

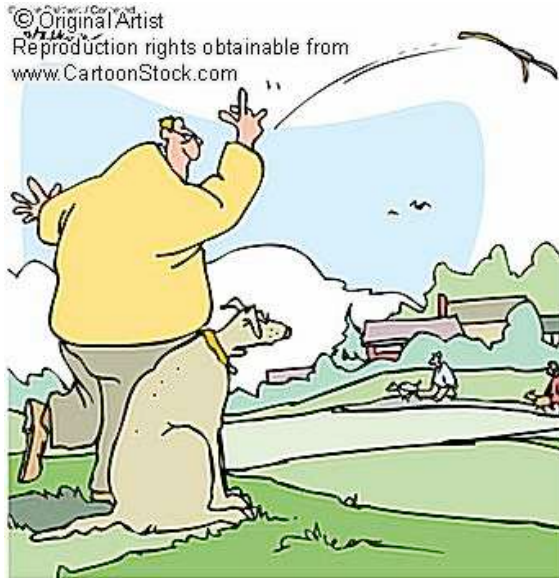
SOCY 1016: Sex, Gender, and Society

Course Information

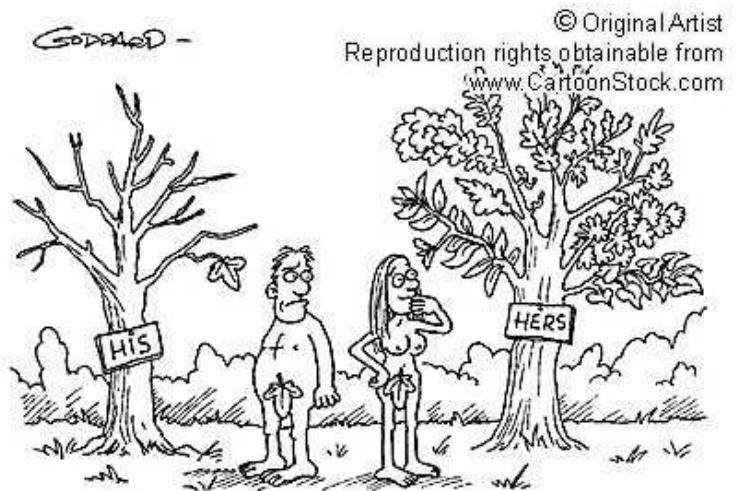
Time: Mon-Fri, 12:45pm-2:20 pm
 Location: 208 CLRE
 WebCT available through CU Connect

Instructor Information

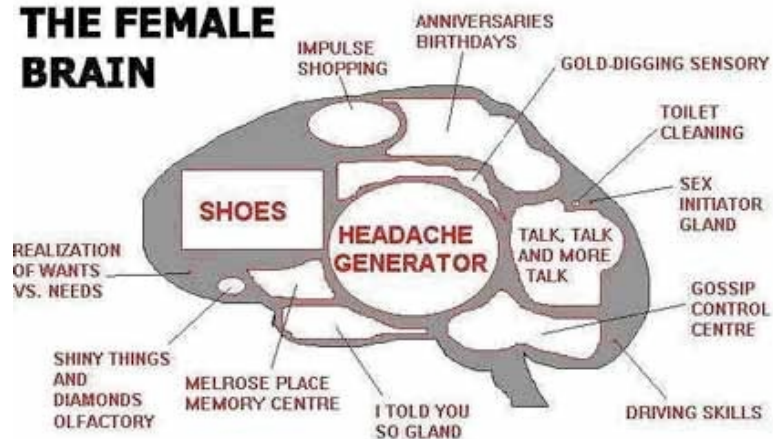
Adam Morenberg
 Office location: 409 Ketchum
 Email: adam.morenberg@colorado.edu
 Office hours: M/W, 11:30-12:30 pm, and by appt.



"This would be a lot more fun if you didn't throw like a girl."



THE FEMALE BRAIN



FOOTNOTE: The "Put Oil into the Car" and "Be Quite During the Game" glands are active only when the "SHINY THINGS AND DIAMONDS" OLFactory has been satisfied or when there is a shoe sale.

Course overview

This course is an introduction to sociological and feminist study of gender in contemporary U.S. society. Our work will focus on the social construction of gender, privilege and difference; social institutions and gender; gendered intimacies and gendered bodies. We will identify patterns of gender oppression and privilege, and we will discuss possible responses to social inequality. Our texts include a textbook, academic articles, films, and texts created by you and your colleagues.

One task this semester is to become more aware of the ways gender affects girls', boys', women's, and men's lives. Lisa Marie Hogeland calls this awareness of gender differences a "gender consciousness." Someone pursuing a gender consciousness might learn more about famous women in history, beauty standards for women, and divisions of household labor.

With a "feminist consciousness," we take our gender consciousness and look for ways that gender differences grant or deny power. For example, what does it mean about women's status that they are paid less in the work force and do most of the unpaid work at home? What do notions of beauty mean for women and men? How do cultural understandings of men's and women's bodies affect our relationships with our own bodies? How has feminism changed social expectations of men? With a gender consciousness, we note differences; with a feminist consciousness we see what difference those differences make. The point of this class is not to convince you to be a feminist. Rather, I want you to understand sociological feminist thought; it is your decision whether you adopt a feminist consciousness as your own.

Course goals

By the time you complete this course, you will:

1. Know some of the main sociological theories and concepts regarding gender.
2. Be able to apply those theories and concepts to your own life and your social world.
3. Know some of the main trends in gender inequality—the unequal distribution of societal resources based on sex.
4. Know some ways that other people have tried to change the gender system.

Course meetings

Regular class sessions are scheduled to meet five days a week, Monday-Friday from 12:45-2:20 pm, June 5-July 7.

Much of the material you will be expected to know for the exams and final project will *only* be presented in class, so you should plan to attend class regularly. Our class discussions will give you an opportunity to reflect on the ideas presented in class (both mine, the authors we read, and your colleagues'), as well as to formulate your own ideas about the topics. Please plan to arrive on time, to listen attentively when others are speaking, and to respect others' opinions. Respecting others' opinions does not mean you have to agree with them; it means you give others a chance to speak.

Course readings

Textbook

Kimmel, Michael. 2004. *The Gendered Society, Second Edition*. Oxford University Press.

Additional texts

Additional texts are available on Web CT.

Attendance

If you miss a class, it is up to you to find out what we covered. I strongly suggest you exchange contact information with at least one other student and agree to provide each other with notes and other relevant materials if one of you is absent.

Name: _____

Email: _____

Phone: _____

Important Dates, Assignments and Grades

One point is worth one percent. To keep track of your grades, enter the score you earned next to each assignment.

<u>Date</u>	<u>Assignment</u>	<u>Percent</u>	<u>Earned Points</u>
June 12	Sociological Lab 1	5 %	/5
June 16	Sociological Lab 2	5 %	/5
June 30	Sociological Lab 3	5 %	/5
June 9	Quiz 1	5 %	/5
June 23	Quiz 2	5 %	/5
June 20	Exam One	20 %	/20
July 7	Final Exam (cumulative)	30 %	/30
July 5-6	Final Project	25 %	/25
	Total	100 %	/100 pts

Course participation

Readings: Read each day's assigned readings *before* the beginning of class, as your knowledge of the readings will be integral to discussions, lectures, and other classroom activities that day.

Sociological Laboratory Experiences: These are meant to help you develop your sociological imagination. C. Wright Mills described the sociological imagination as being able to make connections between "biography" (our personal lives) and history (social context). The sociological laboratory assignments are designed to help you make these connections. There are three laboratory experiences throughout the term, each worth 5 points each. The first two experiences require you to write papers, the third

requires a short, informal group presentation. The first lab paper is due June 12; the second is due June 16, and the third is due June 30.

Quizzes: There are two 5-question, 5-point multiple-choice quizzes. Each quiz question will have five answer choices. Quizzes are meant to give you timely feedback on your mastery of course content and to encourage you to stay current with assigned readings. Quiz 1 is June 9 and Quiz 2 is June 23.

Exams: There are two exams in this class. Each exam has 50 multiple-choice questions. Each exam question will have five answer choices. I understand that knowledge and skills are cumulative, and for that reason I have made the first exam worth less than the final exam. The first exam (June 20) is worth 20 points and the final exam (July 7) is worth 30 points.

Final Project: This is a group presentation project. Will distribute instructions for this project shortly.

Late Work: I accept late work, but for each day work is late, the grade will be reduced by one letter grade. One exception: Presentations cannot be presented late. Failure to present earns a grade of zero.

Make-up exams: You can make up exam one if you have a written note from a doctor. However, you need to make it up within two days of the scheduled date. Because of timing, you can't make up the final exam.

Special Accommodations

Religious Observances: If class falls on a religious holiday, you will not be penalized for missing class. The University of Colorado at Boulder has legal and moral obligations to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays. If you will be absent from class for a religious observance, please notify me of any scheduling conflicts by Friday, June 9.

Disabilities: If you have specific physical, psychiatric, or learning disabilities and require accommodations, please provide me with a letter from Disability Services no later than June 9. Disability Services is located in Willard 322, and information is available at www.colorado.edu/disabilityservices.

Student Athletics: If you are on an athletic team and will be missing classes, please provide me with a letter no later than June 9. It is your responsibility to look ahead on the syllabus and deal with any conflicts (e.g., scheduled assignments) prior to the conflicting event.

Tentative schedule of topics, readings, and activities¹

PART ONE: INTRODUCTION TO THEORIES AND CONCEPTS

<u>Date</u>	<u>Topic/Reading/Activity</u>
M 6/5	Introduction to course Reading: None
T 6/6	Sociological concepts and assumptions of social constructionism vs. essentialism Reading: Kimmel, ch. 1
W 6/7	Sociology and sociological study of gender Reading: None
R 6/8	Biological explanations for gender difference and inequality Reading: Kimmel, ch. 2 Activity: Watch and discuss <i>Paradise Bent</i>
F 6/9	Constructionist explanations for gender difference and inequality/Sociological analysis Reading: Kimmel, ch. 5; Lorber, "Believing as Seeing: Biology as Destiny" Activity: Quiz 1
M 6/12	Sociological laboratory day I Reading: None Activity: Bring and discuss sociological laboratory paper 1, a 1-2 page paper that uses class concepts to analyze a magazine or newspaper article about gender differences and/or inequality. Remember to staple article to your paper. * Reminder: Form small groups (of 4-5 students) for final project on de-gendering a social institution.
T 6/13	Privilege and social inequalities Reading: McIntosh, "White Privilege, Male Privilege"

¹ The schedule is tentative and will be revised based on the speed of the class. If I revise the schedule, I will contact you by email and post a revised syllabus on WebCT.

W 6/14 Gender socialization, part I
Reading: Thorne, "Boys and Girls Together, But Mostly Apart"

Activity: Discuss your gender norm breaching experiment in which you "did gender" incorrectly.

R 6/15 Gender socialization, part II
Reading: None

Activity: Watch *Ma Vie en Rose*

F 6/16 Sociological laboratory day II
Reading: None

Activity: Bring and discuss sociological laboratory paper 2, a 1-2-page sociological analysis of the hidden curriculum of a children's book. Remember to bring the book as well!

M 6/19 Topic decided by students
Reading: N/A

* Reminder: Form small groups of 3-4 students for sociological laboratory III. Exchange contact information and begin to think about which public space you would like to observe. Some ideas: Pearl Street Mall, shopping mall, gender-segregated store, athletic event, children's playground, museum, straight bar, gay/lesbian bar.

T 6/20 Exam one

PART TWO: GENDERED INSTITUTIONS AND SOCIAL CHANGE

W 6/21 Gendered intimacies, part I - Radical Theory of sexuality
Reading: None

R 6/22 Gendered intimacies, part II - Hegemonic Scripts for sexuality
Reading: None

F 6/23 Gendered intimacies, part III
Reading: None

Activity: Dirty words day (last part of class)

* *Disclaimer:* Because it employs sexually explicit language, attending the dirty words day activity is optional. However, the material is required for exam one.

M 6/26 Gendered bodies

T 6/27 Gender and family life

Reading: Kimmel, ch. 6

Activity: Quiz 2

Activity: Bring 1-page report autobiographical report about the way that gender factors into your family life. Include details about household labor, rules and rule-making, and anything else you think is sociologically interesting.

W 6/28 Gendered work, part I

Reading: Kimmel, ch. 8; Murray, "Getting Paid in Smiles"

R 6/29 Gendered work, part II

Reading: None

Activity: Watch *9 to 5*

F 6/30 Sociological laboratory day III

Reading: Kimmel, epilogue (p. 289-294)

Activity: Your small group will present findings from observation of public space. In lieu of a paper, this informal presentation should last between 15-20 minutes, and should include photos, video, or other observational data such as transcripts. Video clips should not be longer than 5 minutes.

M 7/3 Class cancelled

T 7/4 Independence Day - No Class!

W 7/5 Group presentations

R 7/6 Group presentations

F 7/7 Final Exam