

**HTS 3017- Sociology of Gender  
T/Th 1:35 - 2:55 PM  
Architecture (East), Room 309**

**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 [www.advising.gatech.edu](http://www.advising.gatech.edu).

**Office Phone:** 404.894.7448

**E-Mail:** amy.dunger@hts.gatech.edu

**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 class, race, sexual orientation, and gender. 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 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. Students will learn how social, political, and economic forces influence social behavior through an examination of such subjects as the family; the labor market; the education system; and the law. Students will demonstrate that they have met the Area E learning outcome through completing two written examinations (a midterm and a final) and writing two reflection papers (5 – 7 pages) that integrate course concepts and materials from the readings.

**Course Learning Outcomes:**

- Students will gain an enhanced understanding of how gender is socially constructed.
- Students will become familiar with how gender impacts and is impacted by major social institutions (e.g., work, family, law, etc.).
- Students will gain an enhanced understanding of how gender intersects with race, class, and sexual orientation.
- Students will strengthen their skills in critical thinking and writing.

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

- Kimmel, Michael S. and Amy Aronson (eds.). 2008. *The Gendered Society Reader, Third Edition*. New York: Oxford University Press.

The book is available at the ENGINEER'S BOOKSTORE, located at 748 Marietta Street.

In addition, there are many readings throughout the semester that are not in the textbooks. They are indicated with an asterisk and a bibliographic entry for the reading. You can access these readings via the T-Square site for this class. Go to "Resources" and the folder "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 T-Square—they will not be handed out in class. Make sure to pay attention to the syllabus for upcoming assignment due dates! **Late assignments will not be accepted.** The assignments each count for **20%** of your final grade (**ASSIGNMENTS = 40% TOTAL**).

**Assignment #1: Due September 16<sup>th</sup>**

**Assignment #2: Due November 11<sup>th</sup>**

**(2) Examinations:** There will be two examinations for this course. The midterm exam is scheduled for Tuesday, October 7<sup>th</sup> in class and the final exam is scheduled for Thursday, December 11<sup>th</sup> from 2.50 – 5.40 PM. 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 either up or down. The final class participation grade (attendance + class discussion) will count for **5%** of your final grade.

### **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 of an exam) so that we may make the appropriate arrangements. Proper documentation from the ADAPTS Office 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://www.adapts.gatech.edu>. Please note that there are no retroactive accommodations.

### **Academic Conduct:**

All students are expected to conduct themselves in accordance with the policies of the Georgia Tech Honor Code with respect to conduct and academic honesty. Anyone engaging in acts that violate these policies, such as plagiarism or cheating, **will be penalized**. For more information on the Honor Code, see <http://osi.gatech.edu/plugins/content/index.php?id=46>. If you are not familiar with what constitutes

plagiarism, ASK! ***Being uninformed of the policies on plagiarism does not absolve you from the responsibility of following them!***

**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 phones, laptops, tablets, or other mobile devices is not permitted in this class. THAT'S RIGHT, IT'S OLD SCHOOL. YOU'LL HAVE TO TAKE NOTES.*

*Please turn OFF your phones and laptops before entering the classroom. If you have a documented need to use a laptop during class, please come to speak to me. Those who violate this policy will be asked to leave the class that day.*

**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 films during the semester.***

**"K&A" = THE GENDERED SOCIETY READER BY KIMMEL AND ARONSON. ALL OTHER READINGS ARE ON T-SQUARE IN THE "RESOURCES" SECTION**

<u>DATE</u>	<u>TOPIC/ASSIGNMENT DUE</u>	<u>READINGS</u>
August 19 	Introduction and Welcome	read the syllabus!
August 21	Gender All Around Us	K&A pp. 466 – 477
August 26	Is Biology Destiny?	K&A pp. 1 – 31

\*\*\***T-Square:** 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))

<u>DATE</u>	<u>TOPIC/ASSIGNMENT DUE</u>	<u>READINGS</u>
August 28	Is Biology Destiny (Part II)?	K&A pp. 165 – 183
September 2	What is Gender & How Do We Study It?	K&A pp. 147 - 164
<b>***T-Square:</b> Lorber, Judith. 1994. "The Social Construction of Gender" excerpted from pp. 13 - 36 in <i>Paradoxes of Gender</i> . New Haven, CT: Yale University Press.		
September 4	What is Gender & How Do We Study It? (Part II)	K&A pp. 135 – 147
<b>***T-Square:</b> Lucal, Betsy. 1999. "What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System." <i>Gender and Society</i> . Vol. 13, No. 6: 781-797.		
September 9	Where Does Gender Come From and How Does It Vary?	K&A pp. 32 - 56
September 11	Doing Difference	K&A pp. 56 – 84
September 16	The Social Construction of Sexuality <b>ASSIGNMENT #1 DUE</b>	K&A pp. 121 – 133
<b>***T-Square:</b> Messner, Michael A. 1999. "Becoming 100% Straight," pp. 97 – 104 in <i>Inside Sports</i> . Jay Coakley and Peter Donnelly (eds). London: Taylor and Francis.		
September 18	Is It All in Your Head? Gender and Psychology	K&A pp. 85 - 106
September 23	The Power of Culture	K&A pp. 106 – 121
<b>***T-Square:</b> Maltz, Daniel and Ruth A. Borker. 1982. "A Cultural Approach to Male-Female Miscommunication," pp. 196-216 in <i>Language and Social Identity</i> . J. Gumprez (ed.) Cambridge, UK: Cambridge University Press.		
September 25	Understanding Power, Privilege, and Patriarchy	
<b>***T-Square:</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>***T-Square:</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.		
September 30	Understanding Power, Privilege, and Patriarchy (Part II)	
<b>***T-Square:</b> Johnson, Alan 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.		

<u>DATE</u>	<u>TOPIC/ASSIGNMENT DUE</u>	<u>READINGS</u>
October 2	Wrap Up and Review	
October 7	 <b>MIDTERM EXAMINATION</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 10<sup>th</sup></b>		
October 9	Gender and the Family	K&A pp. 184 - 201
***T-Square:	Graff, E.J. 2004. "What is Marriage For?" <i>New England Law Review</i> . 38(541).	
October 14	 <b>NO CLASS- Fall Break</b>	
October 16	Gender and Housework	K&A pp. 201 - 221
***T-Square:	Douglas, Susan J. and Meredith W. Michaels. 2004 "The New Momism," excerpted from pp. 1 – 13 in <i>The Mommy Myth: The Idealization of Motherhood and How It Has Undermined All Women</i> . New York: Free Press.	
October 21	Gender and the Workplace	K&A pp. 295 – 308 K&A pp. 322 – 338
October 23	Gender and Poverty	
***T-Square:	Albelda, Randy and Chris Tilly. 1999. "It's A Family Affair: Women, Poverty, and Welfare," pp. 79 – 86 in <i>For Crying Out Loud: Women's Poverty in the United States</i> . Diane Dujon and Ann Withorn (eds). Boston: South End Press.	
***T-Square:	Moller, Stephanie. 2002. "Supporting Poor Single Mothers: Gender and Race in the U.S. Welfare State." <i>Gender and Society</i> . 16(4):465 – 484.	
October 28	Gender and the Classroom	K&A pp. 234 – 261
October 30	 Gender and the Classroom (Part II)	K&A pp. 262 – 294
November 4	Gender and the Media	K&A pp. 364 – 384
***T-Square:	Nelson, Adie. 2000. "The Pink Dragon is Female: Halloween Costumes and Gender Markers." <i>Psychology of Women Quarterly</i> . 24(137 – 144).	
November 6	Gender and the Media (Part II)	K&A pp. 385 – 429
November 11	 Gender and the Body <b>ASSIGNMENT #2 DUE</b>	K&A pp. 430 – 465
November 13	Love, Sex, and Harassment	K&A pp. 490 – 502 K&A pp. 509 – 531
November 18	Love, Sex, and Harassment (Part II)	K&A pp. 531 – 563

<u>DATE</u>	<u>TOPIC/ASSIGNMENT DUE</u>	<u>READINGS</u>
November 20 	<b>NO CLASS- American Society of Criminology meetings</b>	
November 25 	<b>Gender and Violence</b>	<b>K&amp;A pp. 578 – 594</b>
November 27 	<b>NO CLASS- Thanksgiving Break</b>	
December 2 	<b>Gender and Violence</b>	<b>K&amp;A pp. 594 – 606</b>
December 4 	<b>Wrap Up and Review</b>	
December 11 	<b>FINAL EXAMINATION*</b>	

\*The final exam will be held in-class on Thursday, December 11<sup>th</sup> from 2.50 – 5.40 PM. This is the time slot assigned by the Registrar's Office. Please notify me if you have any conflicts.

#### How the Final Grade Will be Determined:

<b>Assignment #1</b>	20%
<b>Assignment #2</b>	20%
<b>Midterm Examination</b>	25%
<b>Final Examination</b>	30%
<b>Attendance &amp; Participation</b>	+ 5%
	<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