

# **SOC 5040: SOCIOLOGY OF GENDER AND SEXUALITY**

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This course focuses on issues of sex, gender, and sexuality. We will examine the concepts themselves, and explore the complicated ways in which sex, gender, and sexuality interact and impinge upon each other in our own lives, the lives of others, and at every level and in every institution across society. We will also examine the intersections of these systems and identities with disability, and race. The course will explore a wide range of contemporary social issues and cutting-edge theory, as well as the ways in which the relationships among sex, gender, and sexuality have been conceptualized and rethought over time. We will also examine examples and strategies for social change.

It is assumed that students have taken a prior course on gender inequality or have some background in the subject. If you are concerned that you do not have a sufficient foundation, please contact instructor.

## **Course requirements:**

1. *Responding to reading discussion questions, and participation in various assignments posted in individual units: 35%*

3. *Journal: 35%*

4. *Research Paper or Action Plan: 30%*

## **Required Reading:**

1. Sex, Gender and Sexuality: The New Basics (Edited by Abby L. Ferber, Kimberly Holcomb and Tre Wentling, Oxford University Press, *third edition*).
2. Additional readings will be posted on blackboard under the relevant units.

## **Class Policies:**

- Any act of plagiarism will result in a failing grade on that assignment, and is potentially grounds for failing the class. Students are expected to be familiar with and adhere to the college plagiarism policy and honor code. Resources will also be posted on blackboard under “resources.”
- netiquette must be adhered to
- We will follow the UCCS Non-Discrimination policy ensuring no one will discriminate against an individual or group on the basis of ethnicity, color, religion, sex, sexual orientation, age, national origin, ability/disability, veteran status, or gender identity/expression.
- Syllabus subject to change

**Accommodation for Physical or Learning Disabilities:** If you have a disability for which you are requesting an accommodation, you are encouraged to contact Disability Services within the first week of classes. Contact information: Main Hall, room 105, 255-3354.

1. ***Responding to reading discussion questions:***

Answer the reading discussion questions posed at the start of each chapter in the textbook. Your answers should be approximately 1-3 paragraphs (some questions will require a longer response than others).

2. **Journals:**

Each journal entry should be approximately three pages long, typed, double spaced. One journal entry should be completed for each unit. The focus of this class is relevant to all of our lives; your journal is your opportunity to relate what you are learning in class to your own life, and make it meaningful for you. You should use your entries to analyze some issue raised in the assigned films/lectures for that unit, and you may also tie the discussion in to the readings. Focus on some issues which interest you, either because they ring true, trouble, disturb or shock you, amaze or surprise you, or impress upon you in some way. Try to be narrow and specific, providing examples. You may include brief quotes, but this is not necessary.

*Questions to think about while writing your journals:* What did I learn that was totally new? How do the videos make me feel? Do I sometimes feel uncomfortable? Do the readings reflect my own experiences or the experiences of my friends or family in any way? Are the issues raised relevant to my profession? To my own daily work? Does the filmmaker raise issues I have never thought about before, or make me think about it in a new way? If I have not thought about these things before, why is that? Does this class make me reflect upon my learning in other classes in new ways? Is there something that has been bothering me but I have not wanted to bring it up in class discussion? Is this class raising issues I want to learn more about? Is this class making me think about myself in new ways?

***Final Journal assignment:*** Personal assessment. Go back and reread your previous journal entries, and reflect upon them. What do you find most interesting or surprising? What kind of learning experience has this class been for you? Do you find that your views, beliefs, or knowledge on specific issues have changed at all? Have the issues been personally relevant for you? How has the class led you to consider your own life experience and identity? What are the most significant things you will take away from this class? Was this class what you expected it would be?

3. **Final Project: Please select one of the following two final project options**

***Option A: Research Paper***

Begin to immediately think about this assignment as you move through each unit's readings and topics. Create an outline to help write the paper in a clear and concise manner, given the page length constraints.

Your paper should be approximately 10 pages, double spaced. Examine a specific issue tied to gender *and* sexuality. Choose an issue that interests you! Your bibliography should include both academic books and journal articles, and sources that are as recent and up to date as possible. Limit use of websites. Select one style format to follow- either MLA or APA, and make sure to follow it throughout.

The central purpose of this paper is to make a case for a particular point of view: this is your thesis. There may be no single correct answer to the issue you address. There are, however, better and worse answers. This is a function of how well you articulate and defend your position. You must, at every step, provide reasons for your position and for your particular interpretation, occasionally backing up your arguments with quotes. The following suggestions should help you produce a thoughtful and well-written paper.

1. Begin every paper with an introduction that includes your thesis and a careful exposition of the key points you will make.
2. Make sure you support your points and arguments with sources, and you may also incorporate examples from class where relevant.
3. Provide a conclusion summarizing your arguments.
4. Provide page references or footnotes for quotes, and a bibliography with a complete list of sources. Your paper should include quotes from your sources, but you should not rely too heavily upon quotes.
5. Be consistent in the format you use. You can use Chicago manual style, APA style, or whatever style you choose, but be consistent. Failure to properly cite sources is a form of plagiarism.
6. Go through as many drafts as necessary: no one writes a perfect paper on the first try. Be sure to carefully proofread your paper!
7. If you have any questions or problems, please email me!  
(adapted from guidelines created by Dorothea Olkowski, UCCS)

### ***Option B: Action Plan***

Develop an action plan that describes in detail how you will apply knowledge gained in this course in a specific setting. Teachers may use this option to develop curriculum and education plans.

#### **Some ideas include:**

- Starting a student club
- Developing a specific workshop you would like to present at your place of work, school, or in some other organizational setting
- A film series you would like to organize and offer for your school or community
- Implementing specific changes within an organization or movement you are involved in
- The options are endless! Identify a need and be creative....

#### **The action plan must identify:**

- the activity: what it is you want to do;
- where you want to do it;
- research you will need to do to make this plan successful
- the estimated time commitment needed for implementing this plan;
- your goals or objectives in carrying out this plan;
- the specific tasks you will take in order to reach the outcome (who will you need to work with? Will you need to get permission from your school, workplace or organization? Do you have allies that can support you?)
- specific resources you will need;
- possible obstacles you might encounter;
- evaluation: how will you know if your plan has been a success?

**Course Reading Schedule: (additional articles will be posted on Blackboard)**

***\*\*\*Make sure to read the brief introductions to each section as you come across them in the textbook***

**Unit 1:** The New Basics Introduction and part one intro, chapters 1-4

**Unit 2:** The New Basics chapters 5-8

**Unit 3:** The New Basics chapters 9-13

**Unit 4:** The New Basics, chapters 14-17

**Unit 5:** The New Basics, chapters 18-22

**Unit 6:** The New Basics, chapters 23-26

**Unit 7:** The New Basics, chapters 27-32

**Unit 8:** The New Basics, chapters 33-38

**Unit 9:** The New Basics, chapters 39-42

**Unit 10:** The New Basics, chapters 42-45

**Unit 11:** The New Basics, chapters 46-48

**Unit 12:** The New Basics Section Seven

