SYD 3804-U04
SOCIOLOGY OF GENDER
FALL 2018

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COURSE DESCRIPTION:

Ever wonder why you almost never see a woman as the general manager at Walmart or at other large chain grocery stores? Or why women earn less than men? More specifically, why women of color earn the least of all? Or why do mass shooters are mostly men? Or why most straight men would rather go to the dentist than talk about their feelings? Or why music videos are so sexist and homophobic? Or why do some policy and law makers want to police birth control, abortion decisions, and which bathroom a transgender person uses? This course will help you to address these questions from a sociological perspective. We will first examine how gender identities are socially constructed and how gender intersects with race, ethnicity, social class, sexuality, disability, and age. We will critically look at and challenge the common belief that sex and gender are fixed biological realities and we will discuss the contribution of sociologists and feminist scholars to our understanding of gender as a major organizing aspect of society. This course will show us how gender arises out of everyday interactions and is shaped by larger institutions and how larger institutions, such as education, work, the family, media, and religion reinforce and reproduce gender stereotypes and hierarchies. Course readings focus on sociological research and scholarship that demonstrates the impact of gender on lived experiences and the interrelatedness of gender with other social categories.

COURSE GOALS:

At the end of the class students should be able to:

- Challenge the taken-for-granted ideas about gender and sex
- Understand how gender is socially constructed
- Understand how social forces shape our perceptions of gender
• Understand that gender is not just a social category that divides but constrain people’s life possibilities
• Explore and understand that people learn and do gender
• Understand how gender relations are complicated by or intersect with other dimensions of social experience, including race, class, sexuality and culture
• Synthesize and explain how gender shapes and is shaped by social institutions
• Better understand how gender pervades all parts of our culture and lives
• Understand and apply the class materials to the things that happen in their everyday lives.

COURSE FORMAT:

This class will operate as an interactive lecture, which means that I will do some lecturing, but we will use most of the class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates. In this vein, this course utilizes Team-Based Learning (TBL). You will be assigned to a team at the beginning of the semester. Teams are different than groups. I will explain the difference during the first week of the semester. You will be expected to get prepared for classes by completing the work outside of class and coming to class to apply that knowledge through team activities, projects, and debates. Thus, regular attendance, student preparedness, and meaningful participation are expected of each student. Comin prepared to participate in class discussions and applying your knowledge from assigned work to do problem-solving will allow all of you to better work through and conceptualize difficult concepts and theories, and to apply these theories to your own experiences and learn from each other. While doing assigned work (readings, videos, etc.) have a critical and reflective perspective. Weekly Quizzes and reflections in addition to short research projects will guide you in getting prepared for each class. Team assignments and debates will then help you to further your understanding and collaboratively put your knowledge into practice.

COURSE REQUIREMENTS:

1. Team Presentation and Participation 10%
2. CANVAS Quizzes & Reflections 20%
3. In-class Team Assignments 15%
4. Short Research Projects (2x15%) 30%
5. Final Exam 25%

TOTAL 100%

GRADING SYSTEM: To help you succeed in the class, grades are always available to you online through CANVAS grade center. You do not need to ask the professor. Just check CANVAS.

The cut-off points (as a percentage) for all work will be:
93 A, 90 A-, 87 B+, 83 B, 80 B-, 77 C+, 73 C, 70 C-, 67 D+, 63 D, 60 D-.

1. IN-CLASS TEAM PRESENTATION and PARTICIPATION GRADE (10% OF GRADE)
This class will operate as an interactive class. Thus, your active participation in team and class discussions are crucial. You will earn your team presentation and participation grade through regular attendance, active participation in your team, and active participation in class discussions. Arriving late, missing more than one class, and not contributing to team and in-class discussions will negatively affect your presentation-participation grade.
2. CANVAS QUIZZES AND REFLECTIONS (20%)
These are weekly quizzes and reflections on assigned readings and videos. Each quiz will include 8-15 multiple choice and 2-3 short answer reflections questions on assigned readings and videos. Make sure you first complete the assigned work for the week and then take the quiz on CANVAS. During week 2 you will be given multiple attempts to get familiar with the quiz structure. Starting from week 3, you will be only allowed to take each quiz once. These weekly quizzes are online (CANVAS), and timed. Your lowest grade will be dropped. No make-up allowed!

3. IN-CLASS TEAM ASSIGNMENTS (15% OF GRADE)
The weekly class sessions are a key source of learning for the course. During each class, we will have multiple team activities, projects, and debates. I will only ask you as a team to write and submit one of them for grade. However, your final team grade will be calculated individually. Not all team members will be assigned the same team grade. Your individual team grades will be based on the points you earned from your submitted team work, your attendance, your performance and active participation in your team. Your team members will evaluate your team attendance and performance at the end of the semester. I will make final team grade adjustments at the end of the semester based on these evaluations and your attendance and performance.

4. SHORT RESEARCH PROJECTS (2 @ 15%, 30% TOTAL)
These research projects (4-5 page, double-spaced) will ask you to choose a concept (i.e. gender socialization, the power of culture, etc.) covered in the course readings and discussions thus far and reflect on the importance of the concept by applying it to a current event (i.e. school shootings), or a media piece (i.e. a movie, a song, a magazine). You will use the concept to frame your analysis and you will then talk about the real life consequences of the chosen concept (i.e. by asking and answering how it influences our everyday lives). Check CANVAS for further detailed guidelines.

5. FINAL EXAM (25% OF GRADE)
Final exam will be cumulative. It will be multiple choice, short answer, and essay. It will cover materials from text, additional readings, lectures, discussions and films. If you miss class, it is your responsibility to ask fellow students for notes. You can also go to CANVAS to find lecture notes. Some, but not all of the films are available through library.

GENERAL CLASS POLICIES

1. Attendance: You may have one absence and you may be tardy once per semester without penalty. Any absence or tardy beyond one will result in you being marked down by two points in the overall class. Any absence or tardy beyond two will result in you being marked down by four to five points in the overall class. If you need to miss a class due to illness (medical doctor’s note), religious observances or team participation (official paper work) you must notify me before class. I will accommodate legitimate, verifiable cases of illness and emergencies in addition to religious holy days (two-weeks in advance notice).

***MISSING MORE THAN ONE CLASS WITHOUT AN OFFICIAL EXCUSE WILL BRING YOUR OVERALL GRADE DOWN 2 POINTS PER CLASS MISSED.***

2. Conduct in the Classroom: Students are expected to treat the professor and other students with dignity and respect, especially in cases where a diversity of opinion arises. If students disrupt the learning process or act in a disrespectful and/or threatening behavior toward the professor or other students in class, they will be asked to leave the class. However, if the same student continues engaging in disruptive behavior, they will be subjected to disciplinary action, including removal from the course.
3. **Electronics Policy:** Note that use of cell phones, computers, or any other devices during class other than team assignments will result in student being marked absent and receiving the two to five-point grade penalty. You will first be given a yellow card as a warning. If you continue, then you will be given a red card which shows that you are marked as absent.

4. **Joining a Team:** Each team will have 4 students in it. During week 1 and 2, I will explain how to form a team and enroll in your team on CANVAS. During Week 1, you will be working in a temporary team. You are required to join your team on CANVAS to receive grades for your team assignments. At the end of the semester, you will evaluate your team member’s individual performances.

5. **Tardiness:** Assignments received after the deadline will lose 1/2 or 1 grade; one week and over 1 full grade or more. Only 2 late work accepted.

6. **Plagiarism/Academic Honesty:** As an FIU student, you are always expected to abide by university’s policies particularly those governing academic honesty and plagiarism as they appear in the FIU Student Handbook. If you are not familiar with how to avoid plagiarism, you will receive some instruction and additional guidelines in this course. In sum, should anything you/your team produces cite any data, research or information that you have not generated and which is not general knowledge then you must cite it appropriately following one of the disciplinary conventions of the academic disciplines represented by the faculty teaching this course. More information about citation formatting will be given to you via Blackboard. Please become completely familiar with bibliographic styles and citation conventions. If you do not cite others’ work adequately you can be accused of plagiarism and FIU takes these accusations very seriously. Several of your written assignments will be submitted using Turnitin.com to check your work for plagiarism. Finally, I reserve the right to alter the syllabus as needed. You will be notified of any changes.

7. **Academic Conduct:** Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

**REQUIRED TEXT**

<table>
<thead>
<tr>
<th>The Gendered Society</th>
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<tbody>
<tr>
<td>Author: Michael Kimmel</td>
</tr>
<tr>
<td>ISBN-10: 0190260319</td>
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</table>

For additional readings, videos, and links check CANVAS.
YOU ARE REQUIRED TO READ ASSIGNED READINGS AND COMPLETE REQUIRED WORK BEFORE EACH CLASS. THE SUCCESS IN CLASS WILL DEPEND ON YOUR COMPLETION OF THESE ASSIGNED WORKS.

**CANVAS:** Additional Readings, Requirements, Course Slides, Project Guidelines, Citation Guidelines will be on CANVAS. You will also use CANVAS to submit your weekly in-class activities and assignments.

Login via [http://canvas.fiu.edu/login/](http://canvas.fiu.edu/login/) and check that you can access the course website. If you encounter any technical problems, then call UTS at 305.348.2284 or go to Green Library Rm. 150.

**Special Needs Students:** Please notify the faculty prior to or immediately upon commencement of this course about your accommodation needs as in accordance with FIU policy. You will be accommodated accordingly.

This syllabus is subject to change at the discretion of the faculty. Students will be notified of such changes ahead of time via email or through CANVAS.

**COURSE SCHEDULE**

**Check CANVAS to see the assigned work that needs to be completed each week by class time.**

**WEEK 1**

**INTRODUCTIONS**

Friday, August 24  
Review Syllabus, Get to know each other, A Brief Introduction to Team-Based Learning, A General Introduction to Class Topics  
**Take Syllabus Quiz on Canvas before Week 2 Class**

**WEEK 2**

**Sex vs. Gender: Tackling Biology**

Friday, August 31  
Anatomy and Destiny?, Sex vs. Gender: Tackling Biology, Scientific Facts and Fictions of Gender  
**Canvas Quiz&Reflection-1: Sex vs. Gender**

**Assigned Readings:**

- Kimmel Chapter 1
- Where does Gender Come From?, *Anne Fausto-Sterling*

**Assigned Videos:**

- Testosterone Rules (7 min): [https://www.youtube.com/watch?v=LpdNEd8fWcw](https://www.youtube.com/watch?v=LpdNEd8fWcw)
- This Girl Has Balls (10 min): [https://www.youtube.com/watch?v=RtjVqsIME2A](https://www.youtube.com/watch?v=RtjVqsIME2A)
- “Me Too Now What?” Is Patriarchy on its way out? (26 min) [https://www.pbs.org/video/is-patriarchy-on-its-way-out-sp8qzw/](https://www.pbs.org/video/is-patriarchy-on-its-way-out-sp8qzw/)

**Suggested Readings and Videos (Not Required):**
• The Truth about Boys and Girls, *Lise Eliot*
• Testosterone Rules, *Robert M. Sapolsky*

**WEEK 3 Gender in Cross-Cultural Perspective**

Friday, Sept 7  
Cultural and Psychoanalytical Explanations of Gender, The power of cultural frames, Cultural Constructions of Gender, The Psychology of Sex Roles  
[CANVAS Quiz&Reflection-2: Gender and Culture](#)

**Assigned Readings:**
- Chapter 2 and 3 Kimmel
- Men as Women and Women as Men: Disrupting Gender, *Judith Lorber*

**Assigned Videos:**
- Sexism & the English Language (2 min): [https://www.youtube.com/watch?v=5uaBwAe2BhY](https://www.youtube.com/watch?v=5uaBwAe2BhY)
- A Village with No Men (26 min): [https://www.youtube.com/watch?v=UrmnBLB-UX4](https://www.youtube.com/watch?v=UrmnBLB-UX4)
- Being a Boy or a Girl Around the World (5 min): [https://www.youtube.com/watch?v=2B3ea7IGwLA](https://www.youtube.com/watch?v=2B3ea7IGwLA)

**WEEK 4 The Social Construction of Gender Relations**

Friday, Sept 14  
Learning Gender, Doing Gender, Performing Gender, Socialization into Gender, Gendered Interactions, Masculinities, Femininities  
[CANVAS Quiz&Reflection-3: Socialization into Gender](#)

**Assigned Readings:**
- Chapter 5 Kimmel
- Doing Gender, *Candace West and Don H. Zimmerman.*

**Assigned Videos:**
- The Codes of Gender: Identity and Performance in Pop Culture, (46 min) Any version.  
  74 min longer version [https://fiu.kanopy.com/video/codes-gender](https://fiu.kanopy.com/video/codes-gender)

**Suggested Videos:**
- The Last Abortion Clinic, [https://www.pbs.org/wgbh/frontline/film/clinic/](https://www.pbs.org/wgbh/frontline/film/clinic/)

**WEEK 5 Gender, Identity, Langugae, Intersectionality**

Friday, Sept 21  
Language, Communication, and Gender, Linguistic Sexism, Gender Identities, Masculinities, Femininities, Intersectionality  
[CANVAS Quiz&Reflection-4: Language and Gender](#)

**Assigned Readings:**
- Introduction to Language and Gender, *Eckert, Penelope and McConnell-Ginet, Sally.*

Assigned Videos:
• Ted talk: Intersectionality, (18 mins): https://www.youtube.com/watch?v=akOe5-UsQ2o

WEEK 6 THE GENDERED FAMILY

Friday, Sept 28 Gendered Institutions, Gender Roles in Household, New Family Forms, Variations in Constructing Work and Family

Assigned Readings:
• Chapter 6 Kimmel
• At-Home Fathers and Breadwinning Mothers: Variations in Constructing Work and Family Lives, Caryn E. Medved and William K. Rawlins
• Good Gay Females and Babies' Daddies: Black Lesbian Community Norms and the Acceptability of Pregnancy, Sarah J. Reed, Robin Lin Miller, Maria T. Valenti, and Tina M. Timm

Assigned Videos:
• The Value of Women’s Unpaid Housework (2 min): http://www.health.com/relationships/working-moms-dads-chores

Suggested Readings:
• Falling Back on Plan B: The Children of the Gender Revolution Face Uncharted Territory, Kathleen Gerson

WEEK 7 GENDERED EDUCATION

Friday, Oct 5 Gendered Education, Gendered Interactions in the Classroom, Reproduction of Gender in Education, Gender, Change, and Education

Assigned Readings:
• Chapter 7 Kimmel
• "Spice Girls," "Nice Girls," "Girlies," and "Tomboys": Gender Discourses, Girls' Cultures and Femininities in the Primary Classroom, Diane Reay

Assigned Videos
• Gender Bias in Education (5min) https://www.youtube.com/watch?v=VnuuDF7LkWY
• Gender Stereotypes and Education (2 min) https://www.youtube.com/watch?v=nrZ21nD9I-0
• “Teen Dating Violence” (12 min) https://www.thirteen.org/metrofocus/2018/02/1-5-h-s-girls-dating-violence/
WEEK 8  THE GENDERED WORKPLACE

Friday, Oct 12  The Gendered Workplace, Discrimination in the Work Place, Gender Pay Gap, Sexual Harassment, Globalization, Labor, and Inequalities

CANVAS Quiz&Reflection-7: Gendered Workplace

Readings:
- Chapter 9 Kimmel

Assigned Videos:

Suggested Readings:
- Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work, Adia Harvey Wingfield
- Rethink What you "Know" About High-Achieving Women, Robin J. Ely, Pamela Stone, and Colleen Ammerman
- Unmasking Manly Men, Robin J. Ely and Debra Meyerson

WEEK 9  THE GENDER OF POLITICS AND THE POLITICS OF GENDER

Friday, Oct 19  The Politics of Gender, The Gender of Politics, Women in Politics, Empowering Women in Politics, Who benefits from the politics of Gender?

CANVAS Quiz&Reflection-8: The Gender of Politics

Assigned Readings:
- Chapter 10 Kimmel
- Life Satisfaction Across Nations: The Effects of Women's Political Status and Public Priorities, Richard York and Shannon Elizabeth Bell

Assigned Videos:
- Women in Politics (55 min, just watch first 10 and last 20 mins): https://fiu.kanopy.com/video/episode-6-women-politics

Suggested Reading:
- Who Takes the Floor and Why: Gender, Power, and Volubility in Organizations, Victoria L. Brescoll

WEEK 10  THE GENDERED MEDIA

Friday, Oct 26  Gender Stereotypes in Media, Constructions of Masculinity and Femininity in Media, Media Images of Gender, Mediascapes, Media Misogynies

CANVAS Quiz&Reflection-9: Gender and Media

Assigned Readings:
- Chapter 11 Kimmel
● Own It! Constructions of Masculinity and Heterosexuality on Reality Makeover Television, *Alexander K. Davis, Laura E. Rogers, and Bethany Bryson*

**Assigned Videos:**
- Miss Representation (90 min): [https://fiu.kanopy.com/video/miss-representation-0](https://fiu.kanopy.com/video/miss-representation-0)

**Suggested Readings and Videos:**
- From Damsels in Distress to Sexy Superheroes: How the Portrayal of Sexism in Video Game Magazines Has Changed in the Last Twenty Years, *Alicia Summers and Monica K. Miller*
- Performing Gender on YouTube: How Jenna Marbles Negotiates a Hostile Online Environment, *Lindsey Wotanis and Laurie McMillan*

**WEEK 11 THE GENDERED BODY AND SELF**

**Friday, Nov 2**

- Gendered Bodies and Gendered Selves, Gendering the Body, Construction of Female Beauty, Policing Trans Bodies
- **CANVAS Quiz&Reflection-10: Gendered Bodies**

**Assigned Readings:**
- Chapter 13 Kimmel
- Beards, Breasts, and Bodies: Doing Sex in a Gendered World, *Raine Dozier*

**Assigned Videos**

**Suggested Readings:**
- The Unequal Weight of Discrimination: Gender, Body Size, and Income Inequality, *Katherine Mason*
- "Do It for All Your Pubic Hairs!": Latino Boys, Masculinity, and Puberty, *Richard Mora*
- The Gender of Desire: The Sexual Fantasies of Women and Men, *Michael S. Kimmel and Rebecca F. Plante*

**WEEK 12 THE GENDER OF VIOLENCE**

**Friday, Nov 9**

- Gender of Violence, Hegemonic Masculinity, Tough Guise, Toxic White Masculinity, Misogyny, Domestic Violence, Anti-Queer Violence
- **CANVAS Quiz&Reflection-11: The Gender of Violence**

**Assigned Readings:**
- Chapter 14 Kimmel
- Good Guys with Guns: Hegemonic Masculinity and Concealed Handguns, *Angela Stroud*

**Assigned Videos**

**Suggested Readings:**
• When the Rapist Doesn't See It as Rape, Nicholas Kristof
• An Intersectional Analysis of Lesbian, Gay, Bisexual, and Transgender (LGBT) People's Evaluations of Anti-Queer Violence, Doug Meyer

WEEK 13  GENDER, FRIENDSHIP, AND LOVE

Friday, Nov 16  ONLINE LECTURE, NO FACE-TO-FACE CLASS THIS WEEK!
I will be attending/presenting at a conference this week!
Gendered Intimacies, Love and Globalization, Transgender Friendship Experiences,
CANVAS Quiz&Reflection-12: Gender, Friendship, and Love
RESEARCH PROJECT-2 DUE, SUNDAY NOVEMBER 18

Assigned Readings:
• Chapter 12 Kimmel
• Transgender Friendship Experiences: Benefits and Barriers of Friendships Across Gender Identity and Sexual Orientation, M. Paz Galupo, L. Andrew Bauerband, Kirsten A. Gonzalez, D. Brienne Hagen, Shandelle D. Hether, and Tiana E. Krum

Assigned Videos
Modern Love: Transgender
https://fiu.kanopy.com/video/modern-love-transgender

WEEK 14  THANKSGIVING BREAK

Friday, Nov 23  NO CLASS THIS WEEK! ENJOY YOUR BREAK!

WEEK 15  FINAL REFLECTIONS: LOOKING BACK, MOVING FORWARD

Friday, Nov 30  Final Reflections, Workshop-1 and 2, Final Exam Review
CANVAS Final Reflection: 1 Essay Question, See CANVAS for further details.

WEEK 16  FINAL EXAMS WEEK

Friday, December 7  ONLINE FINAL EXAM, 9:45am-11:45am
Check www.my.fiu.edu for your Final Exam Schedule!