

Sex, Gender and Society
SOCY 1016-200
Summer B-Term 2019
University of Colorado Boulder

Day/Time: Monday – Friday 12:45pm–2:20pm

Instructor: Marley Olson

Office Hours: Tuesdays and Thursdays 11:30am – 12:30pm

Location: KTCH 1B87

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“But if gender in [some] respects is harmful, it is in other respects a source of pleasure, creativity and other things we greatly value...The joys, tensions and complications of gender relations are among the most potent sources of cultural creation.” – Raewyn Connell (2002: 143)

Course Description

This course examines the ways a gendered society, focusing primarily on the U.S. context, shapes the lives of individuals. Through this course, students will gain an empirically-based understanding of how ideas about gender organize our lives in significant ways even though we typically do not notice the effects of these forces – they are often invisible (such that we take them for granted as “normal”) or naturalized (such that they are explained away to seem like the “natural” way life works). The class will discuss these issues sociologically so that students may come away from this course with the ability to analyze not only gender issues, but also other areas of social life.

This course approaches sex and gender from a sociological perspective. Sociology is a discipline that makes visible the ubiquitous and taken for granted aspects of social life. This is also an introductory-level gender course fulfilling the arts and sciences core curriculum human diversity requirement. As such, we will deal with issues of gender as though students have not had any previous academic exposure to them. Some students may have taken other courses about gender. If so, such students are of course welcome to remain in the class with the understanding that this course may not be as intellectually challenging since it is designed to introduce students to the idea that gender is – at least in part – a product of culture. Other students may never have taken a course in gender before. All students have lived-experience as a person in a gendered society that when connected to scholarly material, will promote deeper understanding of the course concepts. For this reason, class discussion will often be weaved in with lecture material. This course often attracts a diverse group of students. Given this, there is an emphasis on developing academic skills such as critical thinking, writing, interpreting peer-reviewed/scholarly journal articles, and gaining familiarity with the social sciences.

Course Goals

1. Introduce students to the discipline of sociology as a tool for understanding human behavior and social life
2. Expose the workings of the institutions that shape all individuals’ gendered lives
3. Recognize the “common-sense” world of gender
4. Understand how individuals learn to “do” gender
5. Consider how gender stratification is reproduced

Course Questions

1. What is gender?
2. What is sociology?
3. How is gender learned?
4. How does gender affect what people watch, read and play?
5. How does gender affect intimacy?

6. How does gender affect the shape of the physical bodies and how individuals think about their own and others' bodies?
7. How does gender affect the household and the family?
8. How does gender affect individuals' work and their workplaces?
9. What do transgressions of the dichotomous sex categorization and gender system tell us about the relationship between sex, gender and sexuality?
10. Is gender universal? How does gender operate outside of the U.S. context?

Course Policies

Late work: Absolutely no late work will be accepted without evidence of excused absence (please see below for what constitutes an excused absence) or a previously-granted extension. Requests for extensions should be made as early as possible and are subject to my discretion. Requests may be denied.

Attendance: Attendance is required. Credit for attendance in this course is deductive (e.g. absences result in a final grade reduction – see below). It is expected you will attend every class. However, I understand that life happens and as such, I have implemented a deductive grading scale for attendance as follows:

0-3 absences: 0% reduction	8-9 absences: 30% reduction
4-5 absences: 10% reduction	10+ absences: 40% reduction
6-7 absences: 20% reduction	

If you miss a class, you will need to get lecture notes from a classmate. Under no circumstances do I provide lecture notes or give the lecture individually to students who missed it in class. Missing 10 or more minutes of class will result in an absence. Being on-time is not only an important life-skill, but you will also have missed important course information.

Excused Absences: Documentation for excused absences will only be accepted in the case that you exceed your three “pass” days and can provide documentation for all three absences and any subsequent absences. If you have extenuating circumstances, you need to discuss this with me as soon as possible so that we may work together to identify an appropriate accommodation for your situation. The following are relevant should you have extenuating circumstances warranting an exception be made to the attendance policy (see above), or should one of the following coincide with an exam date or assignment due date.

1. University athletics: Please provide an email or letter from your coach or athletic director noting the dates of events that conflict with class time. Since season schedules are set in advance, this information should be provided within the first three weeks of the semester.
2. Religious observance: An email or letter stating the date and name of the religious observance.
3. Incapacitating illness: Please provide a doctor's note with specific dates that you were incapacitated due to health reasons (e.g. absent from class or unable to complete assigned work).

Disabilities and Accommodations: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services as soon as possible after the beginning of the semester so that we can be sure your needs are addressed.

Honor Code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct will be reported to the Honor Code Council. Students who are found to be in violation of the academic integrity policy will be subject to non-academic sanctions (including but not limited to university probation, suspension, or expulsion).

Success in this Course: You are responsible for the grade you will receive in this course. To do well in this course, I recommend that you keep up on the assigned reading, attend class, participate actively, and

prepare thoroughly for the exams. (The schedule on this syllabus is pretty firm, however, it is subject to change if need be. I will announce any changes in class, via e-mail, or on CANVAS).

Extra Help: If you are not getting the grades you would like on the assignments or the midterm exam, I highly encourage you to meet with me. We can go over your assignment(s) to discuss places for improvement and how to execute these improvements. We can also review your midterm exam and discuss specific study strategies for the final exam. The time to talk to me about your performance in the course is during the semester when I can support your learning and help you earn grades you deserve. Do not contact me at the end of the semester going into the final exam, going into the poster session, or after final grades have been posted requesting a grade change. I only change grades when I've made a clerical error in calculating them or in entering them into the computer – not because you feel you deserve a better grade, or that you “need” a better grade for whatever reason. It is not fair to alter grades on the basis of feelings or needs when other students' grades are determined by the merit of their performance on the course assessment items. Of course if you suspect an error, please do not hesitate to contact me.

Recording Lectures: I do not permit audio or video recording of lectures, films, or any other course-related material without my express written permission.

Laptop Policy: I do not allow laptops in class for note-taking or for any other purpose (exceptions are of course granted for students with documented accommodations through the University's Disability Services). I have noticed that many students, while certainly not all, who use laptops multitask by checking email, playing games, engaging with social media, and even catching up on their favorite T.V. series' latest episode while they are taking notes during lecture. Not only is this behavior distracting for the students sitting near or behind the laptop-multitasker (and therefore disrespectful to the learning environment), it is also a substandard way to learn, which means you are not getting the most out of your tuition dollars. There is a great deal of research on the ineffectiveness of multitasking, even though common thought is contrary, and the benefits of hand-written notes over laptop-typed notes. Please have a look at the research:

<http://www.wsj.com/articles/can-handwriting-make-you-smarter-1459784659>

<http://nymag.com/scienceofus/2015/07/case-against-laptops-in-the-classroom.html>

<http://www.newyorker.com/online/blogs/elements/2014/06/the-case-for-banning-laptops-in-the-classroom>

<http://www.scientificamerican.com/article/reading-paper-screens/>

<http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html>

Communication: E-mail is the only way to reach me as I do not have an office phone. I will respond to your e-mail within 24 hours except over weekends and holidays, in which case I will respond the next business day. I *might* respond during these times, but I do not guarantee it. Plan ahead when possible! I will always e-mail the classlist and post to Canvas any course announcements. You need to be regularly checking your CU e-mail and the Canvas course site.

Inclement Weather: If the University website or e-mail/text correspondence indicates campus is closed during our scheduled lecture time, we will *not* be having class that day. Additionally, I may need to cancel class the day of if I cannot make it to campus safely. In both of these cases, you are still responsible for the readings assigned for that day. Lecture may be posted online or rolled into the next class instead, but you should check your CU e-mail account and the Canvas course site for this information in each instance as protocol may vary.

Questions: Please contact me as soon as possible if you are in doubt or have any questions regarding these policies, course assessments, or course materials.

Required Course Materials

All required course materials will be posted to the course site on Canvas.

Required Course Assessments

ATTENDANCE (up to 40% *penalty*): Attendance is required. Credit for attendance in this course is deductive (e.g. absences result in a final grade reduction – see below). It is expected you will attend every class. However, I understand that life happens and as such, I have implemented a deductive grading scale for attendance as follows:

0-3 absences: 0% reduction	8-9 absences: 30% reduction
4-5 absences: 10% reduction	10+ absences: 40% reduction
6-7 absences: 20% reduction	

If you miss a class, you will need to get lecture notes from a classmate. Under no circumstances do I provide lecture notes or give the lecture individually to students who missed it in class. Missing 10 or more minutes of class will result in an absence. Being on-time is not only an important life-skill, but you will also have missed important course information.

EXAMS (50%): There will be two exams each worth 25% of your grade. They will be available online at the course's Canvas site between 12:45pm and 2:20pm.

RESPONSE PAPERS (50%): Students will submit five response papers, each 1000-1400 words in length. Papers must be properly formatted with a header, 12 point Times New Roman font, 1" margins all around, double-line spacing, page numbers in the bottom right corner, proper ASA formatting and proper citations (*Note: A references page is *not* required if *only* citing material from the course). Each response paper is worth 10 percent the course grade. Responses should demonstrate that you have read all of the material assigned, thought about it critically, and applied it to the question/prompt provided. To receive full credit, each response paper must be submitted to Canvas by the time and date listed in the Course Schedule. All papers must be submitted to Canvas as a PDF or Microsoft Word document to ensure compatibility with Canvas' software.

EXTRA CREDIT (up to an additional 5%): Extra credit may be offered throughout the semester as local events relevant to our course occur. In such cases, all students will have the opportunity to complete the extra credit assignment. These extra credit opportunities will be two-fold: 1) attending the event and 2) submitting a write-up that summarizes the event and provides connections to course material.

FINAL GRADES: Final letter grades will be awarded based on the numerical scale below.

<i>Final percentage</i>	<i>Letter grade</i>	<i>Final percentage</i>	<i>Letter grade</i>
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	59 and below	F

Course Schedule

*Note: Readings are to be completed by the start of class on the date under which they are listed.

WEEK #1

Tuesday, July 9

- Review syllabus, intro to sociology (of gender), and a brief lesson on reading scholarly journal articles.

Wednesday, July 10

1. Perkins Gilman, Charlotte. 1892. "The Yellow Wallpaper." *The New England Magazine*.
2. Friedan, Betty. 1963. "Chapter 1: The Problem that has No Name" Pp. 15-32 in *The Feminine Mystique*. W.W. Norton Co.

Thursday, July 11

1. West, Candace and Don H. Zimmerman, 1987. "Doing Gender." *Gender & Society* 1(2):125-151.
2. Lever, Janet. 1976. "Sex Differences in the Games Children Play." *Social Problems* 23(4): 478-487.

Friday, July 12

1. Orenstein, Peggy. 2011. "Chapter 2: What's Wrong with Cinderella?" Pp. 11-32 in *Cinderella Ate My Daughter*. New York: HarperCollins Publishers.
2. Orenstein, Peggy. 2011. "Chapter 3: Pinked!" Pp. 33-54 in *Cinderella Ate My Daughter*. New York: HarperCollins Publishers

WEEK #2

Monday, July 15

1. Kane, Emily. 2006. "No Way My Boys Are Going to be like That!" Parents' Responses to Children's Gender Nonconformity." *Gender and Society* 20(2): 149-176.
- *The Mask You Live In*. 2015. Sundance Institute.
- ♣ Response Paper #1 by 12:45pm on Canvas

Tuesday, July 16

1. Deutsch, Barry. 2010. "The Male Privilege Checklist." Pp 14-16 in Kimmel, Michael and Michael Messner, eds *Men's Lives* 8th edition. New York: Pearson Education.
2. Kimmel, Michael. 2008. "Chapter 1: Welcome to Guyland." Pp. 1-23 in *Guyland*. New York: HarperCollins Publishers.

Wednesday, July 17

1. Kimmel, Michael. 2008. "Chapter 2: What's the Rush? Guyland as a New Stage of Development." Pp. 24-43 in *Guyland*. New York, NY: HarperCollins Publishers.
- *The Bro Code: How Contemporary Culture Creates Sexist Men*. 2011. Media Education Foundation.

Thursday, July 18

1. (optional) Bogle, Kathleen. 2008. "Chapter 1: Introduction." Pp. 1-10 in *Hooking Up: Sex, Dating and Relationships on Campus*. New York: NYU Press.
2. Bogle, Kathleen. 2008. "Chapter 3: The Hookup." Pp. 24-49 in *Hooking Up: Sex, Dating and Relationships on Campus*. New York: NYU Press.

Friday, July 19

1. Bogle, Kathleen. 2008. "Chapter 6: Men, Women and the Sexual Double Standard." Pp. 96-127 in *Hooking Up: Sex, Dating and Relationships on Campus*. New York: NYU Press.
2. Taylor, Kate (2013) "Sex on Campus: She Can Play That Game, Too." New York Times, July 12.

WEEK #3

Monday, July 22

- ♣ Response Paper #2 by 12:45pm on Canvas
- ♣ Exam #1 available from 12:45pm to 2:20pm on Canvas

Tuesday, July 23

1. Bordo, Susan. 2003. "Anorexia Nervosa: Psychopathology as the Crystallization of Culture." Pp. 139-164 in *Unbearable Weight: Feminism, Western Culture, and the Body, Tenth Anniversary Edition*. Oakland, CA: University of California Press.
- *Killing Us Softly IV: Advertising's Image of Women*. 2010. Cambridge Documentary Films, Inc.

Wednesday, July 24

1. Langellier, Kristin M. and Claire F. Sullivan. 1998. "Breast Talk in Breast Cancer Narratives." *Qualitative Health Research* 8(1): 76-94.
2. Gerschick, Thomas J. and Adam Stephen Miller. 2007. "Coming to Terms: Masculinity and Physical Disability." Pp. 303 – 316 in Messner, Michael and Michael Kimmel (2007) *Men's Lives* 7th edition. New York: Pearson Education.

Thursday, July 25

1. Lorber, Judith. 1993. "Believing is Seeing: Biology as Ideology." *Gender & Society* 7(4):568-581.
2. Kessler, Suzanne J. 1990. "The Medical Construction of Gender: Case Management of Intersexed Infants." *Signs* 16(1): 3-26.

Friday, July 26

- *Dr. Money and the Boy with No Penis*. 2005. Horizon. BBC.

WEEK #4

Monday, July 29

1. Westbrook, Laurel and Kristin Schilt. 2014. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System." *Gender & Society* 28, 1: 32-57.
- ♣ Response Paper #3 by 12:45pm on Canvas

Tuesday, July 30

2. Taylor, Verta and Laila Rupp. 2004. "Chicks with Dicks, Men in Dresses: What it Means to be a Drag Queen." *Journal of Homosexuality* 46(3/4): 113-133.

Wednesday, July 31

1. Schilt, Kristen. 2006. "Just One of the Guys? How Transmen Make Gender Visible at Work." *Gender & Society* 20(4): 465-490.
2. Bridges, Tristan. 2014. "What Research About Transgender People Can Teach Us About Gender and Inequality." Huffington Post, January 24. CANVAS.

Thursday August 1

1. Lucal, Betsy. 1999. "What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System." *Gender & Society* 13(6): 781-797.

Friday, August 2

- *Gender Revolution: A Journey with Katie Couric*

WEEK #5

Monday, August 5

1. [TBA excerpt] Ridgeway, Cecelia. 2011. *Framed by Gender: How Gender Inequality Persists in the Modern World*. Oxford Press.
- ♣ Response Paper #4 by 12:45pm on Canvas

Tuesday, August 6

1. Williams, Christine. 1992. "The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions." *Social Problems* 39(3): 253-267.

Wednesday, August 7

1. Blair-Loy, Mary. 2003. "Chapter 1: The Devotion to Work Schema." Pp. 19-49 in *Competing Devotions*. Cambridge: Harvard University Press
2. Blair-Loy, Mary. 2003. "Chapter 2: The Devotion to Family Schema" Pp. 50-90 in *Competing Devotions*. Cambridge: Harvard University Press.

Thursday, August 8

1. England, Paula. 2010. "The Gender Revolution: Uneven and Stalled." *Gender and Society* 24(2): 149-166.
2. Slaughter, Anne-Marie. 2012. "Why Women Still Can't Have It All." [The Atlantic Monthly](#) (July 2012).
3. Stone, Pamela. 2007. "The Rhetoric and Reality of Opting Out." *Contexts* 6(4): 14-19.

Friday, August 9

- ♣ Response Paper #5 due by 12:45pm on Canvas
- ♣ Exam #2 available from 12:45pm to 2:20pm on Canvas