

SEX, GENDER, AND SOCIETY

Sociology 1016

University of Colorado, Boulder

Semester: Fall 2015

Lectures: Mon/Weds 9:00 – 9:50 am

Recitation: Friday 9:00 am

Office Hours: Weds 2-4 or by appointment

Professor: Rachel Rinaldo

Location:

Email: Rachel.Rinaldo@colorado.edu

Office Address: Fleming 313

COURSE DESCRIPTION:

We often think of sex and gender as natural, inherent, and unchanging. This course is an introduction to the sociology of sex and gender. It will challenge common assumptions about sex and gender difference, and address how gender shapes our daily lives and interactions with the world. It will provide an introduction to major themes and perspectives in the sociological study of sex and gender. We will look at how sex and gender are socially constructed, explore how they are shaped and regulated by institutions such as the family, the workplace, and religion, and consider how gender intersects with other social categories such as race and class. Finally, we will also look at gender in the context of a globalizing world. By the end of this course, you should be able to understand the concept of gender, and comprehend the ways gender inequality plays out in different arenas of life. This is an introductory class, so no prior knowledge of the subject is required. However, it does have a relatively heavy reading load as there is a great deal of material to cover.

COURSE READINGS:

Texts for Purchase:

1. Michael Kimmel and Amy Aronson, eds. *The Gendered Society Reader* (5th edition). Oxford University Press.
2. Arlie Hochschild. *The Second Shift*. 2003 edition.

All other articles and book chapters for this course will be available on Desire 2 Learn. Readings not listed in the syllabus may be posted during the course of the semester.

CLASS REQUIREMENTS AND ASSESSMENT:

Class Participation: 10%

Class participation includes attendance as well as contributions to lectures and recitations.

In-Class Exam 1: 20%

Multiple choice and short answer exam will cover material from weeks 1-5.

In-Class Exam 2: 20%

Multiple choice and short answer exam will cover material from weeks 6-10

Group Project – Media Analysis: 15%

Early in the semester you will be assigned to a group of 4-5 students. Each group will analyze and critique an example of how gender/sexuality are presented in the media. You could look at what messages about gender appear in a particular movie or tv episode, examine the oeuvre of a pop star or celebrity, or look at an ad campaign. You should consult me if you are not sure about your group's idea. Each group will give a 10 minute presentation, with visual examples. You should create some kind of handout, but it should not be a paper (diagrams or outlines are more useful). You will be graded on your use of concepts and themes from the class. Every member of the group will receive the same grade unless there is someone who does not participate. The presentations will be scheduled in the second part of the semester, usually during recitations. After the presentation, each member of the group will submit what they think the other members' grades should be (sent to me via email). Each person's individual grade will be a combination of my grade (50%) plus an average of the grades given by the other group members.

Reading Quizzes (2): 10%

There will be two short reading quizzes during the semester. These will be scheduled in classes, but they may include questions about any reading from the previous weeks. **These quizzes will be integrated into D2L, so on those days you should plan to use your laptop for the quiz.**

Final Exam: 25%

Cumulative, covering all material from the semester. Multiple choice and short answers.

GRADES:

This class uses the standard college grading system.

A	94-100	C+	77-79	D-	60-63
A-	90-93	C	74-76	F	Below 60
B+	87-89	C-	70-73		
B	84-86	D+	67-69		
B-	80-83	D	64-66		

Grades are not negotiable. I will only change a grade in the event that there has been a mistake.

CLASS POLICIES:

1. You are responsible for all the readings on this syllabus, as well as any material covered in the lectures and recitations (that includes media such as videos). You are expected to do the readings before class and be prepared to discuss them during the class sessions and recitations.

2. Use of laptops/phones/Ipads is not permitted during this class unless you have a documented disability. You are strongly encouraged to take good notes.

3. You are welcome to send me emails and I try to reply quickly. Please put Soc 1016 in the subject line. I do have a life outside campus, so I may not respond to emails sent after 6 pm or on weekends.

4. I will post Powerpoints that I use in my lectures on Desire 2 Learn. However, they do not contain everything I say during lecture and you should not rely only on them. Studying the Powerpoints in combination with your lecture and recitation notes will be most useful. If attendance drops during the semester, I will stop posting the slides and will not resume posting unless attendance picks up again.

5. I do not create study guides for exams or quizzes. You will need to take your own notes and make your own review guides. There will be a review session for the final exam. I will not necessarily go over everything we have covered, but I will try to review the highlights, and you should come prepared with questions.

5. You are expected to arrive on time and to stay until the end of the period. Students who repeatedly arrive late will be asked to sign in and points will be taken off their grade (subject to instructor's discretion).

6. You are expected to attend all lectures and recitations. Attendance will be taken. **You may have two absences without penalty.** Other than this, absences can only be excused for athletic engagements, religious observances, serious illness, or serious illness/death in the family. For the first two, you must provide a letter ahead of time. For the last two, you will need a doctor's note or a letter from a family member. If one of these situations requires you to miss an assignment, you must get in touch with me as soon as possible to discuss when you will turn in the completed assignment. If I don't hear from you within 48 hours of the original due date, you will not be able to make it up. More than two unexcused absences will result in a reduction of your final grade as per listed below:

3-4 absences = 5% reduction of final grade

5-6 absences = 10% reduction of final grade

7-8 absences = 15% reduction of final grade

7. If you miss an in-class exam or assignment, you will not be able to make it up unless you have a valid reason for the absence. You should make every effort to contact me before missing the class, and if you are not able to do so, you must contact me within 48 hours if you need to make up an exam or assignment. Oversleeping or simply not feeling well are not valid reasons.

8. You are responsible for keeping track of all assignments and syllabus changes. I will usually email the class about changes, but sometimes the announcement is made only during lecture. You are responsible for getting lecture materials from missed classes. Do not contact me to get these materials.

9. I show many videos and other multimedia materials in this class. I will usually post links to these materials on Desire 2 Learn. If you miss a class, you should talk to your classmates to find out what materials may have been shown so that you can try to track them down.

10. If you have any schedule conflicts with the final exam, you must let me know by October 30. I will need to see evidence such as syllabi from your other classes. If you have time conflicts with other tests, due dates, or known absences let me know by e-mail as soon as possible. Exams can only be rescheduled for valid reasons such as an athletic event or hospitalization. Needing to leave for vacation is not a valid reason. Please also note the university's policy on exams:

“When students have three or more final examinations on the same day, they are entitled to arrange an alternative examination time for the last exam or exams scheduled on that day. When students have two final exams scheduled to meet at the same time, they are entitled to arrange an alternative examination time for the later course offered that day or week. Such arrangements must be made by the deadline to drop a course without dean and instructor's permission in the tenth week of the semester. Students should make arrangements with the instructor of the affected course and are expected to provide evidence of these situations to qualify for exceptions.”

11. Disruptive behavior will not be tolerated in this classroom. This includes talking while I am lecturing or while other students are asking questions or making comments. It also includes unauthorized use of your laptop or phone or other device. Students who engage in disruptive behavior may be asked to leave.

12. Finally, this is a class in which you are encouraged to participate by asking questions or making comments. At times, you may break down into smaller groups for discussion. Many of the topics dealt with in this class are sensitive or “hot-button.” I ask you to maintain a sense of respect for others. Disagree with ideas rather than people. Please raise your hand to speak. If I am in the midst of a lecture, I may not call on you until I have reached a natural stopping point.

UNIVERSITY POLICIES:

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference by the end of the first week of class so that I may make appropriate changes to my records. Please also read the following policies regarding classroom behavior <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Discrimination and Harassment: The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CUBoulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CUBoulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

Religious Observances and Athletic Engagements: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please inform your instructor in person by the end of the second week of class if you will be unable to attend class, scheduled in class exams, or turn in assignments on time because of religious obligations and observances, or athletic engagements so that we can work out a revised schedule with you to meet course requirements.
http://www.colorado.edu/policies/fac_relig.html

Students with Disabilities: Please inform Professor Rinaldo in person by the end of the second week of class if you qualify for accommodations because of a disability. Please bring along a letter from Disability Services by then so that she can work with you to enable you to do your best in this course. Disability Services determines accommodations based on documented disabilities (Contact: 303-492-8671, Center for Community N200, and <http://www.colorado.edu/disabilityservices> or by email at dsinfo@colorado.edu). If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links on the Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with your professor. Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices>

CU 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 shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Please read the Honor Code at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

and what constitutes a violation at

<http://www.colorado.edu/academics/honorcode/studentinfo/violation.htm>

Academically dishonest behavior such as turning in work done by someone else, having someone else sign the attendance sheet on your behalf and cheating on exams will be taken seriously in this course and could result in failing the course or more severe consequences. I actively check for cheating and plagiarism on all exams and class assignments.

CLASS SCHEDULE (Subject to change, please keep track of announcements)

WEEK 1 Introduction to the sociology of sex and gender

August 24 Introduction and class policies

August 26 Judith Lorber. "Night to His Day: The Social Construction of Gender." Chapter 1 of *Paradoxes of Gender* (1995).

August 28 Judith Lorber. "Believing is Seeing: Biology as Ideology." From *Paradoxes of Gender*.

WEEK 2 Gender and Biology

August 31 Suzanne Kessler. 1990. "The Medical Construction of Gender: Case Management of Intersexed Infants." *Signs* 16/1: 3-26.

September 2 Anne Fausto Sterling. 2000. "The Five Sexes Revisited." *The Sciences*, July/August, pp. 18-23.

Last day to add a class in MyCUInfo

(Please see <http://www.colorado.edu/registrar/registration-grades/adddrop-courses> for all add/drop/withdraw deadlines)

September 4 Film TBD and Discussion.

WEEK 3 Gender and Biology continued

September 7 Labor Day – No class

September 9 Ariel Levy. "Either/Or: Sports, Sex, and the Case of the Runner Caster Semenya." *The New Yorker*, November 30, 2009.

September 11 Gendered Society Reader (GSR). "Caveman Masculinity." By Martha McCaughey.

WEEK 4 Second Wave Feminism

September 14 Betty Friedan. 2001 edition. *The Feminine Mystique*. Introduction, Preface, and Chapter 1, "The Problem that has no Name."

September 16 Friedan Chapter 2, "The Happy Housewife Heroine."

September 18 Discussion

WEEK 5 The Intersections of Gender, Race, and Class, part 1

September 21 Patricia Hill Collins. 2000. *Black Feminist Thought*. Part I

September 23 No class

September 25 No recitation

WEEK 6 Intersections, part 2

September 28 Julie Bettie. 2002. "Exceptions to the Rule: Upwardly Mobile White and Mexican American High School Girls. *Gender & Society* 16/3: 403-422.

September 30 In-class Exam #1 (material from weeks 1-5)

October 2 Discussion

WEEK 7 The Social Construction of Gender in Everyday Life

October 5 Candace West and Don Zimmerman. 1987. "Doing Gender." *Gender & Society* 1/2 : 125-151.

October 7 Film: Codes of Gender

October 9 Discussion

WEEK 8 Masculinities

- October 12 GSR: CJ Pascoe, “Dude, You’re a Fag”
- October 14 R.W. Connell. “The Social Organization of Masculinity.”
READING QUIZ 1
- October 16 Film: Tough Guise 2

WEEK 9 Gender and Family

- October 19 Arlie Hochschild. *The Second Shift*. Chapters TBD.
- October 21 GSR. Part 5 “The Gendered Family.” Read Cherlin
- October 23 Group Presentations and Discussion

WEEK 10 Gender and Sexuality in Religious Contexts

- October 26 GSR. Part 7 “The Gender of Religion.” Read/Bartkowski (if you have time, skim Carpenter)
- October 28 Nancy Smith-Hefner. 2007. “Javanese Women and the Veil in Post-Suharto Indonesia. *Journal of Asian Studies* 66/2: 389-420.
- October 30 Group Presentations and Discussion

Deadline to drop class or inform instructor about exam conflict

WEEK 11 Being Transgender

- November 2 Raine Dozier article in GSR
- November 4 In-Class Exam #2 (material from weeks 6-10)
- November 6 Group Presentations and Discussion

WEEK 12 Gender, Sexuality, and Intimate Relationships

- November 9 “Hooking Up” chapter in GSR

November 11 Elizabeth Armstrong, Laura Hamilton, and Paula England. 2010. "Is Hooking Up Bad for Young Women?" *Contexts* 9/3: 22-27.

Kate Taylor. 2013. "Sex on Campus: She Can Play that Game Too." *New York Times*.

November 13: Group Presentations and Discussion

WEEK 13 The Gendered Workplace

November 16 GSR Part 8 (England, Williams, Wingfield)

November 18 Anne Marie Slaughter. "Why Women Still Can't Have it All."
READING QUIZ 2

November 20: Group Presentations and Discussion

WEEK 14

Fall Break -- November 23-27

WEEK 15 Transgender, Part 2

November 30 Kristen Schilt. 2006. "Just One of the Guys? How Transmen make Gender Visible at Work," *Gender & Society* 20/4: 465-490.

December 2 Film: TBD

December 4: Group Presentations and Discussion

WEEK 16 Gender and Social Change in Global Contexts

December 7 Lila Abu-Lughod. 2002. "Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others." *American Anthropologist* 104/3: 783-790.

December 9 Rhacel Parrenas. 2005. "Long distance intimacy: class, gender and intergenerational relations between mothers and children in Filipino transnational families." *Global Networks* 5/4: 317-336.

December 11: Review and Questions

FINAL EXAM: Monday, December 14
4:30 pm – 7:00 pm