

Soc 310: GENDER & SEXUALITY
9:45AM - 11:00 AM Tues & Thurs
MILLS 301

Instructor: Lisa Leitz
leitz@hendrix.edu
Office: Mills 221
Office Hours: 11-12 AM M-F

In U.S. society gender and sexuality are treated as personal identities and sets of desires and behaviors borne from biological origins. Contrary to this, scholarship on these has found that desires, practices, attitudes, and identities are socially constructed. A sociological lens reveals how societal norms for gender and sexuality vary across time and place. Each of the various groups to which people belong (nationality, ethnicity, families, peers, school, religion, etc) expect people to demonstrate gender and sexuality in certain ways. Thus society helps shape all aspects of individual sexual desires, gender & sexual practices, and identities.

In this class we will examine how social institutions such as the state and legal system, the family, education, religion, mass media, and other stratification systems based on religion, race, and class all shape gender and sexuality on the individual, interactional, and institutional levels. Our focus will be on the diverse array of genders and sexual identities in the United States. We will pay particular attention to social inequality and systems of power. Throughout the course we will interrogate how gender is an integral part of our understanding of sexuality and how sexuality helps to construct gendered experiences.

Textbooks:

Pascoe, CJ. 2008. *Dude You're a Fag: Masculinity and Sexuality in High School*.
Shapiro, Eve. 2010. *Gender Circuits: Bodies and Identities in a Technological Age*.
Whittier, Nancy. 2010. *The Politics of Child Sexual Abuse: Feminism, Social Movements, and the Therapeutic State*.
Taylor, Verta, Nancy Whittier and Leila Rupp. 2008. *Feminist Frontiers, 8th edition*.

Course Goals:

- 1) Critical Thinking: This course seeks to broaden your understanding of the dynamics associated with social behavior. In doing so, you will be challenged to develop a “sociological imagination” or perspective to explain and analyze social relations. This sociological perspective will help you better understand the social construction of gender and sexuality.
- 2) Information Literacy on Gender & Sexuality: This course will introduce you to a variety of research concerning gender and sexuality. You will recognize how issues of gender and sexuality intersect with race, socio-economic class, religion, and other markers of identity and bases for inequality. This course encourages students to

continuously explore how institutions such as the family, education, media, and government organize individuals' roles, rewards, and power by these categories of difference. At the end of the course you will better understand the role of gender and sexuality in limiting people's opportunities and access to resources.

3) Analytical Writing and Speaking: In this course you will be challenged to develop techniques to not only think about, but also to write critically and speak publicly about social phenomenon.

4) Public Engagement: Students will engage in a semester-long activist project in which they will identify a social problem concerning gender and/or sexuality in the campus or local community and develop product that can aid in the amelioration of this issue.

Expectations and Standards:

- All assignments should be handed in on paper in class. However an electronic copy may be requested.
- All assignments that are handed in late will be penalized one-third grade *per day* (i.e. from an A to an A-, an A- to a B+, a B+ to a B, etc).
- I encourage the expression of viewpoints that differ from my own and other students. This requires students (and the professor) to treat one another with respect and not engage in personal attacks.
- Please turn off all cell phones during class.
- Grade appeals must be made IN WRITING no more than one week after the assignment is returned. Explain why you think the grade is unfair and include the assignment. However, after review your grade may be lowered or raised.
- I encourage students to make use of office hours. If my posted times do not work with your schedule, please feel free to make an appointment for another time. I am here to help you succeed! If you stop by my office without an appointment outside of office hours, I may not be able to help you immediately (I have deadlines too!) but I will try to find another time that will work for both of us.

Assignments: This course is heavy on reading, but I do not use exams to grade student's ability to process materials. Rather, students' grades are heavily dependant on classroom participation and written reaction papers. Students must demonstrate familiarity with the readings in both places.

Attendance & Participation (10%) In order to have productive discussions, every student (and the professor) is required to come to class prepared to discuss that day's assigned reading. Students should come with a written question, concern, or interest in that day's readings. *These notes will not be turned in unless there is a clear indication that students are not fully participating.* I assume that if you miss a class, you have a very important reason; you do not have to give any explanation. My grading for participation is as follows: 1-2 absences = A; 3 = B ; 4 = C; 5 = D; and 6 or more =F. Repeated tardiness will result in an absence. Extended illness or absences will require written evidence and a meeting with me.

Discussion Leadership (15%) Most classes will be led by a student, and each student will be expected to lead once. Dates will be agreed upon during the first week of class. As a discussion leader, you will be expected to introduce the day's reading, to provide pertinent

contextual information on the topic under review, and to present your colleagues with a series of questions that will frame the discussion.

Reading Reaction Papers (35%) You should turn in a 2 page reaction paper at the beginning of 7 classes of your choosing for which a reading was assigned. However, you cannot turn in a reaction paper on the day you present. These papers will pertain to that day's reading assignment and should be written as an essay in which you address some aspect of the reading you find to be important. These papers must be written as a college level paper with a clear thesis that is argued in the essay.

Civic Engagement Project (40%) You will construct a group project that will comprise the following: 1) research into current community or campus problems regarding gender/sexuality and current activism on the issue; 2) group activist product; 3) fifteen minute group presentation of the project; and 4) eight to ten page individual student write-up about the project which should give the reader a feel for the project and the student's role in it. **The project proposal is due September 30.** The Civic Engagement Paper & Presentation are due during the Final Exam time slot **Wednesday, December 8, 2010 8:30-11:30. You must be present for this to receive credit.**

Academic Integrity: Any instances of academic dishonesty (plagiarism, cheating on exams or quizzes, submitting work that is not fully your own, etc.) will be reported to the Academic Integrity Committee. For details on the procedures involved with academic dishonesty issues please refer to the Hendrix catalog. *Please Note:* You must provide a citation whenever you paraphrase, quote, or borrow an idea (even from the Internet). Failure to do so is plagiarism.

ADA Accommodations: It is the policy of Hendrix College to accommodate students with disabilities, pursuant to federal and state law. Any student who needs accommodation in relation to a recognized disability should inform the instructor at the beginning of the course. In order to receive accommodations, students with disabilities are directed to contact Julie Brown in Academic Support Services at 505-2954.

Course Outline:

To start the course, we will get our bearings by first focusing upon classic works in the sociology of gender and sexuality which will offer definitions and theories. We will then examine how people come to be socialized into various gender and sexual roles. After that we will explore how contemporary sociological work reveals that our life chances and opportunities are tied to our sexuality and gender. We conclude by focusing on social change in our understandings of issues involving sexuality and gender, first by exploring how people come together to make change and second by exploring how outside social forces, such as technology, lead to changes in our understandings of gender, sexuality, bodies. Throughout the course we will focus on different debates that are currently raging such as moral panics over child sexuality, the challenge of transgendered bodies, and the rights of sexual minorities.

Introducing the Course

August 24 Syllabus

August 26 Online: “Oppression” by Marylin Frye
FF: “White Privilege and Male Privilege” McIntosh

Differences

August 31 FF: “The Master’s Tools” Lorde; “Theorizing Difference from “Multiracial Feminism” Zinn and Dill

September 2 FF: “Feminism Without Borders” Mohanty; “Masculinities and Globalization” Connell

Theories

Septemebr 7 FF: "Night to His Day" Lorber; “The Medical Construction of Gender” Kessler

September 9 Online: “Doing Gender” by West & Zimemrman

September 14 Online: “The Social Construction of Sexuality” by Steven Seidman
FF: “Transgender Feminism” Stryker

Childhood & Peers

September 16 Pascoe p. 1-51

September 21 Pascoe 52-103

September 23 **NO CLASS BUT READ** Pascoe 104-155

September 28 Pascoe 156—193

September 30 Project Proposal Due

FF “Girls and Boys Together...But Mostly Apart” Thorne; ““We Don’t Sleep Around Like White Girls Do”” Espiritu

Language & Images

October 5 FF: “Gender Stereotyping in the English Language” Richardson; “The Normalization of Heterogendered Relations in ‘The Bachelor’” Yep and Camacho

October 7 FF: “Cosmetic Surgery: Paying for Your Beauty” Gimlin; “Globalization of Beauty Makes Slimness Trendy” Oneshi.; ““I See the Same Ho”” Sharpley-Whiting

Violence

October 12 FF: “Fraternities and Rape on Campus” Martin and Hummer; “Sex and War: Fighting Men, Comfort Women, and the Military-Sexual Complex” Nagel
Online: “Hate Crimes and Stigma-Related Experiences Among Sexual Minority Adults in the United States” Gregory M. Herek

October 14 Fall Break

October 19 Whittier: 3-39

October 21 Whittier 111-166

October 26 Whittier 167-214

Organized by Gender & Sexuality: Inequality

October 28 FF: "Sex Segregation in the U.S. Labor Force" Christine E. Bose and Rachel Bridges Whaley; "Median Annual Earnings of Full-Time, Year-Round Workers by Education, Race, and Hispanic Origin" Irene Padavic and Barbara Reskin

November 2 Online: "Bias in the Workplace" Badgett et al; "Silent Sacrifices" Wescott and Sawyer

November 4 FF: "Bridal Wave" Melissa Morrison; "Abstinence-Only" Mary-Jane Wagle; "Waking Sleeping Beauty" Carolyn Herbst Lewis

Activism

November 9 FF: "The Women's Movement" Taylor, Whittier, and Pelak; "It's Not An Oxymoron" Darraj

November 11 FF: "Feminists or 'Postfeminists'" Aronson; "Punks, Bulldaggers, and Welfare Queens" Cohen

November 16 FF: "The Marriage Promotion Movement" Heath
Online: "Culture and Mobilization" Taylor et al

Change and Technology

November 18 Shapiro 1-42

November 23 Shapiro 43-86

November 25 Thanksgiving Break

November 30 Shapiro 87-136

December 2 Shapiro 137-189

December 6 Wrap Up

FINAL EXAM PERIOD: Wednesday, December 8, 2010 8:30-11:30