

**HTS 3017- Sociology of Gender**  
**M/W/F 11:15 AM – 12:05 PM**  
**D.M. Smith Building, Room 207**

**Dr. Amy D'Unger**

**Office:** 105 Old Civil Engineering Building (221 Bobby Dodd Way, next to the library)

**Office Hours:** I have office hours daily—schedule an appointment at [gatech.gradesfirst.com](http://gatech.gradesfirst.com).

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**Gender Pronouns:** She/Her/Hers

**Introduction:**

This course is an introduction to the sociological study of gender. Our focus is on gender as a social construction that is negotiated through interaction and affects our social relationships and personal experiences. We examine the changes and maintenance of gender roles and identity and the ways in which gender and power are interconnected. We will begin the class with an examination of biological and socialization theories and investigate cultural and structural explanations for gender differences. We then analyze how gender impacts and is impacted by such social institutions as the family, work, education, medicine, politics, and law. Throughout the course we will explore the intersections of gender with class, race, and sexual orientation. The assignments are designed to help you learn to think critically about the social construction of gender, to give you an introduction to sociological research, and to develop your skills in communicating clearly and convincingly during class discussions and in written work.

**Area E (Social Science) Approved Learning Outcome:**

Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

***Explain how the course satisfies the learning outcome:***

This course will focus on the social construction of gender and the impact of gender across a variety of social institutions, focusing on sociological perspectives that exam the interaction between individuals, groups, and their social environment. Students will learn how social, political, and economic forces influence social behavior through an examination of such subjects as the family and relationships; the labor market; the education system; and the law.

***Students will demonstrate that they have met the Area E learning outcome through:***

- identifying how social institutions impact individual behavior;
- understanding the major theoretical perspectives for explaining gender differences;
- recognizing the role that power plays in gender dynamics; and
- describing the relationships between gender and race/ethnicity, social class, and sexual orientation.

**Texts: There is one **REQUIRED** book for this class.**

- Kimmel, Michael S. and Amy Aronson (eds.). 2017. *The Gendered Society Reader, Sixth Edition*. New York: Oxford University Press.

**In addition, there are several readings throughout the semester that are not in the textbook. They are indicated with the notation “ONLINE” and a bibliographic entry for the reading. You can access these readings via the Canvas site for this class. Go to “Modules” and the folder “Course Readings.”**

## **Course Requirements:**

**(1) Assignments:** Students will complete two short assignments, with due dates noted on the syllabus. Both assignments involve an activity in which you need to participate, followed by a 5 – 7 page response paper that you will complete after doing the activity. Assignments will be posted on Canvas—they will not be handed out in class. Make sure to pay attention to the syllabus for upcoming assignment due dates! Assignments will be turned in via Canvas. **Late assignments will not be accepted.** The assignments each count for **20%** of your final grade (**ASSIGNMENTS = 40% TOTAL**).

**Assignment #1: Due September 14<sup>th</sup>**

**Assignment #2: Due November 14<sup>th</sup>**

**(2) Examinations:** There will be two examinations for this course. The midterm exam is scheduled for Friday, October 12<sup>th</sup> in class and the final exam is scheduled for Friday, December 7<sup>th</sup> from 11:20 AM – 2:10 PM (this is the date that is predetermined by the Office of the Registrar).

Each of these exams will consist of essay and short answer questions, which will require students to draw on *course readings, lectures, and discussions*. The midterm examination will count for **25%** of your grade and the final examination will count for **30%** of your grade (**EXAMS = 55% TOTAL**).

**(3) Class participation:** On the following pages is a schedule of the readings required for the course. **You are expected to have read the assigned material prior to the class.** Discussion will correspond to the material in the readings, but will not review it in detail, so both reading and class attendance are important. “Class participation” includes two elements: **ATTENDANCE** and **PARTICIPATING IN CLASS DISCUSSION**.

I will take attendance most class periods. Excused absences will not be counted against you. Excused absences will be granted if there is documentation of attendance at an academic event, participation in an athletic event, illness, or family emergency. Other excused absences will be granted at my discretion.

**In addition to attending class, you must participate in class discussion.** Using attendance as the baseline grade (e.g., a student who attends 75% of the class sessions will have a 75% base grade), class discussion can adjust the final participation grade higher. The final class participation grade (attendance + class discussion) will count for **5%** of your final grade.

## **Statement on Diversity and Inclusion**

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in broader society.

## **Accommodating Disabilities**

If you have or acquire any sort of condition that may require special accommodation(s), please inform me AS SOON AS POSSIBLE (e.g., not the day an assignment is due) so that we may make the appropriate arrangements. Proper documentation from the Office of Disability Services will be required. Please contact them to get more information on available services and accommodations, as well as documentation requirements. They can be reached via the web at <http://disabilityservices.gatech.edu>.

## **Academic Conduct**

**All students are expected to conduct themselves in accordance with the policies of the Georgia Tech Honor Code with respect to behavior and academic honesty.** Anyone engaging in acts that violate these policies, such as cheating, will be penalized. Being unprepared about the policies does not absolve your responsibility to follow them! For more information on the Honor Code, see the Office of Student Integrity

website at [www.osi.gatech.edu](http://www.osi.gatech.edu) and the text of the honor code at [www.policylibrary.gatech.edu/student-affairs/academic-honor-code](http://www.policylibrary.gatech.edu/student-affairs/academic-honor-code).

### **Make-Up Policy:**

My permission is needed to make-up assignments. (Having work/exams in another class will NOT get you my permission.) If you are going to miss an assignment, please make every effort to **notify me before the missed class** and to gather appropriate material to justify your absence (e.g., a note from your physician if you are ill). If you are unable to notify me before the class/due date, please try to have a friend, roommate, etc. contact me via e-mail and inform me of your absence. A mutually convenient time will be arranged for you to make up the assignment. Make up assignments will **only** be allowed in a situation of an excused absence (e.g., illness, family emergency, etc.). A note from the Dean will be required to make up the final exam.

### **Use of Technology Policy:**

*The use of tablets and computers is permitted in class ONLY IF USED FOR CLASS WORK and DO NOT DISTRACT OTHER STUDENTS OR ME.* Yes, I know that when you giggle while I'm talking about pay inequality, you're actually looking at Instagram. **Students may lose the privilege of using electronics in the classroom if they prove to be disruptive. NO TEXTING.** Period. Zip. Put your phone away. It can wait. **Yes, I can see you.**

***Those who violate this policy will be asked to leave the class that day and will not be counted as in attendance.***

### **So, How Can I Succeed in This Course?**

(1) Attend class and be on time—there is nothing more disruptive to your learning than missing class and there is nothing more disruptive to other students than individuals who come in late and interrupt the lecture and class discussion.

(2) Do the reading!!! It will help you to participate in class as well as succeed on the exams.

(3) Notes, notes, notes. Take notes on each of the readings. What is the main point of the article/chapter? What is the theory trying to explain? How can this be integrated with other material discussed in class and the texts? etc. etc. *These notes will be valuable study tools for the exams.* Also, study in groups--other may pick up on material that you overlooked, and vice-versa.

(4) The reading load varies for each class. Anticipate days with heavy reading and START EARLY.

### **COURSE SCHEDULE AND READINGS (SUBJECT TO REVISIONS/ADDITIONS)**

***\*\*In addition, there is a possibility for guest speakers and/or additional films during the semester.***

TEXT = textbook (Kimmel and Aronson)  
ONLINE = Canvas > "Modules" > "Course Readings"

<b><u>DATE</u></b>	<b><u>TOPIC/ASSIGNMENT DUE</u></b>	<b><u>READINGS</u></b>
August 20	Introduction and Welcome	read the syllabus!
August 22	Gender All Around Us	

**ONLINE:** Chu, Anna and Charles Posner. 2013. "Fact Sheet: State of Women in Georgia." 2013. *Center for American Progress Action Fund*. ([http://cdn.americanprogress.org/wp-content/uploads/2013/09/StateofWomen\\_Georgia.pdf](http://cdn.americanprogress.org/wp-content/uploads/2013/09/StateofWomen_Georgia.pdf)).

**ONLINE:** Institute for Women's Policy Research. 2015. "The Status of Women in the States: 2015." (<http://statusofwomendata.org/app/uploads/2015/08/Georgia-Fact-Sheet.pdf>)

<u>DATE</u>	<u>TOPIC/ASSIGNMENT DUE</u>	<u>READINGS</u>
August 24	Is Biology Destiny?	TEXT pp. 3 – 15
August 27	Is Biology Destiny (Part II)?	TEXT pp. 16 – 25
August 29	What is Gender & How Do We Study It?	TEXT pp. 134 – 147

**ONLINE:** Lorber, Judith. 1994. "The Social Construction of Gender" excerpted from pp. 13 - 36 in *Paradoxes of Gender*. New Haven, CT: Yale University Press.

August 31	What is Gender & How Do We Study It? (Part II)
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**ONLINE:** Lucal, Betsy. 1999. "What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System." *Gender and Society*. Vol. 13, No. 6: 781-797.

September 3	NO CLASS: LABOR DAY	
September 5	Disrupting Gender	TEXT pp. 27 – 40 TEXT pp. 469 – 482
September 7	Disrupting Gender (Part II)	TEXT pp. 147 – 163
September 10	The Great "Gender Divide?"	TEXT pp. 65 – 80 TEXT pp. 131 – 133
September 12	Maintaining Boundaries	TEXT pp. 80 – 105
September 14	Maintaining Boundaries (Part II) <b>ASSIGNMENT #1 DUE VIA CANVAS</b>	TEXT pp. 106 – 127
September 17	Crossing Boundaries	TEXT pp. 385 – 396
September 19	Crossing Boundaries (Part II)	TEXT pp. 397 – 409
September 21	Gender and the Body	TEXT pp. 425 – 439
September 24	Gender and the Body (Part II)	TEXT pp. 440 – 455
September 26	Gender and Intimacy	TEXT pp. 410 – 421 TEXT pp. 483 – 497
September 28	Gender and Intimacy (Part II)	TEXT pp. 455 – 468
October 1	Gender and Violence	TEXT pp. 374 – 384
October 3	Gender and Violence (Part II)	TEXT pp. 514 – 529
October 5	Gender and Violence (Part III)	TEXT pp. 55 – 61
October 8	NO CLASS: FALL BREAK	
October 10	Wrap Up and Review	
October 12	Wrap Up and Review	

<b><u>DATE</u></b>	<b><u>TOPIC/ASSIGNMENT DUE</u></b>	<b><u>READINGS</u></b>
October 15	<b><u>MIDTERM EXAMINATION</u></b>	
October 17	<b>Understanding Power, Privilege, and Patriarchy</b>	
<b>ONLINE:</b> Johnson, Allan J. 2005. "Patriarchy, the System: An It, Not a He, a Them, or an Us," excerpted from pp. 27 – 51 in <i>The Gender Knot: Unraveling Our Patriarchal Legacy</i> , Philadelphia: Temple University Press.		
October 19	<b>Understanding Power, Privilege, and Patriarchy (Part II)</b>	
<b>ONLINE:</b> McIntosh, Peggy. 1988. "White Privilege: Unpacking the Invisible Knapsack," pp. 78 – 83 in <i>Reconstructing Gender: A Multicultural Anthology, Fifth Edition</i> . Estelle Disch (ed). Boston: McGraw-Hill Higher Education.		
<b>ONLINE:</b> Woods, Jewel. 2013. "The Black Male Privileges Checklist," pp. 26 – 31 in <i>Men's Lives, Ninth Edition</i> . Michael S. Kimmel and Michael A. Messner (eds). Boston: Pearson.		
October 22	<b>Gender in the Family</b>	<b>TEXT pp. 165 – 185</b>
October 24	<b>Gender in the Family (Part II)</b>	<b>TEXT pp. 186 – 205</b>
October 26	<b>Gender in the Classroom</b>	<b>TEXT pp. 207 – 220</b>
<b>Note that the last day to withdraw from classes with a "W" and/or to change your grade mode (letter grade to pass/fail or vice-versa) is October 27<sup>th</sup>. Please come and talk to me AND your academic advisor if you're considering doing this!</b>		
October 29	<b>Gender in the Classroom (Part II)</b>	
<b>ONLINE:</b> Grant, Linda. 1994. "Helpers, Enforcers and Go-Betweens: Black Females in Elementary School Classrooms," pp. 43 – 64 in <i>Women of Color in U.S. Society</i> . Maxine Baca Zinn and Bonnie Thornton Dill (eds). Philadelphia: Temple University Press.		
October 31	<b>Halloween Costumes, of Course!</b>	
<b>ONLINE:</b> Nelson, Adie. 2000. "The Pink Dragon is Female: Halloween Costumes and Gender Markers." <i>Psychology of Women Quarterly</i> . 24:137 – 144.		
November 2	<b>Gender and the Media</b>	<b>TEXT pp. 339 – 348</b>
November 5	<b>Gender and the Media (Part II)</b>	<b>TEXT pp. 348 – 372</b>
November 7	<b>Gender and Work</b>	<b>TEXT pp. 275 – 288</b>
November 9	<b>Gender and Work (Part II)</b>	<b>TEXT pp. 289 – 310</b>
November 12	<b>Gender and Poverty</b>	
<b>ONLINE:</b> Moller, Stephanie. 2000. "Supporting Poor Single Mothers: Gender and Race in the U.S. Welfare State." <i>Gender and Society</i> . 16(4):465 – 484 .		
November 14	<b><u>NO CLASS: AMERICAN SOCIETY OF CRIMINOLOGY MEETINGS</u></b> <b><u>ASSIGNMENT #2 DUE VIA CANVAS</u></b>	

<u>DATE</u>	<u>TOPIC/ASSIGNMENT DUE</u>	<u>READINGS</u>
November 16	Gender and Poverty (Part II)	
<b>ONLINE:</b> Albelda, Randy, M.V. Lee Badgett, Alyssa Schneebaum, and Gary Gates. 2009. <i>Poverty in the Lesbian, Gay, and Bisexual Community</i> . Los Angeles: The Williams Institute.		
November 19	Gender and Poverty (Part III)	
<b>ONLINE—EXCERPT FROM:</b> Wilson, William Julius. 2009. "The Economic Plight of Black Inner-City Males," pp. 62 – 94 in <i>More than Just Race: Being Black and Poor in the Inner City</i> . New York: W.W. Norton.		
November 21	NO CLASS: THANKSGIVING BREAK	
November 23	NO CLASS: THANKSGIVING BREAK	
November 26	Gender and Incarceration	
<b>ONLINE:</b> Young, Vernetta D. and Terri Adams-Fuller. 2006. "Women, Race/Ethnicity, and Criminal Justice Processing," pp. 185 – 199 in <i>Rethinking Gender, Crime, and Justice: Feminist Readings</i> edited by Claire M. Renzetti, Lynne Goodstein, and Susan L. Miller. Los Angeles: Roxbury.		
November 28	Gender and Incarceration	
<b>ONLINE:</b> Reynolds, Marylee. 2008. "The War on Drugs, Prison Building, and Globalization: Catalysts for the Global Incarceration of Women." <i>National Women's Studies Association Journal</i> . 20(2):72 – 95.		
November 30	Gender and Politics	TEXT pp. 311 – 325
December 3	Gender and Politics	TEXT pp. 326 – 335
December 7	<b>FINAL EXAMINATION</b>	

***\*The final exam will be held in-class on Friday, December 7<sup>th</sup> from 11:20 AM – 2:10 PM. This is the time slot assigned by the Registrar's Office. Please notify me as soon as possible if you have any conflicts.***

**Note: I do not round up. An 89.9% is a B. No ifs, ands, buts, or "I'll fail out of Georgia Tech if you don't give me an A" stories, please! If you need an A (or a B or a C), earn it!**

***Note: If you are taking the class Pass/Fail, the minimum grade to pass the class is a 70 (a C).***

**How the Final Grade Is Determined:**

Attendance & Participation	5%
Assignment #1	20%
Assignment #2	20%
Midterm Examination	25%
Final Examination	30%
<b>TOTAL</b>	<b>100%</b>

**Grading Scale:**

<b>A</b>	90 – 100
<b>B</b>	80 – 89
<b>C</b>	70 – 79
<b>D</b>	60 – 69
<b>F</b>	0 – 59