COURSE: Sociology of Gender 4910/34902  MTWR 5:45-8:30pm  
ROOM: LA130  
INSTRUCTOR: Dr. Shawna Cleary  
PHONE: 974-5841  OFFICE: COM 115F  E-MAIL: scleary@uco.edu  
OFFICE HOURS: by appointment  
Prerequisites: English 1113 and English 1213  

COURSE DESCRIPTION: Sociology of Gender will acquaint students with the myriad of issues related to the development of gender roles in society and the stratification related to these roles found across history and culture.  

COURSE OBJECTIVES: Gender as a subject of study has tremendous scope, and yet it was, until recently, a marginalized area of sociological study. All of us have gender, do gender, and are affected by the social context of our gender; therefore, the gender as an area of study is virtually limitless. In this class we will address, at minimum, gender issues related to stratification, family, work, law, race, and deviance. This course will be taught in seminar format, with the expectation that students will come to class well-read and prepared to take part in class discussions centered around the specific issues to be covered during each class. Upon completion of “Sociology of Gender,” students will be able to define gender, differentiate between sex and gender, and explain the most important areas related to gender. These include gender theories, socialization, stratification, sexuality, race, and class. In addition, we will define the dichotomy between the genders and its consequences. Students who finish the course will be able to identify classic and current perspectives and data on the study of gender.  

CENTRAL SIX: “Sociology of Gender” incorporates five of the Central Six transformational learning objectives. Students will apply discipline knowledge As they relate sociological theory to gender. They will be challenged to demonstrate leadership and to employ service learning and civic engagement as they are challenged to engage in changing the status quo regarding the marginalization of females and GLBT’s around the world. Students will recognize gender stratification and be challenged to solve the problems created by it in their communities. Finally, students will comprehend the global and cultural stratification by gender that limits life chances around the world for millions of people, especially females and GLBT’s.  


“The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations should make their requests by contacting the coordinator of Disability Support Services at 974-2549, office AD 211. Students should also notify the instructor of special accommodation needs by the end of the 1st week of class.”  

TENTATIVE TEST DATES/ ASSIGNMENT DUE DATES  

EVERY DAY*: students will turn in (at beginning of class) a written comment or observation gleaned from the required readings for the class. This will be worth up to 10 points per comment. * UNDERGRADUATE STUDENTS ARE REQUIRED TO READ ALL OF THE READINGS AND COMMENTS MUST REFLECT ALL OF THE READINGS. These will be turned in during class only—do not try to turn them in before or after class. Late comments will not be accepted. * You will not turn in
comments on the first class, the first test, or the days that you are responsible for your lecture assignment. Since we have 15 class periods you will turn in 10 comment papers at 10 points possible each, which comes to 100 points. The comments will comprise 20% or 1/5th of your final grade. You will have the option to do one extra comment at 10 points possible.

**June 17 test 1** in class (100pts. possible; 20% or 1/5th of final grade) this will be a combination objective and subjective exam that will cover material through **June 13**

**June 27 FINAL** (multiple choice 100pts. possible, 20% or 1/5th of final grade; tests all topics after 1st test; bring no. 2 pencil and green scantron)

**ARTICLE SUMMARY /CLASS DISCUSSION LEADERS** Undergraduate students will each choose or be assigned 2 articles from the required readings list (and related class dates) on which they will be responsible for leading class discussion related to their articles. This assignment requires: 1) a full written summary of the article (3 typed pages minimum) including relevant statistics, concepts, etc. related to the reading; 2) an oral discussion of the relevant points from the article; the discussion leader MUST include at least one question/issue from the article and lead the class in discussion of that question/issue (100pts. possible for each of 2--65pts. max. for written summary, 35pts. max. for discussion; this comprises 40% or 2/5th of final grade). THE ARTICLE DISCUSSIONS WILL TAKE PLACE DURING EVERY CLASS.

**MAKEUPS:** must be arranged with the instructor; there will be NO makeup allowed for article summary/discussions or daily reading comments.

**ATTENDANCE:** As this is an upper level and graduate course it is assumed that students will attend class regularly. However, any student who misses more than 30% of the legal class periods is subject to assignment of the “F” grade, regardless of assignment and test scores. In addition, you must not miss your assigned mini lecture night or be subject to a score of “0” for that assignment.

**GRADING SCALE:**

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<td>80-89</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>BELOW 60</td>
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The final grade for this course is obtained by adding the scores from test 1, weekly reading comments, class discussion leader assignments, and final and dividing the total by 5; that score will be converted to a letter grade using the above scale.

**CLASS RULES:** Talking during lectures, films, and guest lectures will not be tolerated; students who persist in disturbing the class will be asked to leave and will have 5 points deducted from their cumulative total grade. In addition, you must leave all cell phones, blackberries, etc. in your purses or backpacks. DO NOT leave these on your desks. DO NOT text or play games on cell phones/blackberries, etc., in my class and DO NOT read outside material or work on outside projects while in this class. If I catch you doing any of the above I will 1) publicly humiliate you and 2) ask you to leave class if you persist in the above behavior(s). If I have to ask you to leave class I will subtract 5 points from your cumulative grade score.
TENTATIVE LECTURE/DISCUSSION SCHEDULE
*This course is divided into 2 parts--Part I (Understanding Gender) and Part II (Gendered Issues). Part I ends with the first test; Part II completes the course.

**Part I: Understanding Gender**
June 3  Overview of class *no comments due
June 4  Defining Gender: what does it mean?
June 5  Biological Approaches to Gender: is anatomy destiny?
June 6  Psychology and Gender
June 10 Gender and Culture: how gender is constructed
June 11 Homosexuality, Transsexuality, Intersexuality, and Transgender: unraveling the difference
June 12 Gender Roles
June 13 Masculinity: let's talk about men *end of material for test 1
June 17 test 1 --no comments due

**Part II: Gendered Issues**
June 18 The Family and Gender
June 19 Gender and Violence
June 20 Gender Stratification: Relationships and Social Control
June 24 Gender Stratification: Gender, Bodies and Health
June 25 Gender Stratification: Education
June 26 Gender Stratification: the Workplace and the Economy
June 27 FINAL!!

Class Readings List: Part I: Understanding Gender

**June 5: Defining Gender**
“Doing Gender” (pg. 200)
“Doing Difference” (pg. 214)
“The Five Sexes: Why Male and Female Are Not Enough” *I will provide

**June 6: Biological Approaches to Gender**
“Caveman Masculinity: Finding Manhood in Evolutionary Science” (pg. 11)
“Testosterone Rules” (pg. 22)
June 7: Psychology and Gender
“The Gender Similarities Hypothesis” (pg.95)
“Don’t Blame the Caveman Why Do We Rape, Kill and Sleep Around? The Fault, Dear Darwin, Lies Not in Our Ancestors, but in Ourselves” *I will provide

June 11: Gender and Culture
“Great Divides: The Cultural, Cognitive, and Social Bases of the Global Subordination of Women” (pg.167)
“Women Remain Oppressed” (pg. 370)
“Too Young to Wed The secret world of child brides” *I will provide

June 12: Homosexuality, Transexuality, Intersexuality, and Transgender
“Men as Women and Women as Men: Disrupting Gender” (pg. 51)
“Coming of Age and Coming Out Ceremonies Across Cultures” (pg.78)
“Beards, Breasts, and Bodies: Doing Sex in a Gendered World” (pg. 527)

June 13: Gender Roles
“Framed Before We Know It: How Gender Shapes Social Relations” (pg. 190)
“Sexual Harassment and Masculinity: The Power and Meaning of ‘Girl Watching’” (pg. 592)
“Misogyny in Rap Music: A Content Analysis of Prevalence and Meanings” (pg. 453)

June 14: Masculinity *end of material for test 1
“’Dude, You're a Fag’: Adolescent Masculinity and the Fag Discourse” (pg. 113)
“‘Cool Boys,’ 'Party Animals,' 'Squid,' and 'Poofers': Interrogating the Dynamics and Politics of Adolescent Masculinities in School ” (pg.311 )
“Post-Princess Models of Gender: The New Man in Disney/Pixar” (pg. 471)

June 18 TEST 1--NO READINGS/COMMENTS

Part II: Gendered Issues
June 19: The Family and Gender
“Overcoming Stereotypes of Mothers in the African American Context” *I'll provide
“American Marriage in the Early Twenty-First Century” (pg. 239)
“Household Labor and the Routine Production of Gender” (pg. 257)
“(How) Does the Sexual Orientation of Parents Matter?” (pg. 272)

June 20 Gender and Violence
“The Myth of Sexual Symmetry in Marital Violence” (pg. 618)
“Rape-Prone Versus Rape-Free Campus Cultures” (pg. 631)

June 21: Gender Stratification: Relationships and Social Control
“The Feminization of Love” (pg. 545)
“A Study of Men and Women From Different Sides of the Earth to Determine If Men Are From Mars and Women Are From Venus in Their Beliefs About Love and Romantic Relationships” (pg. 559)
“Hooking Up and Forming Romantic Relationships on Today's College Campuses” (pg. 578)

June 25: Gender Stratification: Gender, Bodies and Health
“The Body and the Reproduction of Femininity” (pg. 503)
“Growing Up in the Culture of Slenderness: Girls' Experiences of Body Satisfaction” (pg. 517)

**June 26: Gender Stratification: Education/Media**
“‘Spice Girls,' 'Nice Girls,' 'Girlies,' and 'Tomboys,': Gender Discourses, Girls' Cultures, and Femininities in the Primary Classroom” (pg. 299)
“The Trouble with Black Boys: The Role and Influence of Environmental and Cultural Factors on the Academic Performance of African American Males” (pg.333)
“Resistance Through Video Game Play: It's a Boy Thing” (pg.489)
“Little in Common: Racial and Gender Differences in Adolescents' Television Diets” (pg. 479)

**June 27: Gender Stratification: Work & the Economy**
“The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions” (pg. 389)
“Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work” (pg. 401)
“Before and After: Gender Transitions, Human Capital, and Workplace Experiences” (pg. 434)