

# **SEX, GENDER AND SOCIETY 1: SOCY/WMST 1016-100**

**Fall Semester 2014**

**Lectures: Tuesdays and Thursdays 2.00-2.50pm** CHEM 140

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## **COURSE DESCRIPTION:**

What is gender? Does it still matter in the 21<sup>st</sup> century? If so, how and why does it matter? This course will undertake a sociological examination of the role of gender in society. We will examine how gender shapes our identities (e.g. how we learn gender), how it shapes our interactions with others (e.g. within romantic relationships), and how it shapes and is shaped by interactions with institutions (e.g. the media, the military and college). We will look not only at ways in which our gender privileges us, but also ways in which we are both subject to and participate in producing gender inequality in our everyday lives. U.S and cross cultural readings and screenings will be used for the class.

## **COURSE GOALS:**

By the end of this course, students will:

- Be able to define and understand what gender is
- Understand the variety and construction of different gender roles
- Be able to analyze the role of gender in media
- Develop a cross cultural and historical understanding of gender
- Understand the ways in which gender inequality plays out in the household, the workplace and intimate relationships

## **COURSE READINGS:**

All articles and book chapters for this course are available on Desire 2 Learn. A clicker will be required for this course and is available for purchase in the UMC bookstore.

**SYLLABUS:** (Changes might be made during the course of the semester)

## **CLASSROOM POLICIES:**

1. Expect to be challenged in this class both in the reading, assignments as well as the level of engagement expected from you. Class will consist of varying combinations of lectures, discussions and multi-media presentations. Some classes will be spent going over readings, sometimes in detail, while others will focus on other material. **Students are expected to have done the reading before each class.**
2. All phones and music devices must be switched off before class begins. Laptop/Ipad/Tab use is not permitted in this class unless a documented disability requires you to use one.
3. You are expected to come on time and to stay until the end of the allotted period unless you have excused yourself ahead of time. Students coming and going during class time is distracting for the whole class.
4. You are responsible for keeping track of all announcements and syllabus changes made in class whether you are there or not. Announcements are often made right at the beginning of class before the lecture begins. In addition, you are responsible for getting lecture material, class assignment sheets and handouts you missed from your classmates and not from the professor or teaching assistants.
5. You are responsible for turning in assignments on time. Assignments are due in **hard copy as well as** in the D2L assignment dropbox at the beginning of class on the due date. We must receive **both** the D2L and hard copy for the assignment to count as on time. You are responsible for ensuring the paper is uploaded in the correct format. Specific details will be given in class. No emailed papers will be accepted. Assignments turned in after class, up until the next class will be one grade lower, and will not be accepted at all (receive 0%) after that.
6. Clickers: You will be required to have an i>clicker for this course and bring it to every lecture session (note: you also should always carry an extra set of batteries). If you do not already own an i>clicker and cannot borrow one, they are available for purchase at the CU Bookstore. Your i>clicker has a number that needs to be registered at mycuinfo.colorado.edu, and linked to your IdentiKey for grading purposes. As such, you cannot borrow one from someone else who is enrolled in this class. Please be sure to register your i>clicker online at myCUInfo.colorado.edu by the second week of class. NOTE: You are responsible for bringing a functioning i>clicker to each class. If your batteries run out or your i>clicker breaks during class, you will not get credit for using your clicker that day.

7. Email: When sending Prof Mojola an email, please use SOCY 1016 and your TA surname in the subject line. E.g. SOCY 1016 – OLSON RECITATION. When emailing your TA, please include SOCY 1016 in your subject line.
8. You are expected to attend every class and recitation. Attendance will be taken at every recitation, and this will be the record we use to count absences. However, life happens. As such, your first 4 absences from class (**regardless of the reason**) will be treated as personal days and will not be penalized. These absences will be counted sequentially, and **you cannot store them up**. So before you have missed 4 classes, no explanations for your absences are necessary. However, any additional absences from class will result in the following reduction of your final class grade:

1-4 absences:	0% reduction of final grade
5-6 absences:	10% reduction of final grade
7-8 absences:	15% reduction of final grade
9-10 absences:	20% reduction of final grade
11+ absences:	25% reduction of final grade

9. Absences (after your 4 personal days are used up), late assignments or make-up exams are only acceptable in the following situations which must be supported by the following documentation:

Athletic engagement:	<b><u>Letter from coach</u></b> on letter head paper (letter with missed date(s) required by <b>Thursday September 4<sup>th</sup></b> in recitation or class). You are responsible for agreeing with your TA about alternative due dates for assignments at this time.
Religious observance:	<b><u>Letter from student</u></b> noting religious affiliation, the date and name of the observance (letter with missed date(s) required by <b>Thursday September 4<sup>th</sup></b> in recitation or class. You are responsible for agreeing with your TA about alternative due dates for assignments at this time.
Court appearance:	<b><u>Letter of jury duty or court appointment letter</u></b> with specific dates that you will be absent from class or recitation.
Incapacitating illness:	<b><u>Doctor's note on letter head</u></b> paper with specific dates that student will be/was absent from class or recitation and will be unable to complete/turn in the assignment (note should be attached to late assignment)
Family Death:	<b><u>Letter from family member</u></b> with specific dates that student is absent and will be unable to complete/turn in the assignment as well as funeral information (note should be attached to late assignment)

Excused late assignments or recitation absences for the last three emergency situations require:

- I. An email sent to your TA immediately, but no later than **six days** after the event occurrence
  - II. The completed assignment as soon as the student is able.
  - III. Documentation of the absence (with specific dates) attached to the assignment
- If you do not do this then the late assignment policy described above (5.) will apply.

10. **Grades:** Grades are awarded on the basis of quality of work turned in and what is subsequently earned; not the grade that a student feels they “deserve.” You are encouraged to see your TA or Professor Mojola early on in the semester if you are concerned about your grades. Assignments are distributed over the entire semester so that your entire grade does not depend on a few high stakes assignments. So there is an opportunity to improve throughout the semester if you seek help. There is **no extra credit** available for this class; everyone in class has the same available points to earn.

<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>
94% to 100%	A	74% to 76%	C
90% to 93%	A-	70% to 73%	C-
87% to 89%	B+	67% to 69%	D+
84% to 86%	B	64% to 66%	D
80% to 83%	B-	60% to 63%	D-
77% to 79%	C+	Below 60%	F

11. **Appeals:** The time to appeal grades on specific assignments is **no more than one week** after the assignment has been handed back. We will not consider appeals after this point. However, please take at least 24 hours between when you receive your grade and when you appeal it; read the assignment sheet and your graded assignment carefully before meeting first with your TA to go over the assignment, and if you still have concerns, with Professor Mojola. If you request that your assignment be graded again, please be aware that the grade might go up, stay the same or go down especially if the grader is different. Once the final grades are submitted to the Dean’s office at the end of the semester, they can only be changed if some error in calculation was made.

## 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](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). CU-Boulder 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 CU-Boulder 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 TA in person by the **end of the second week of class (Thursday September 4<sup>th</sup>)** 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](http://www.colorado.edu/policies/fac_relig.html)

#### Students with Disabilities:

Please inform Professor Mojola in person by the **end of the second week of class (Thursday September 4<sup>th</sup>)** 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](mailto: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



## **COURSE REQUIREMENTS AND ASSESSMENT:**

### **Class participation:** 10% of class grade

This portion of your grade will be based on your participation in and quality contributions to recitation reading quizzes and activities, class and recitation discussions, clicker questions and D2L discussion forums. The participation grade is calculated and posted at the same time as your final course grade at the end of the semester.

### **Take Home Assignments:**

**Assignment 1:** Gender socialization essay      10% of class grade    **Due Tuesday Sept 16<sup>th</sup>**

**Assignment 2:** Music Lyrics analysis            10% of class grade    **Due Tuesday Oct 14<sup>th</sup>**

**Assignment 3:** Print Media analysis project    10% of class grade    **Due Tuesday Nov 18<sup>th</sup>**

### **In class Exams:**

**Exam 1**            20% of class grade                            **Thursday Sept 25<sup>th</sup>**

**Exam 2**            20% of class grade                            **Thursday Oct 30<sup>th</sup>**

**Exam 3**            20% of class grade                            **Sunday Dec 14<sup>th</sup>**

Exam 1 and 2 will cover all readings, lectures and class discussions up to that point in the semester. They will be a combination of short questions testing knowledge of readings and concepts learned in class and one longer essay question drawing from a number of readings. No blue book is needed for Exam 1 and 2.

Exam 3 will cover material from the whole semester. It will consist of essay questions. Every student is required to hand in a blank blue book to your TA by your Week 6 recitation which will be used for the final exam.

### **Exam preparation tips:**

There are no lecture power points or study guides given out in this class. I recommend that in addition to notes you make from lectures, you also make for yourself short summaries of the readings as you go along, and then use these as a study guide for the exams. There will be exam review sessions during recitation. The exams will assume that you have done the reading and attended lectures. There will be no makeup exams except for circumstances in Class Policy 9.

**COURSE READINGS: (Subject to change; please keep track of announcements)**

**Week 1: Introduction to course**

August 26<sup>th</sup> Introduction, Class Logistics, Expectations

August 28<sup>th</sup> Gray, John (1992) *Mr Fix-It and the Home Improvement Committee*. (Ch 2: 15-28) in Men are from Mars, Women are from Venus: A Practical Guide for Improving Communication and Getting What You Want in Your Relationships. New York: HarperCollins Publishers

**Week 2: Biological vs Social Constructionist Understandings of Gender**

September 2<sup>nd</sup> David Barash (2002) *Evolution, Males and Violence*. The Chronicle Review 48(37): B7

September 4<sup>th</sup> Kessler, Suzanne J. (1990) *The Medical Construction of Gender: Case Management of Intersexed Infants*. Signs 16(1): 3-26

**Week 3:**

September 9<sup>th</sup> Lorber, Judith (1993) *Believing is Seeing: Biology as Ideology*. Gender and Society 7(4):568-581

September 11<sup>th</sup> Lever, Janet (1976) *Sex Differences in the Games Children Play* Social Problems 23(4): 478-487

**Week 4: Masculinities**

September 16<sup>th</sup> Deutsch, Barry (2010) *The Male Privilege Checklist*. (pp 14-16) In Kimmel, Michael and Michael Messner, eds Men's Lives 8<sup>th</sup> edition. New York: Pearson Education

**Assignment 1: Due in hard copy at beginning of class**

September 18<sup>th</sup> Le Espiritu, Yen (2007) *All Men are not Created Equal: Asian Men in US History*. (Pp 21-29) in Messner, Michael and Michael Kimmel. Men's Lives 7th edition. New York: Pearson Education

**Week 5:**

September 23<sup>rd</sup> Mojola, Sanyu A. (2014) *Providing Women, Kept Men: Doing Masculinity in the wake of the African HIV/AIDS pandemic*. Signs 39(2): 341-363

**Recitation – Exam Review**

September 25<sup>th</sup> **Exam 1 – In Class**

**Week 6:****Femininities**September 30<sup>th</sup>

Silva, Jennifer M. (2008) *A New Generation of Women? How Female ROTC Cadets Negotiate the Tension between Masculine Military Culture and Traditional Femininity*. Social Forces 87(2): 937-960.

October 2<sup>nd</sup>

Wilkins, Amy C. (2004) "*So Full of Myself as a Chick*": *Goth Women, Sexual Independence, and Gender Egalitarianism*. Gender and Society 18(3): 328-349

**Week 7:****Gender and Sexuality**October 7<sup>th</sup>

Hamilton, Laura (2007) *Trading On Heterosexuality: College Women's Gender Strategies and Homophobia*. Gender & Society 21(2): 145-172.

October 9<sup>th</sup>

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

**Week 8:****Gender and Health**October 14<sup>th</sup>

Gerschick, Thomas J. and Adam Stephen Miller. *Coming to Terms: Masculinity and Physical Disability* (pg 303 – 316) in Messner, Michael and Michael Kimmel (2007) Men's Lives 7th edition. New York: Pearson Education

**Assignment 2: Due in hard copy at beginning of class**

October 16<sup>th</sup>

Langellier, Kristin M., and Claire F. Sullivan (1998) . "*Breast talk in breast cancer narratives*." Qualitative Health Research 8.1: 76-94.

**Week 9 :**October 21<sup>st</sup>

Mojola, Sanyu A. (2011) *Fishing in Dangerous Waters: Ecology, Gender and Economy in HIV Risk*. Social Science and Medicine 72(2): 149-156 (January 2011)

**Gender and work**October 23<sup>rd</sup>

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

**Week 10:**October 28<sup>th</sup>

Schilt, Kristen (2006) *Just One of the Guys? How Transmen Make Gender Visible at Work*. Gender and Society 20(4): 465-490

**Recitation: Exam Review**October 30<sup>th</sup>**Exam 2 – In class**

- Week 11: Gender, family and the household**
- November 4<sup>th</sup> Hochschild, Arlie (1989) *The Family Myth of the Traditional: Frank and Carmen Delacorte* (Ch 5: 62-78) The Second Shift. New York: Penguin Books.
- November 6<sup>th</sup> Slaughter, Anne-Marie (2012) *Why Women Still Can't Have it All*. The Atlantic Monthly (July 2012)
- Week 12: Topics on Gender in the Developing World**
- November 11<sup>th</sup> Hoang, Lan Anh and Brenda S. A. Yeoh (2011) *Breadwinning Wives and "Left-Behind" Husbands: Men and Masculinities in the Vietnamese Transnational Family* Gender & Society 25 (6): 717-739
- November 13<sup>th</sup> Lancaster, Roger N. (1995) *That we should all turn queer? Homosexual Stigma in the Making of Manhood and the Breaking of a Revolution in Nicaragua*. (Ch 8: pgs 135-141; pgs 147-156). in Parker, Richard G. and John H.Gagnon (eds) Conceiving Sexuality: Approaches to Sex Research in a Postmodern World.. New York: Routledge
- Week 13:**
- November 18<sup>th</sup> Amone-P'Olak, Kennedy (2005) *Psychological impact of war and sexual abuse on adolescent girls in Northern Uganda*. Intervention 3 (1): 33-45.  
**Assignment 3 – Media Project due in hard copy in class**
- November 20<sup>th</sup> Mojola, Sanyu A. (2014) *School and the Production of Consuming Women*. (Ch 5: 112-149) In Mojola, Sanyu A. (2014) Love, Money and HIV: Becoming a Modern African Woman in the Age of AIDS. Oakland, Calif: University of California Press.
- Week 14: FALL BREAK (November 24<sup>th</sup> – 28<sup>th</sup> )**
- Week 15: Gender and intimate relationships**
- December 2<sup>nd</sup> Bogle, Kathleen (2008) “*The Hookup*” (Ch 3: 24-49) in Bogle, Kathleen (2008) Hooking Up: Sex, Dating and Relationships on Campus. New York: New York University Press
- December 4<sup>th</sup> Poulin, Michelle (2007) *Sex, money, and premarital partnerships in southern Malawi* Social Science & Medicine 65: 2383–2393

**Week 16:**

December 9<sup>th</sup>

Smith, Daniel J. (2006) *Love and the Risk of HIV: Courtship, Marriage and Infidelity in Southeastern Nigeria*. Pp 135-153 In Hirsch, Jennifer and Holly Wardlow (eds) (2006) Modern Loves: The anthropology of romantic courtship and companionate marriage. Ann Arbor, Mi: University of Michigan Press

**Recitation: Final Exam Review**

December 11<sup>th</sup>

Final Thoughts

**Exam 3:**

**Final Exam: Sunday December 14<sup>th</sup> 4.30-7pm**

(Please check My CUInfo after Fall Break to confirm the date, time and location).