

# Gender and Society Sociology 316 Syllabus Fall 2009

## Contact Information

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## Course Description

We are gendered beings that produce on a daily basis the gendered institutions in which we interact. These institutions proliferate particular intersections of gender, race, class, ability and age that reproduce inequalities. This is the sociological perspective. This framework and the related theory are supported by overwhelming volumes of research, much of which has been compiled within the last 30 to 50 years. This particular social configuration is not inevitable – but it is recalcitrant. In this class we will explore sociological perspectives on gender, gender identity, gender differentiation and stratification. Our course goal is for you to develop a nuanced understanding of gender informed by research that allows you to take personal and political action for a more just world.

Official Catalog Description: Nature of gender dynamics linking personal experiences to the structure and functioning of institutions, to cultural/subcultural aspects of society, and to interests of the powerful. [DCG-d].

## Learning Outcomes

After completing this course, you should be able to demonstrate the following course learning outcomes, as well as progress toward final department and university-related learning outcomes:

### Course Learning Outcomes

Upon completion of this course, you should be able to:

1. Provide a critical conceptualization of "gender."
2. Understand yourself and others through a more nuanced gender lens.
3. Discuss and critique theories of gender difference including biological, psychological, social constructionist.
4. Explain several theories of gender stratification.
5. Understand the intersections of race, class, gender, ability, age and so forth as they intersect with the family, education systems, workplaces, romantic relationships and friendships.
6. Engage in discussions of violence that draw on sociological theories of gender stratification.
7. Apply sociological theories of gender to artifacts and events in the social world.

## Department Learning Outcomes Identified in this Course

1. Think critically about social justice efforts and inequalities in communities.
2. Develop a solid foundation in sociological theory.
3. Make linkages between empirical data and theoretical concepts.
4. Communicate effectively orally and in writing.

## University Learning Outcomes

While this course in many ways contributes to all the university learning outcomes, it most centrally contributes to your ability to demonstrate:

1. Effective communication through written and oral modes.
2. Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
3. Competence in a major area of study.
4. Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

## Diversity and Common Ground (DCG) Learning Outcomes (D. An integrative Approach)

### B. Identity Politics: Educational Objectives

1. To study how various cultural groups have defined their visions of self and other, and of the relationships between self and other
2. To evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, disability, gender, nationality, and so on
3. To understand how cultural differences and identities founded in such categories as age, race, sexuality and so on are produced and perpetuated through a variety of social, cultural, and disciplinary discourses (e.g. literature, popular culture, science, law, etc.)

### C. Differential Power and Privilege: Educational Objectives

1. To become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, gender, etc., and to elucidate broader questions of bias and discrimination as they relate to the exercise and distribution of material and cultural power and privilege
2. To study culturally diverse perspectives on past and present injustice, and on processes leading to a more just and equitable society
3. To expand the ability to think critically about vital problems and controversies in social, scientific, economic and cultural life stemming from differences of gender, race, disability, class, etc.

## Course Readings and Resources

- Bornstein, Kate. 1995. *Gender Outlaw: On Men, Women, and the Rest of Us*. New York: Random House.
- Disch, Estelle. 2009. *Reconstructing Gender: A Multicultural Anthology (5<sup>th</sup> Edition)*. Boston: McGraw Hill.
- Kimmel, Michael S. 2008. *The Gendered Society (3<sup>rd</sup> Edition)*. New York: Oxford Press.
- See our Moodle Web Site for additional articles.

## Grade Considerations

### Components and Weight

- Participation (15%)  
Be in class. Be prepared. Participate. Facilitate. You are expected to read and understand the class "Ground Rules" posted on our Moodle site.
- Quick Writes, Quizzes, Jigsaws etc. (10%)  
You will often be asked to write a short reflection or critique of assigned readings, as well as thoughtful evaluations of peer performance in jigsaw activities.
- Papers (2) (30%)  
You will research and write two papers: a gender autobiography and a gender transgression. See the class Moodle site for detailed descriptions and grading rubrics.  
  
FURLOUGH CUT BACK: As part of my furlough agreement with the university, I have eliminated one paper assignment for this class. I encourage you to read one of the autobiographical books from the list that I provide on our class Moodle site (and send me other suggestions). You might form a short term "book club" with other interested students in the class and use one of our furlough days to get together and discuss one of the books. Given your common backgrounds in sociology of gender, I am sure that your discussions will be interesting!
- Exams (45%)  
You will take three exams that may include multiple choice and/or T/F questions, as well as essay questions based on your readings, lecture and class discussions. You can best prepare for the exams by keeping up with the reading, actively participating in discussions & taking good notes.

### Grading Scale

A = 93-100 %	A- = 90-92	B+ = 87-89	B = 83-86	B- = 80-82	C+ = 77-79
C= 73-76	C- = 70-72	D+ = 67-69	D = 63-66	D- 60-62	F = 0-59

### Minimum Grade

Sociology students must earn a grade of "C" or above to meet major degree requirements. Sociology majors earning a "C-" or below may not count the course toward their major degree requirements.

### Estimated Outside Class Time

Students hoping to earn an "A" in this class can anticipate spending an average of 6-8 hours each week on outside class activities: reading, writing, editing and researching, as well as preparing and reviewing notes in anticipation of class meetings. I encourage you to schedule and use this preparation time starting in the first week so that you can make the most of this seminar.

### Late Work and Extra Credit

As a general rule, late work will not be accepted and I do not assign extra credit assignments. *However, it is always best to communicate with me about a life crisis or medical issues.*

## **Students with Disabilities**

This syllabus was designed using recommended practices for creating accessible word documents. If you have suggestions regarding improving the accessibility of this document or other content for this class, please contact me. Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in House 71, 826-4678 (voice) or 826-5392 (TDD). Some accommodations may take up to several weeks to arrange. <http://www.humboldt.edu/~sdr/>

## **Add Drop Policy**

Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. <http://www.humboldt.edu/~reg/regulations/schedadjust.html>

## **Emergency Evacuation**

Please review the evacuation plan for the classroom posted on the orange signs and review [http://studentaffairs.humboldt.edu/emergencyops/campus\\_emergency\\_preparedness.php](http://studentaffairs.humboldt.edu/emergencyops/campus_emergency_preparedness.php) for information on campus Emergency Procedures. During an emergency, information can be found campus conditions at: **826-INFO** or [www.humboldt.edu/emergency](http://www.humboldt.edu/emergency)

## **Academic Honesty**

Students are responsible for knowing policy regarding academic honesty: [http://studentaffairs.humboldt.edu/judicial/academic\\_honesty.php](http://studentaffairs.humboldt.edu/judicial/academic_honesty.php) or <http://www.humboldt.edu/~humboldt/catalogpdfs/catalog2007-08.pdf>

## **Attendance and Classroom Behavior**

Students are responsible for knowing policy regarding attendance and disruptive behavior: [http://studentaffairs.humboldt.edu/judicial/attendance\\_behavior.php](http://studentaffairs.humboldt.edu/judicial/attendance_behavior.php)

## Course Schedule: Sociology 316 Gender and Society, Fall 2009

Week	Date	Class Focus & Readings to be Discussed	Assignments Due
1	August 24	Course Overview	
	August 26	Discuss Ground Rules Quiz  <b>The Multiplicity of Gender and Sexuality</b> Michael Kimmel Chapter 1: "Human Beings – An Engendered Species" (1-16) Kimmel Epilogue (pp. 339-344)	Quiz: Ground Rules (Via Moodle – Quiz Closes at 8 a.m.)
	August 28	Video: Is it a Boy or a Girl?	
2	August 31	Fausto Sterling Reading (Moodle) Kate Bornstein "Gender Outlaw" (pp. 1-52)	
	September 2	Kate Bornstein "Gender Outlaw (53-140; 224-249)	
	September 4	Video: No Dumb Questions	
3	September 7	LABOR DAY HOLIDAY	
	September 9	<b>Nature and Biology</b> Michael Kimmel Chapter 2: "Ordained by Nature" (pp. 19-53)	
	September 11	Discuss Papers	Essay#1 Gender Socialization
4	September 14	<b>Cultural and Psychological Perspectives</b> Michael Kimmel Chapter 3: "Spanning the World" (pp. 54-76)	
	September 16	Michael Kimmel Chapter 4: "So that Explains It" (pp. 77-97)	
	September 18	<b>Gender as a Social Construct</b> Kimmel Chapter 5: "The Social Constructions of Gender Relations" (pp. 98-123)	
5	September 21	Review and Catch Up Small Group Discussion of Proposals	Transgression Contract (Proposal)
	September 23	<b>FIRST EXAM</b>	
	September 25	Film TBA	

6	September 28	FURLOUGH VIRNOCHE Estelle Disch Part I: <b>"It's Not Just About Gender"</b> #4 "Angry Women are Building..." 65-69 #5 "J.A.P Slapping..." 70-73	
	September 30	Estelle Disch Part I: <b>"It's Not Just About Gender"</b> #6 "Latinas on the Fault Lines of Citizenship" 74-77 #7 "White Privilege, Unpacking the Invisible Knapsack" 78-83	
	October 2	#10 "Patriarchy, the System..." 98-105	
7	October 5	FURLOUGH VIRNOCHE Estelle Disch Part II: <b>"Gender Socialization"</b> #11 The Social Construction of Gender" 112-118	
	October 7	Estelle Disch Part II: <b>"Gender Socialization"</b> #12 "Boyhood, Organized Sports..." 119-135	
	October 9	Estelle Disch Part II: <b>"Gender Socialization"</b> #13 "Who's the Fairest..." 136-140 #16 "Masculinity as Homophobia" 149-155	
8	October 12	Film: Tough Guise Kimmel Chapter 9 – Media (237-257)	Essay #2 Gender Transgression
	October 14	Kimmel Chapter 6: <b>"The Gendered Family"</b> (pp. 127-174)	
	October 16	Disch Part VI: Families #34 "Contemporary Challenges to Black Women's Reproductive Rights" 304-317	
9	October 19	Disch Part VI: Families #36 "Dilemmas of Involved Fatherhood" 325-334 #39 "What is Marriage For?" 345-349	
	October 21	<b>Gender and Education</b> Kimmel Chapter 7 "The Gendered Classroom" (175-201)	
	October 23	Disch Part VII: Education #41 "Missing in Interaction" 362-368 #42 "What About the Boys?" 369-382	
10	October 26	Disch Part VII: Education #44 "Black and Female..." 392-398 #45 "Mentors in Violence Prevention" 399-412	
	October 28	<b>SECOND EXAM</b>	
	October 30	Film TBA	

11	November 2	<b>Gender, Work and (Un)employment</b> Kimmel Chapter 8 "Separate and Unequal" (202-234)	
	November 4	Disch Part VIII "Paid Work and Unemployment" #47 "Sixty Cents..." 433-440 #48 "Global Women" 441-450	
	November 6	Disch Part VIII "Paid Work and Unemployment" #49 "America's Dirty Work..." 451-460 #52 "Men at War" 475-490	
12	November 9	<b>Gendered Intimacies</b> Kimmel Chapter 10 "Gendered Intimacies" (258-276)	
	November 11	Elisabeth Sheff, "Polyamorous Women..." (Moodle)	
	November 13	FURLOUGH VIRNOCHE Kimmel Chapter 11 "The Gendered Body (pp. 277-313)	
13	November 16	Disch Part III <b>"Embodiment"</b> #18 "A Way Outta No Way" 186-200 #19 "Yellow Woman and a Beauty..." 201-203 #20 "Just Walk On By..." 204-206	
	November 18	<b>Gender and Violence</b> Kimmel Chapter 12 (314-337) "The Gender of Violence" (pp. 264-288)	
	November 20	FURLOUGH – CAMPUS CLOSED	
14	November 23-27	Thanksgiving Break	
15	November 30	Guest Speaker	Third Essay ( Furlough - Canceled)
	December 2	Disch Part IX: Violence at Home and Abroad #55 "Eminem..." 517-529 #59 "The Ultimate Growth Industry..." 552-556	
	December 4	Jigsaw – Your picks on things we missed (Disch)	
16	December 7	Jigsaw – Your picks on things we missed (Disch)	
	December 9	Jigsaw – Your picks on things we missed (Disch)	
	December 11	FURLOUGH VIRNOCHE Suggestion: Book club the third (canceled) assignment	
Final Friday	December 18 10:20-12:10	<b>FINAL EXAM</b>	