Not On,...or Is It?” R
Bertrone, “Sexual Tafficking” R
Possible speaker on Relationship Health and Relationship Violence

Week Five: Violence, War, Social Movements, and Social Change

M, June 30: Read K, chapter 12: “The Gender of Violence”
Dobash and Dobash, “The Myth of Marital Symmetry in Marital Violence” R
Herman, “The Rape Culture” R

Take-Home Final Exam will be given out today

T, July 1 Change and Persistence in Gender Patterns
Read K, chapter 13: Epilogue: “A Degendered Society?”

W, July 2: EXAM DAY: ***The take-home final exam must be returned no later than 11 a.m. on July 2.***