

SOCIOLOGY OF GENDER

Soci3324/01, CRN#83968; MW 3:30-4:45pm Instructor: Daniel Farr Fall 2014
Classroom: SO 2021 Office: Social Science (SO) 5006 Email: dfarr4@kennesaw.edu
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Course Description: This course examines gender as a major organizing principle in society and explores the ways in which gender intersects with other types of social differentiation including race, sexuality, social class, and nationality. The course also explores the implications of changes in family, economic, and political structures related to gender and their impact on equality in contemporary society.

Sexual Content Disclaimer: This course will contain some sexual content. Given the gendered nature of sex and sexuality (and the reflexive influence of sexuality upon gender), it is impossible to avoid such content in a course such as this. The material matter addressed in this class may on occasion include “graphic” material (for example some nudity in film content), however this material will not be substantial or overly graphic and will not occur on a daily basis. I will try to give forewarning of such possible film depictions in class. There will be occasions that graphic language and dialogue addressing sexuality will also occur in class as relevant to course material and social context.

Classroom environment:

Some of the issues/topics that are addressed in this course are sensitive in nature. We each come to the table with varying experiences and perspectives, thus will have different understandings and beliefs about our social world. I expect you to be respectful of each other and of differing perspectives and beliefs. I ask that you try to maintain an open and inquisitive mind as we work through the course material.

An important aspect of sociology is not only the exposure to differing perspectives, but also learning to challenge traditional perspectives and beliefs. I will not be asking you to change what you believe, but I will be asking that you be open to understanding why others may have differing beliefs and practices. You are welcome to challenge or question the material presented by myself and the textbook, but it is not appropriate to simply state “___ is ‘WRONG’”. If you wish to challenge or create a dialogue about an issue or topic, please do so as it may be useful as an aide in the understanding of material for all students. I enjoy a classroom environment that has student participation, interaction, and critical questioning.

If there are particular topics in this course that you find personally difficult please speak with me. Additionally, if you should have questions/problems with the course always feel free to speak with me. I want this course to be a positive and productive experience for us all, without feedback and student input I cannot shape the course to be the best it can be.

Required readings:

Kimmel, Michael. 2013. *The Gendered Society*, 5th ed. NY, NY: Oxford Univ. Press.
ISBN: 978-0-19-992746-3

Additionally, a variety of academic articles will be posted to D2L. These articles can also be obtained via the university library, but will be posted in pdf format for your convenience. The articles will be listed within the reading schedule.

Grading:	Exam 1 (midterm): 22%	Magazine paper 1: 15%
	Exam 2 (final): 28%	Magazine Paper 2: 15%
	Participation: 10%	Group Presentation: 10%

Course grades will be assigned based upon final points earned, using course weights above listed, and the below grade guideline.

A = 90-100	D = 60-69.9
B = 80-89.9	F = <59.9
C = 70-79.9	

Exams: The two major course exams will occur in class. Exam 2 will not be cumulative. The exams may include multiple-choice, true/false, short answer questions, and essay. This structure will be discussed and clarified as the first exam approached. Each exam is worth a possible 102 points. A study will not be provided.

Participation: Participation will be based upon your preparedness, discussion of readings, and intelligent class dialogue. Occasional in-class quizzes and writing exercises may be taken into consideration. Participation grades will be assessed for each third of the course. You will be rated in whole points out of 10 (10=100, 9=90, etc.) --- however, if warranted you may receive “11” out 10 points. The three scores will be averaged before the percentage is applied for your course average. If you are a person who does not care to speak in class, use of the online discussion board can help bolster this aspect of your grade (clarification to occur in class).

Magazine Project:

Media tells us a great deal about gender—it isn’t just about how men and masculinity or women and femininity are depicted, but also understandings gendered interactions and the complex intersections of race, class, sexual orientation, age, etc. as they social markers intersect with gender. It is impossible to understand one gender in the absence of other gender(s).

For this project students will choose a shared magazine that will be their venue of analysis – given that all magazines, regardless of topic/theme engage aspects of gender, topics are fairly open-ended. I am hoping to achieve a diverse magazine selection within the class as to address varying depictions of gender: fashion, pop cultural, economic, LGBT, sports, family/parenting, children’s, racial-ethnic minority market, hobby, automotive, pornographic, etc. We will discuss the magazine selections in class. Each student group is responsible for providing a copy of their magazine to the instructor. The reason for providing a copy of the magazine is to allow the instructor to review the cultural media object you are examining (do you skip a major important idea in your analysis??) and to readily be able to review the examples you highlight in your paper (with page references) – that way I can see the imagery and read the same things you are to see if your analysis is appropriate and supported.

Students will be divided into groups of approximately four students—each group will then work with a single magazine (same issue date). Among the four students, two students will each center their analysis on men/masculinity or women/femininity. This will reduce the total number of magazines examined in the course to a manageable number and enable the holistic

development of complex in-depth explorations and analyses of gender therein. Students may collaborate and “workshop” together to talk about their magazines, but will each write independent papers. It is possible that students might both (or even all) engage with a significant image/text within a magazine, however the explanations, analyses, and engagement must be clearly independent work and demonstrate varied nuances and perspectives. Papers that are clearly identical in content scope will be brought into question and may warrant judicious inquiry if concerns of academic honesty emerge.

Each student will write two papers analyzing your magazine from the central perspective of their gendered viewpoint of inquiry (same perspective (ie. Masculinities or femininities) for both student papers). Below is a brief explanation each paper.

Part 1: Advertisements & Imagery

In this 4-5 page paper, you will address the advertisements and images found throughout your magazine (should not only be the imagery in advertisements!). Some suggested ideas: What meaning do you find in the pictures and images? How is masculinity/femininity depicted? How is the relationship to femininity/masculinity depicted? What kinds of masculinities/femininities are portrayed (Race? Class? Body type? Etc.) (this is NOT an exhaustive list, nor do I want you to merely answer each question in turn.)

Part 2: Article & Textual analysis

In this 4-5 page paper, you will address the textual content of your magazine. You should do a *close read* of the articles – the types of words, the way things are expressed or conveyed, etc. This language will reveal not only aspects of masculinities, but intersecting issues of class, race, etc. It may be relevant to question text as it relates to some of the visual images. In reading the articles what have you learned about femininity/masculinity from this magazine?

Part 3: Presentation

As a group, students will create a holistic presentation about their magazine. This presentation should be made using powerpoint, inclusive of appropriate imagery/content, to discuss what your magazine conveys about gender. Having students who have focused on gender in different manners will foster a stronger combined synthesis of material. What does this magazine tell us about gender? (both within magazine itself, and in relation to culture at large)

Please note, presentations may be posted to the entire class and content may be included in the final exam!!!

Paper submission details: All submitted papers are expected to be typed using 12pt Times New Roman font, 1” margins, double spaced (except where specified otherwise), paginated, and “extra space” between paragraphs removed.

Failure to follow the above guidelines will result in 5 point deduction.

All submissions should be STAPLED – lack of stapling will result in 5 point deduction from grade. Additionally, titles/headings should not be excessive --- you are allowed 2 lines at the top of the first page for this purpose. A cover page is NOT necessary. Excessive lines used in heading will be subtracted from the end of the text to determine if paper length is appropriate. If you wish to print on both sides of a page to save paper, I have no problem with that.

In addition to the submission of a hardcopy paper in class on the due date, you will be required to upload a digital copy to the dropbox within D2L. Failure to submit the digital version in a timely fashion will result in 20 point deduction from your paper grade if submitted after upload deadline. If the paper is never uploaded, the paper will receive a grade of zero.

Extra credit: You may earn up to 6 points added to each exam by posting comments, feedback, and reactions via online discussion. You may respond with intelligent questions and comments to the reading; response/questions that came to mind during discussion in class; intelligent responses to the postings of others; responses to movies; interesting web links that were relevant to class; even scanned document/pictures. Responses and postings should be relevant to the material currently being addressed in class. You *do not* necessarily earn a point for each posting (though you could earn up to 2 points for a single posting), nor do you necessarily receive *any* points for a posting --- it is dependent upon quality, not quantity. Additionally, you cannot earn more than 2 points in any given discussion period, which will be defined online--- there are 3 periods per exam (obviously, you should not be posting DURING class, thus showing you aren't attending!). I encourage students to post regularly to create a good class dialogue. I will be trying to review and update extra credit earnings regularly between each exam (at the end of an extra credit period), but if all students make efforts to earn this extra credit it may take time to read all responses. It is likely that I will respond and add to the dialogue, but I will not be able to respond to every student comment or posting. Postings for credit towards an exam must be accomplished prior to the exam --- i.e. you cannot take the exam and then go post to the discussion for extra credit towards that exam. The last day to post for the semester is April 30, 2014 (the last day of classes).

Due Dates & Make-up exams/quizzes: Paper due dates are clearly stated in the syllabus. Papers are due at the beginning of class on the due date. Papers will be submitted in class in hardcopy (stapled!) and digital copies will be submitted online via D2L (Turnitin.com). Submission process will be clarified in class.

I do not accept late papers.

Late papers will only be accepted in extreme circumstances, as will be described for exam make-ups. I expect papers to be handed in to me via hardcopy – not via email. However, if you should have computer problems (such as printer problems) you should email the paper to me so that the email is time stamped PRIOR to class time. Papers emailed to me after the start of class are considered late, thus unacceptable.

Make-up exams will only be allowed in extreme circumstances with appropriate documentation such as: 1) documented illness (a note from a physician indicating your inability to take an exam due to illness or medical treatment), 2) written certification of a death in the family, 3) written certification (from court or police, through the Dean's office, or other appropriate offices) is provided for rare events (not covered by 1 or 2) that would make attendance of the exam impossible. A note from one's "mother," "friend," etc. is NOT sufficient. If in doubt, speak with me.

Attendance: You are permitted to miss 4 classes without excuse. However, deadlines, presentations, and exam dates are secure – your absence (if unexcused) will not allow you to turn in work late. If you miss a pop quiz without appropriate documentation you will not be able to make up the quiz. Upon your 5th class absence your final average will lose 3 points; each additional date thereafter will result in an additional 1 point loss; thus 5th absence 3 points loss, 6th lose 4 points, etc. Excused absences as described above do not affect your 4 permitted excused absences---within reason. You may speak to me regarding potential conflicts as they arise.

Plagiarism and Cheating (and Academic Dishonesty) are unacceptable behaviors. If you are found to have cheated or submitted uncited or plagiarized work you will be reported to Student Conduct and Academic Integrity (SCAI) office and fail this course. If you are uncertain about what constitutes plagiarism you should consult the undergraduate catalog & handbooks. You may also wish to consult the SCAI website at <https://web.kennesaw.edu/scai/>.

Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

disAbleD Student Support Services

Kennesaw State University welcomes all students, recognizing that variations of abilities contribute to a richly diverse campus life. Prospective students are encouraged to visit the university -- explore the campus and talk with faculty, staff and current students. Find out that KSU is the place for you. http://www.kennesaw.edu/stu_dev/dsss/dsss.html

Student Success Services (SSS): The SSS center (Kennesaw Hall, Room 2401; phone: 770-423-6600) provides year-round counseling, advising, and testing services. For incoming students, First Year, Transfer and Parent Orientation services are also available. They have recently added a program devoted to Alcohol and Drug Education & Prevention and a Collegiate Recovery Center. The SSS website is <http://www.kennesaw.edu/studentssuccess/>

KSU's Student Development Center: The Student Development Center (Carmichael Student Center, Suite 267; phone: 770-423-6443) provides information of particular interest to adult learners, minority students, multicultural and international students, and disabled students; and provides links to opportunities for student community service and a peer mentor program. The Student Development website is http://www.kennesaw.edu/stu_dev/home/home.html

KSU's English as a Second Language (ESL) Study and Tutorial Center: The ESL Study and Tutorial Center (Library, Room 442) offers tutoring in writing a paper, reviewing grammar, reading, and preparing for the Regents' tests. Appointments are usually necessary. For an appointment, contact David Schmidt at (770) 423-6377, or dschmidt@kennesaw.edu. The ESL Study and Tutorial Center website is http://www.kennesaw.edu/university_studies/esl/center.shtml

Writing Lab: "The KSU Writing Center is a free service offered to all KSU students.

Experienced, friendly writing assistants work with you throughout the writing process on concerns such as topic development, revision, research, documentation, grammar, and mechanics. For more information or to make an appointment (appointments are strongly encouraged), visit <http://www.kennesaw.edu/english/WritingCenter> , or stop by Room 242 in the English Building."

NOTE: If you use campus computers, please do not save your work on the computers. Use a usb drive or email it to yourself. Computers are periodically wiped clean and your work will be lost. This is not an excused reason to not turn in papers on time.

Misc. information:

1. Be certain to turn off cell phone ringer before coming to class. If your phone rings in class and you are located, the persons sitting on each side of you will be awarded 2 points towards their next exam and you will lose 4 points from your next exam grade. Please speak to me prior to class if there is an emergency reason to have the phone turned on to ring.
2. If you are seen using/on your phone (texting/etc.) (or if you are using your laptop for non-class activities) in class, you will be asked to leave and you will be marked absent for that class session. To be counted as attending on subsequent class sessions you will be expected to leave your phone at the front podium when you arrive to class, to be then collected when you leave class. If you do not leave the phone at the front, you will be marked absent regardless of your attendance – to be “attending” your phone must be at the front of the room. If the issue relates to your use of a laptop, you will forfeit the use of a laptop in class.
3. Please arrive on time. Coming late is distracting. If you come late please try to be quiet and settle in the most convenient seat. Excessive lateness will be taken into consideration in attendance matters. Be certain to consult with professor after class to assure you were marked as attending – failure to speak with the professor may result in noted absences, which will “count” towards course attendance policy.
4. In email PLEASE be certain to include your name and course section (it’s surprising how often that is forgotten!). Ideally, put course info in the subject line (for example, “gender m/w - test question”). Use appropriate tone and email etiquette.
5. PLEASE do not wait until the last moment to be in touch with me with questions about papers/ exams. I am happy to discuss any questions with you about papers/exams either before/after class, via email, or arrange appointments but it is inappropriate to be asking me questions via email the evening before or morning a paper is due. If you wait till the last moment to ask questions I cannot guarantee a response quickly enough for your use.
6. I generally do not post powerpoints to D2L – there will be occasions where this will happen due to class time restraints, to allow for quicker discussion pace. However, there is no guarantee of which or how many chapter powerpoints this will occur for.
7. I am unable to “pre-read” papers and provide editorial commentary – however, there is a Writing Center available to offer support.
8. What I am able to offer in regards to papers is simplistic commentary (if provided in advance) on a paper based on a “skimming” of the first page.
9. Inevitably, it is likely that some students may withdraw from the course in advance of group presentations – if a group is reduced in number substantially, the instructor will discuss expectation modifications with the remaining group members privately.

Tentative Schedule

GS = Gendered Society textbook

D2L = Article posted on D2L

Aug 18 (M) – First Day

Aug 20 (W) – GS: Chpt 1: Introduction

*Note: in first part of semester,
Chapters are no addressed in order!

Aug 25 (M) – cont.

Aug 27 (W) – GS: Chpt 2: Ordained by Nature

Sept 1 (M) – NO CLASS (Labor Day)

Sept 3 (W) – GS: Chpt 3: Spanning the World

Sept 8 (M) – cont. & Film: *Killing Us Softly 3*

Sept 10 (W) – GS: Chpt 5: The Social Construction of Gender Relations

Sept 15 (M) – cont. & start GS: Chpt 11: The Gendered Media

Sept 17 (W) – cont. & D2L: Horvath, et al.: “‘Lights on at the End of the Party’: Are Lads’
Mags Mainstreaming Dangerous Sexism?”

Sept 22 (M) – start film: *Tough Guise 2*
Magazine Paper #1 Due

Sept 24 (W) – cont. *Tough Guise 2*

Sept 29 (M) – GS: Chpt 4: So That Explains It

Oct 1 (W) – cont. & D2L: Pascoe: “‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag
Discourse”

Oct 6 (M) – **EXAM 1 [Chpt 1-5 & 11; films; Addn’l articles]**

Oct 8 (W) – Last Day to Withdraw
Film: TBD (likely *Daddy & Papa*)

Oct 13 (M) – GS: Chpt 6: The Gendered Family

Oct 15 (W) – cont. &
D2L: Stacey & Biblarz: “(How) Does the Sexual Orientation of Parents Matter?”
D2L: Medved & Rawlins: “At-Home Fathers and Breadwinning Mothers:
Variations in Constructing Work and Family Lives”

Oct 20 (M) – GS: Chpt 7: The Gendered Classroom

- Oct 22 (W) – GS: Chpt 8: Gender and Religion
- Oct 27 (M) – GS: Chpt 9: Separate and Unequal (work)
 D2L: Wingfield: “Racializing the Glass Escalator: Reconsidering Men’s Experience with Women’s Work”
Magazine Paper #2 Due
- Oct 29 (W) – GS: Chpt 10: The Gender of Politics...
- Nov 3 (M) – GS: Chpt 12: Gendered Intimacies
- Nov 5 (W) – D2L: Ward: “Dude-sex: White Masculinities and ‘Authentic’ Heterosexuality Among Dudes Who Have Sex with Dudes”
 D2L: Quinn: “Sexual Harassment and Masculinity: The Power and Meaning of ‘Girl Watching’”
- Nov 10 (M) – GS: Chpt 13: The Gendered Body
- Nov 12 (W) – D2L: Dozier: “Beards, Breasts, and Bodies: Doing Sex in a Gendered World”
- Nov 17 (M) – Presentations
- Nov 19 (W) – Presentations
- Nov 24 (M) & Nov 26 (W) - NO CLASS – Thanksgiving
- Dec 1 (M) – GS: Chpt 14: The Gender of Violence
- Dec 3 (W) – D2L: Thompson, Dennison, Stewart: “Are Female Stalkers More Violent than Male Stalkers? Understanding Gender Differences in Stalking Violence Using Contemporary Sociocultural Beliefs”
- Dec 8 (M) – Exam 2 (non-cumulative)

Note: The course “final exam” (exam 2) will be administered on the last day of class.