

Sociology of Gender

SOC 320 – H

Professor Information

Dr. J. Sumerau
Office: PH 216
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Class Information

Place: Walker Hall 308
Time: TR 2:00 – 3:50
Office Hours: T 4:00 – 7:00 pm
Or by appointment

OVERVIEW

How do people learn to signify themselves as specific types of gendered beings? How does your social environment continuously influence the way you think and feel about masculinities and femininities? How might your position within society influence your own beliefs concerning gender as well as the ways other people treat you based upon your “supposed” gender or sex? On the other hand, how do your own experiences, practices, beliefs, and identities as women, men, or transgendered people influence your other social relationships and the larger social world? These are simply a few of the questions sociologists ask while investigating gender.

In this class, we will explore these questions and others by focusing on what sociological research has found concerning gender. Critical to an understanding of social life and the development of personhood, the sociology of gender offers explanations for the wide variety of gender-related meanings and behaviors embedded within the social world, and provides insights into the ways human beings individually and collectively negotiate both the larger world and their place within it. While studying gender may be challenging or difficult at times, those who approach this course with an open mind and a positive attitude may find the material to be incredibly rewarding, and gain an appreciation for the ways that cultural notions of gender influence all aspects of social life.

I’m delighted to have the opportunity to teach this class because this material has helped me to make sense of my self, my everyday life, and my relationships with others in a meaningful and coherent fashion. I hope that each of you will also find ways to make the sociology of gender relevant to your personal lives and social worlds. I have designed this course to facilitate this possibility not only through my choice of readings, but also through a number of participation activities to be undertaken in class. I encourage each of you to talk with me in order to clarify course material and assignments, further explore ideas that the course may evoke, and share your experience in this class more generally.

COURSE OBJECTIVES

By the conclusion of the course, students who are successful will be able to:

1. Discuss the social construction and maintenance of gender as well as the ways people may individually and collectively reproduce or resist gender inequality.
2. Apply sociological and feminist theories and methods to the scientific study of sex and gender.

3. Understand, analyze, contrast, and critique the political, economic, and environmental circumstances that impact cultural notions of gender.
4. Evaluate the ways people make sense of and describe their subjective experiences and interpretations of femininities and masculinities.
5. Critically consider the societal forces that shape gendered interactions and institutions as well as people's responses to gender inequalities.

BACCALAUREATE GOALS

1. To learn to communicate effectively through reading, writing, speaking, listening, and observing, so as to acquire, develop, and convey ideas and information.
2. To examine issues rationally, logically, and coherently.
3. To understand the foundations of science, scientific methods, and the impact of science upon society.
4. To understand both the commonality and diversity of human social existence in an increasingly interdependent world.

REQUIRED READINGS

Kleinman, Sherryl. 2007. *Feminist Fieldwork Analysis*. Sage Publications, Inc.

Academic Articles that may be accessed online in the "content" area of the course website.

Students will also be required to obtain one book concerning gendered aspects of social life from a list provided at the beginning of the course and available throughout the course on the course website.

COURSE REQUIREMENTS AND GRADING

All course requirements must be completed for a passing grade in this course. Grades will be posted on the course website. Final Grades will not be rounded up.

Course Requirements:

Participation Activities	20%
Gender Essays	40%
Book Project	20%
Journal Project	20%
Total	100%

Grading Scale:

A	92 – 100%	4.0
AB	89 – 91%	3.5

B	82 – 88%	3.0
BC	79 – 81%	2.5
C	72 – 78%	2.0
CD	68 – 71%	1.5
D	60 – 67%	1.0
F	<60%	0.0

PARTICIPATION ACTIVITIES (20%)

Participation Activities: Participation activities will include a variety of individual and group assignments. These will generally consist of short-answer or multiple-choice questions concerning the reading or videos for that day, short writing assignments concerning topics discussed in class previously, or creative exercises employing concepts discussed in class, readings, or videos. Each of these activities will be timed and graded as PASS or FAIL (Students may expect between 10 and 30 participation activities in a semester, and to calculate grades, I will divide your total number of participation activity points by the number of participation activities offered in the course). During these exercises students may not use notes, books, or personal computers. Moreover, students will not be able to talk to others during individual assignments or members of other groups during group assignments. Violation of either of these stipulations will result in a fail grade for the activity. I will drop your **TWO** lowest participation activity scores, which may include any zeros you receive as a result of absences.

GENDER ESSAYS (40%)

Since this is a writing intensive class, part of the course involves students working to further develop their writing, editing, and critical thinking skills. To this end, students will be required to accomplish **FOUR** coherent, well written, 5-7 page essays concerning the topics we cover in class. Specifically, students will be required to integrate multiple course materials to develop an argument concerning societal patterns of gendered experiences and inequalities. Students will be provided with more detailed instructions during the course.

BOOK PROJECT (20%)

Students will be required to complete one book project in this course. This project will involve each student individually (1) obtaining a book that examines gender in society, (2) reading and taking notes on the book in relation to the overall course, (3) presenting a summary of the book to the rest of the class, and (4) composing a 15 – 20 page research report wherein students summarize their book, integrate the book contents with the readings from the rest of the course and other scientific literature on the topic, and discuss the social implications of their findings concerning the book.

Specifically, (detailed instructions, a grading rubric, and the list of books students may choose from will be available on the course website) each student will procure a book from the list provided at the beginning of the course, and read this book while taking

whatever notes she, he or ze deems appropriate. This book assignment will then proceed in **TWO PHASES**.

First, students will be required to use the notes they have taken on their book and collect other scholarly articles published on the topic of their book to compose a presentation of the book for the rest of the class. Specifically, we will hold three class sessions where students become the teachers, and in each of these classes, students will take turns presenting their book reviews to the rest of the class while explaining how the book they chose related to the rest of the course as well as other scholarly literature, and what lessons about gender they learned in the process. In so doing, students will have to read information, synthesize that information with the rest of the course offerings and wider field, and present the synthesis in a professional manner to other students.

Further, students will each use their book and presentation to create a research report. Specifically, this part of the assignment will involve students working individually to (1) summarize the important themes and findings within the book, (2) situate those themes and findings within sociological and feminist literatures covered in the course and available via the library (for example, if your book focused on media coverage, what does your book say that is similar to or different from the course and other studies), and (3) compose a 15 – 20 page paper discussing these findings.

JOURNAL PROJECT (20%)

Students will be required to complete one journal project in this course. This project will involve each student individually (1) obtaining and keeping a journal throughout the semester, (2) completing **AT LEAST TWO** journal entries each week of the semester that explore gender-related issues, concepts, readings, lived experiences, and ideas in more detail as well as **FIVE** specific gender-related activities outside of class, (3) participating in **FOUR** course meetings where we share, discuss, and debate journal entries in relation to our other course offerings, (4) using their accumulated journal entries to compose a 3 – 5 page report wherein they integrate their own observations and experiences with existing sociological and feminist literatures, and (5) turning in their journals at the end of the semester for evaluation.

Specifically, (detailed instructions, a grading rubric, examples of “good” journal entries and topics, and suggestions for participating in journal discussion and debate sessions will be available on the course website) each student will procure a journal (this may be anything from a simple notebook to an ornate “journal” sold in any store), and keep this journal throughout the semester. This journal assignment will then proceed throughout the semester in **THREE PHASES**.

First, students will be required to complete **AT LEAST TWO** journal entries each week of the semester. One of these entries should analyze one or more of the course readings for that week in light of the student’s own experiences, opinions, or ideas. This will allow students to (1) go deeper into the course materials and (2) develop questions they want to ask in class. The other required entry each week should document the student’s

experience with gender in the larger social world (this could involve, for example, summarizing and discussing gender in an advertisement the student saw or heard, a gender-related debate the student witnessed or read about in the news, a gender-related experience the student had during the week either individually or with another person, gender-related song lyrics or sermons or media the student came across during the week, or any other ways that gender entered the student's life that week), and explore what sociological concepts covered in class might say about this experience. Alongside regular journal entries, students will also be required to engage in **FIVE** specific gender-related activities outside of class, and compose journal entries concerning their experiences in these activities. While students will be required to do at least these two entries each week and the five outside of class activities (read this as a passing grade depends upon at least two entries per week and the five activities), they may do as many entries as they wish, and cover as many topics as they so choose during the semester (it is your journal, do with it as you please – also keep in mind that while you may pass with the minimum, you might want to do more than simply pass, such as gain an A).

Secondly, we will have **TWO** separate course meetings where we share, debate, and discuss journal entries. **STUDENTS WILL NOT BE REQUIRED TO SHARE ANYTHING THEY DO NOT WANT TO WITH THE CLASS – WHAT YOU SHARE IN THESE SESSIONS IS UP TO YOU.** In these sessions, students will bring their journals to class, and together we will discuss any experiences, questions, issues, concerns, or ideas that students **CHOOSE** to share. Further, we will be able to see what similarities and differences are to be found when students in the same class keep different records of their experiences. In so doing, we will use these classes to expand beyond the course offerings to any issues students face or think about not covered in the course. It is my intention that this will be a practical exercise where students may gain information they can apply to their own lives.

Finally, students will each analyze their own journals in order to create a research report. Specifically, this part of the assignment will involve students working individually to (1) examine what themes are present in their own journals (what did you notice, what were you interested in, what was different or similar about the readings you chose to focus on), (2) situate these themes within sociological and feminist literatures covered in the course and available via the library (for example, if your journal focused a lot on media coverage, what does your journal say that is similar to or different from the course), and (3) compose a 3 – 5 page paper discussing these findings.

CLASSROOM CULTURE

Organization of Class Time: During class sessions, I will give lectures on the readings, but my goal is to facilitate discussions that allow students to apply sociological insights into health, medicine, and illness to real life or fictional situations. In this manner, we may use sociological concepts together in discussion and group activities. Since my goal is to engage students in active discussions, you will be required to take notes on issues as we discuss them and be responsible for asking clarifying questions when necessary.

Classroom Courtesy: Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. Here are some basic rules of conduct for our class meetings. Students must not be late or leave early. You should be sitting in your seat as class begins. If this is a problem, drop this class immediately. Cell phones, mp3 players, laptops, and other electronic devices must be turned off before class begins. Students should not be reading other materials, talking or whispering with each other when others are talking, or sleeping during class. Importantly, no student should attack other students for their political or religious beliefs, personal appearance, race / ethnicity, gender, gender identification, sexuality, age, or abilities. Moreover, students should not come up to the front of the room to ask me questions during class time (do so before and after the class meeting). If you require a cell phone to receive emergency calls from children, partners, or family members, keep it on vibrate throughout the class. **Consistently violating the rules will affect your participation grade and may lead to your dismissal from the class.**

COURSE POLICIES

Academic Integrity: In the event that a student violates any provision of the University of Tampa's policy on academic integrity spelled out in the student handbook, I reserve the right to assign any grade for the course I deem to be appropriate (including an F) without regard for a student's accumulated points in the class. Any violation of academic integrity will be handled in accordance with the University's policies. **You are responsible for knowing and observing the University's Academic Integrity Policy**, which you may find at <http://www.ut.edu/provost>.

Cheating and Plagiarism: Plagiarism consists of passing off the work and / or ideas or someone else as your own. As such, you are committing plagiarism if you copy someone else's work and turn it in as your own. This means that if you wish to quote someone else, you must reference or cite them in your papers. It is **YOUR** responsibility to properly cite any materials you use in your writing assignments (for example, the articles and books used in this course are properly cited in this syllabus), and to be aware that I may use software to see whether portions of writing assignments have been taken from other places (such as books, journals, and websites). If you do plagiarize, you will receive **ZERO credit and I WILL REPORT YOU.**

Attendance: I do not take attendance in my classes, but I do give regular, random participation activity assignments over the course of the semester. Basically, participation activities serve as an informal method for taking attendance. It is **YOUR RESPONSIBILITY** to come to class. Therefore, you **CANNOT MAKE UP** participation activities. If you do miss class, it is **YOUR** responsibility to keep up with happenings in the course. Specifically, you are responsible for all materials covered in class while you were gone as well as any in-class exercises, videos schedule changes, and / or deadlines announced or given during the class you missed. **REMEMBER**, everything we do in class is fair game on the exams.

Blackboard: I use blackboard to facilitate materials for this class. Specifically, I will

post the syllabus, lecture notes before each class, and anything else I think will be useful for the course on the course website. Further, some of your reading assignments must be downloaded from the blackboard website (these are titled Online Article in the schedule below). You will thus need to enroll in Blackboard ASAP!!! To accomplish the best results in this class, you should make a regular habit of checking blackboard before each class for my lecture notes and any other postings, announcements, or materials. If I do not post my notes (usually in the form of a powerpoint) before a class, email me because I have probably just forgotten to do so.

Assignment Submission Procedure: Your written assignments **MUST** be turned in electronically. **I DO NOT ACCEPT HARD COPIES UNDER ANY CIRCUMSTANCES.** If you do not know how to submit assignments via Blackboard, you should ask me well in advance of the first due date.

Your assignments **MUST** easily open in Microsoft Word. For the book assignment, you **MUST** name the file as follows: Student's Last Name_Book_Report. In a similar fashion, for the journal assignment, you must name the file: Student's Last Name_Journal_Report. You **MUST** also have your name listed at the beginning of both documents. All assignments must be typed in Times New Roman font with 1 inch margins and 12 point font.

Late Papers: If you are unable to turn in a paper on time, it will only be accepted if (1) you contact me by phone, email, or in person **BEFORE** the due date, and (2) you provide a written doctor's note stating that you were incapacitated and unable to turn in the paper. As stated above, I **DO NOT** accept hard copies of papers, and thus you should not attempt to slip a paper in my mailbox or under my door. I will not accept paper copies! That said, you will know the deadlines on all assignments well before the deadline, and thus if you miss the deadline you will not receive credit.

Make-up Exams: Make-up exams will only be offered if you do **BOTH** of the following: (1) contact me by phone, email, or in person before the exam you will miss or in the 24 hours immediately following the exam, **AND** (2) provide a written doctor's note stating that you were incapacitated and unable to take the exam – **NO EXCEPTIONS!!!**

Extra Credit: I generally do not offer or allow extra credit in my classes. That said, I may occasionally offer an extra credit opportunity. When this does happen, I will give the assignment in class and only those in class that day will be allowed to gain extra credit. My advice to each of you, however, is to do things right the first time because I am not likely to offer many (if any) opportunities to make up points on tests or exams.

Accommodations: If there is a student who has special needs because of any disability, please go to the Academic Success Center in North Walker Hall for information regarding registering as a student with a disability. You may also call (813) 257-5757 or email disability.services@ut.edu. Please feel free to discuss this issue with me, in private, if you need more information.

Email: If you wish to reach me via email, you should allow for at least 24 hours for a

response. This time may be even longer during weekends or vacations, although sometimes I may respond sooner. Please keep in mind that email is not the best way to discuss course material at length, and thus you should come to my office hours or schedule an appointment if you need to go over course materials and / or grades. **For clarity, you should include the course designation in the subject line of any email you send me.**

Adverse Weather/Emergency Situations: In case of any adverse condition or situation that could interrupt the schedule of classes, each student is asked to access www.ut.edu for information about the status of the campus and class meetings. In addition, please refer to ut.blackboard.com for announcements and other important information. You are responsible for accessing this information.

Syllabus Change Policy: Changes to the Syllabus Topics may vary a bit from the schedule, below, depending upon the pacing of lectures and the interests of the class. However, students should keep up with the posted reading schedule unless I instruct you otherwise. I also reserve the right to modify this syllabus as conditions warrant. ***You are responsible for schedule or assignment changes whether or not you are in class when they are announced.*** All schedule, assignment, or other syllabus-related changes will be posted on our Blackboard site.

COURSE SCHEDULE

Date	Topic	Assignment
January 20	Course Introduction	Syllabus
January 22	Feminist Theory and Methods	Kleinman pages 1 – 47
January 27	Gendered Interaction	Kleinman pages 47 – 115
January 29		West, Candace and Donald Zimmerman. 1987. “Doing Gender.” <i>Gender & Society</i> 1:125-151.
February 3		No Required Reading
February 5		Patricia Yancey Martin. 2004. “Gender as a Social Institution.” <i>Social Forces</i> 82(4): 1249-1273. Gender Essay One Due by Sunday February 8th at 11pm
February 10	Femininities	No Required Reading
February 12		Kleinman – “Why Sexist Language Matters”; Kleinman et al. “Reclaiming Critical Analysis”; Schrock et al. “Further Reflections...”
February 17	Masculinities	No Required Reading
February 19		Douglas Schrock and Michael Schwalbe. 2009. “Men, Masculinity, and Manhood Acts.” <i>Annual Review of Sociology</i> 35:277–95.
February 24	Transgender	No Required Reading
February 26		Sumerau, J. Edward, Douglas P. Schrock, and Teri Jo Reese. Forthcoming. “Transsexuals’ Gendered Presentations.” In <i>Life as Performance: A Dramaturgical Handbook</i> . Edited by Charles Edgley. Ashgate.
March 3	Special Topics in Gender	No Required Reading

March 5	Journal Discussion	No Required Reading Gender Essay Two Due by Sunday March 8th at 11pm
March 8 – 15	SPRING BREAK	NO CLASS
March 17	Gender and Emotion	Vaccarro, Christian, Douglas P. Schrock, and Janice McCabe. 2011. “Managing Emotional Manhood: Fighting and Fostering Fear in Mixed Martial Arts. <i>Social Psychology Quarterly</i> 74: 414-437.
March 19		Pfeffer, Carla. A. 2010. ““Women’s Work”? Women Partners of Transgender Men Doing Housework and Emotion Work.” <i>Journal of Marriage and Family</i> 72: 165-183.
March 24	Gender and Organizations	No Required Reading
March 26	NO CLASS	NO CLASS
March 31		Dellinger, Kirsten and Christine L. Williams. 2002. “The Locker Room and the Dorm Room: Workplace Norms and the Boundaries of Sexual Harassment in Magazine Editing.” <i>Social Problems</i> 49: 242-257.
April 2		Padavic, Irene. 1991. “The Re-Creation of Gender in a Male Workplace.” <i>Symbolic Interaction</i> 14: 279-294. Gender Essay Three Due by Sunday April 5 by 11pm
April 7	Intersectionality	Wilkins, Amy C. 2012. “Stigma and Status: Interracial Intimacy and Intersectional Identities

		among Black College Men.” <i>Gender & Society</i> 26: 165-189.
April 9		Ezzell, Matthew B. 2009. “Barbie Dolls on the Pitch: Identity Work, Defensive Othering, and Inequality in Women’s Rugby.” <i>Social Problems</i> 56: 111-131.
April 14	Gender and Violence	No Required Reading
April 16		Schilt, Kristen and Laurel Westbrook. 2009. “Doing Gender, Doing Heteronormativity: “Gender Normals,” Transgender People, and the Social Maintenance of Heterosexuality.” <i>Gender & Society</i> 23: 440-464.
April 21		Schrock, Douglas P. and Irene Padavic. 2007. “Negotiating Hegemonic Masculinity in a Batterer Intervention Program.” <i>Gender & Society</i> 21(5): 625-649. Gender Essay Four Due by 11pm Sunday April 26th
April 23	Book Presentations	No Required Reading
April 28	Book Presentations	No Required Reading
April 30	Book Presentations	No Required Reading Book Project Final Paper DUE by 11pm on May 4th
Tuesday May 5th 1:30 – 3:30 pm	Final Class Meeting Journal Discussion	No Required Reading Journal DUE in Class Journal Report DUE by 11pm