

**EMORY UNIVERSITY**  
**Soc225/WGS231**  
**SOCIOLOGY OF SEX AND GENDER**

Summer 2017  
Synchronous Sessions  
5:30 – 6:30 MWF  
Virtual Office Hours:  
by appointment

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***Course Description***

This course is an introduction to the sociological study of gender. We will do this in six weekly “modules.” In the first module, we will “unpack” the two key concepts for the class – sex and gender with special attention to the ways in which the categories of “male” and “female” are social categories (rather than biological categories). In Module 2, we will delve into these concepts more deeply, and consider the social processes through which gender is constructed, enforced, and contested. We ground our inquiry in Connell’s theory of gender and power, emphasizing gender as an ongoing accomplishment. In Module 3, we will address the question of how children learn gender norms and expectations in the first place. We examine three theories about how children learn the gender system and what happens when they don’t conform to gender norms. This module allows us to consider the malleability of gender, and compare situational theories of gender with trait theories. We then turn from the micro-sociological processes covered in Module 3 to organizational and social processes through which gender intersects with class, race and sexuality in Module 4. We apply the theories we cover in the first four modules to one important institution through which gender is socially constructed – the media (*Module 5*). Finally, in Module 6 we consider debates on the changes that are needed in the “gender system” and the strategies to achieve these changes.

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**AN EXPLANATORY NOTE: THE ONLINE ASPECT**

The Sociology of Sex and Gender is cross-listed between Sociology and Women’s, Gender and Sexuality Studies. As a result, it is a course that covers a fair amount of material. When this course is taught in the summer, it still covers most of this material, but in a compacted schedule.

However, in this particular summer session, the Sociology of Sex and Gender has been transferred to an online format. While it still must address the usual material, it does so by only having the class meet online for 3 hours per week (over six weeks). These “real-time” meetings (or synchronous sessions) will serve an important role for this class – allowing the usual

give and take found in a traditional classroom.

Yet, the relatively short time devoted to synchronous sessions (and the limited material they can cover) means that a substantial portion of the course will involve work that you will do on your own. This work will, of course, involve the usual class readings, but it will also involve the digesting of videos that I have prepared and posted on Canvas. These videos cover much of the substantive topics typically addressed in the Sociology of Sex and Gender but topics that can't be squeezed into the limited synchronous sessions. Hence, videos, documentaries, readings and assignments – these are the “asynchronous” portion of the online class.

As you see in the schedule below, there are quite a few asynchronous items to cover in six weeks. But be of good cheer – I've worked hard to make them as friendly and as palatable as I can for you. To that end, I ask that you do the asynchronous materials in the order that I placed them. There's a logic to how things will progress, and following that logic should make the learning process go more smoothly than if you did the various asynchronous items out of order.

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## COURSE REQUIREMENTS

**Participation:** Given how few synchronous sessions we have for this summer session, I expect regular attendance at those. You are allowed one unexcused absence from a synchronous session without penalty. **You will receive a deduction of 4 points from your final grade for every unexcused absence from the synchronous sessions.** I also reserve the right to add short quizzes prior to the online sessions if students do not seem prepared. These quizzes will count towards your participation grade. Please note that if I take roll during a synchronous session and you do not respond promptly, you will be counted as “absent.”

**Quizzes:** You will take 2 short quizzes on material covered in instructional videos. The first quiz covers the syllabus and course requirements. The second quiz covers the main concepts in the social construction of gender mini-lecture.

**Daily Quotes:** For almost every class session, you will be required to post a “Daily Quote” on Canvas. For this assignment, you submit a 1-2 sentence quote from the reading that captures the author's main argument (or an important part of the main argument). Please make sure to include the page number and citation for the quote. In past classes, the Daily Quote requirement has enabled students to focus on the readings more closely. There are 10 Daily Quotes due, plus two optional Daily Quotes. You can complete the optional Daily Quotes for extra credit or to make-up for a previous Daily Quote that you did not submit. Daily Quotes are worth .5 points each.

**Voicethread Posts:** You will complete 17 VoiceThread assignments. These are relatively

short and easy tasks in which you post informed spoken comments in response to a specific question. (You will need to log onto Voicethread to see the prompt that you must answer). As you will see, some of these VoiceThread assignments will be much easier (e.g., opinion-based to stimulate conversation) than others (e.g., those requiring applying a theory to an example). All of these VoiceThread assignments will be graded “qualitatively” in terms of satisfactory-plus, satisfactory, and unsatisfactory. Please see the Canvas site for instruction on how to make a VoiceThread comment. You can miss one VoiceThread assignment without penalty. These assignments will comprise 12% of your final grade (VT posts are worth .5 to 1 point, depending on the amount of critical analysis required).

**Assignments:** You will complete two assignments during this summer sessions – a toy store assignment and a labor market assignment. Each of these assignments will help you apply the material that we are covering in class to observations in the “real world.” You will need to give yourself time to complete the toy store assignment, as it requires that you visit a toy store and create a video or write a paper based on your observations. You’ll see that I include reminders on the syllabus that you should be working on this assignment.

**Final project:** There are no exams in this class. Instead, you will you will produce a digital presentation (eg, slideshow, video or “poster”) and a short paper on a topic of your choosing. I will give you detailed instructions on what information to include on the final project. To assist you in completing the final project successfully, I have included several staged assignments throughout the semester. These assignments will be incorporated into your final grade. We will try to give you feedback on these assignments so help guide you in your final project. Please remember that similar to a final exam, this final project should incorporate readings from your syllabus and demonstrate that you have mastered the material.

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Students are expected to adhere to the [Emory Honor Code](#) when completing all aspects of the class, including the assignments and final project.

<b>ACTIVITY</b>	<b>SOFTWARE</b>	<b>POINTS</b>
<u>Participation in online sessions</u>	AdobeConnect	4
<u>Quizzes</u>	Canvas	3
<u>Daily Quotes</u>	Canvas	5
<u>Voicethread (VT) Posts:</u>	Canvas	20
<u>Toy Store Assignment:</u>	Canvas (VT)	20
<u>Labor Market Assignment:</u>	Canvas, Survey Monkey	5
<u>Final Project:</u>	Canvas, Powerpoint, Prezi, etc.	
- Project topic		2
- Annotated bibliography		5
- Project outline		5
- Final project		30

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## Late Assignment Policy

You will lose 50% of the possible points for any assignment that you submit late. The window for “late” depends upon the assignment. Voicethread posts and Daily Quotes are considered “late” if they are submitted after the time that they are due (the software automatically gives your post a time and date stamp). If you post before our online class session, you will receive partial credit. Voicethread posts and Daily Quotes submitted after the synchronous class session begins (5:30 pm) will receive no credit. The toy store and labor market assignments are considered late if they are submitted after the time/date that they are due. You will not receive credit for a toy store assignment that you submit more than 72 hours after the deadline.

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## COURSE RESOURCES

As the semester progresses, class materials (e.g., asynchronous materials, lecture presentations) will be posted on [Canvas](#).

The assigned readings are drawn from many sources, so there is no textbook. Instead, the required readings will be available on our Canvas site and at [Woodruff Library's online reserves](#).

If you have any special needs, please contact me at the beginning of the semester and we will discuss the necessary arrangements (see [Emory's Access, Disability Services and Resources](#))

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**Logging onto AdobeConnect for the synchronous sessions:** For our synchronous sessions, please go to the AdobeConnect link in Canvas (in the Assignments file or Modules file) and log in as a guest. You should just type your name (or preferred name). No password is required. (Please view the video on using AdobeConnect before our first synchronous session.)

**Software and Technical Requirements:** Information on the software we will be using and the technical requirements for the online class are located at the end of the syllabus. Please note that there are video tutorials on Canvas for each of the software packages (AdobeConnect; Canvas; Voicethread).

### **One more important piece of information....**

Canvas may be down occasionally for maintenance. Please plan ahead!

### **Schedule of Assignments / Asynchronous Activities**

## SCHEDULE OF ACTIVITIES AND ASSIGNMENTS

Topic	Synchronous and Asynchronous Activities	Time Due	Date Due
<b>MODULE 0: GETTING STARTED</b>			
<p><b>*** NOTE: You are expected to complete these activities BEFORE the first synchronous class session. Complete them by 3 pm so that we can identify and fix any problems before the first synchronous class session ***</b></p>			
<b>Getting Started</b>	<p><u>Watch</u> the Getting Started with AdobeConnect video</p> <p><u>Watch</u> the Getting Started with Voicethread video</p> <p><u>Watch</u> the Syllabus and Requirements video</p> <p>Take <u>Quiz 1</u>: Syllabus and Requirements</p> <p>Read the course Syllabus and Assignment Schedule</p> <p>VT Post: Introductions and icebreaker (VT=Voicethread)</p> <p>Please tell us where you are living this summer, your name, and something about your first name. For instance, is it a family name? Is it a name you never use, preferring a nickname instead? Etc.</p>	1 pm	6/26 (M)
	<p><b>SYNCHRONOUS SESSION</b> (Click on the AdobeConnect link in the Canvas Announcements file. Log onto Emory.AdobeConnect as a guest. Type your first name/preferred name.</p>	5:30 pm	6/26 (M)
<b>MODULE 1 THE SOCIAL CONSTRUCTION OF GENDER</b>			
<p><b>OBJECTIVES:</b> Explain what is meant by the concept, “the social construction of gender” and what it entails: differentiating individuals into a male/female binary through sex assignment at birth and markers of gender, normalizing the binary, creating inequality. Explain how gender is related to sexuality. Explain the consequences of not conforming to gender norms.</p>			
<b>Sex and intersex</b>	<p><u>Watch</u>: <i>One in 2000</i> documentary</p>	5:30 pm	6/27 (Tu)

	VT Post comment: What is the most surprising issue that arose for you when you watched the film? If you weren't surprised, why weren't you surprised?	6:00 pm	6/27 (Tu)
	VT Post response to peer	12:00 pm	6/28 (W)
	Read: Reis, Elizabeth. 2007. "Divergence or Disorder? The Politics of Naming Intersex."	5:00 pm	6/28 (W)
	Post Daily Quote #1: Reis reading	5:15 pm	6/28 (W)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	6/28 (W)
<b>The Social Construction of Gender: Key concepts</b>	Watch Instructional video: The Social Construction of Gender	12:00 pm	6/30 (F)
	Take Quiz #2: The Social Construction of Gender	1:00 pm	6/30 (F)
	Read: Steinmetz, Katy. "America's Transition." <i>Time</i> June 9, 2014.	2:00 pm	6/30 (F)
	VT Post Comment: Social Construction of Gender Which of the products are marketed to men and which are marketed to women? How do you know? How does this reflect Lorber's claim that the social construction of gender involves constructing differences between men and women (from video)?	2:30 pm	6/30 (F)
	Read: Schilt, Kristen and Laurel Westbrook. 2009. "'Gender Normals,' Transgendered People, and the Social Maintenance of Heterosexuality," <i>Gender &amp; Society</i> .	5:00 pm	6/30 (F)
	Post Daily Quote #2: Schilt and Westbrook reading	5:15 pm	6/30 (F)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	6/30 (F)
	<b>*** NO SYNCHRONOUS SESSION ***</b>	5:30 pm	7/3 (M)

## MODULE 2: MASCULINITIES, FEMININITIES AND BEYOND

### OBJECTIVES:

Define "hegemonic masculinity" and "emphasized femininity" and provide examples for each concept. Explain how hegemonic masculinity and emphasized femininity are constructed and contested. Explain how hegemonic masculinity and emphasized femininity are related to gender inequality.

<b>Masculinities</b>	<u>Watch Video</u> : Interview with CJ Pascoe	12 pm	7/5 (W)
	<u>Watch Video</u> : <i>One Direction</i>	12 pm	7/5 (W)
	<u>VT Post Comment</u> : Applying Pascoe to music video Now that you've watched the interview with CJ Pascoe and the One Direction music video, please answer the following questions: What is one way that the band members in One Direction enact the "fag"? What is one way that the band members enact hegemonic masculinity by repudiating the "fag"?	12:30 pm	7/5 (W)
	Work on Toy Store Assignment	Ongoing	
	<u>Task</u> : BEM Sex Role Inventory (link on Canvas)	3:00 pm	7/5 (W)
	<u>Read</u> : McGuffey and Rich, "Playing in the Gender Transgression Zone"	5:00 pm	7/5 (W)
	<u>Post Daily Quote #3</u> : McGuffey and Rich reading	5:15 pm	7/5 (W)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	7/5 (W)
<b>Femininities</b>	<u>Read</u> : Weitz, Rose. "Women's Hair and Emphasized Femininity"	12 pm	7/7 (F)
	<u>VT Post Comment</u> : According to the Weitz reading, which hairstyle represents accommodation to emphasized femininity? How is the hairstyle also associated with power? Do you agree with Weitz?	12:30 pm	7/7 (F)
	<b>Work on toy store assignment</b>	Ongoing	
	<u>Read</u> : Kelly, Deirdre M., Shauna Pomerantz, and Dawn Currie. "Skater Girlhood and Emphasized Femininity: 'You Can't Land an Ollie Properly in Heels'." <i>Gender and Education</i> 17.3 (2005): 229-248.	5:00 pm	7/7 (F)
	<u>Post Daily Quote #4</u> : Kelly reading	5:30 pm	7/7 (F)

	<u>Post Daily Quote #4</u> : Kelly et al reading	5:15 pm	7/7 (F)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	7/7 (F)
	<b>Post Final Project Topic</b>	5:30 pm	7/7 (F)
	<b>Post Comment on Peer's final project topic</b>	11 am	7/9 (Sun)
<b>MODULE 3: CHILDHOOD LESSONS</b>			
<b>OBJECTIVES</b> Describe the processes through which individuals are socialized into gender identities, learn about the cultural markers of gender and develop gender schemas. Explain the child's agency in gender socialization, especially in resistance to gender socialization. Explain the difference between gender as an "On- going accomplishment" and as a set of personality traits.			
<b>Families</b>	<u>Watch video</u> : Social Learning Theory	12 pm	7/10 (M)
	<u>Watch video</u> : Baby Storm	12:30 pm	7/10 (M)
	<u>VT Post Comment</u> : If no one knew Baby Storm's gender, would Storm acquire gendered behaviors, according to social learning theory? Why or why not?	1 pm	7/10 (M)
	<u>Read</u> : Read, Barbara. 2011. "Britney, Beyoncé, And Me—Primary School Girls' Role Models And Constructions of the 'Popular' Girl." <i>Gender and Education</i> 23.(1):1-13.	5:00 pm	7/10 (M)
	<u>Read</u> : Kane, Emily W. "'No Way My Boys are Going to Be Like That!' Parents' Responses to Children's Gender Nonconformity." <i>Gender &amp; Society</i> 20.2 (2006): 149-176	5:00 pm	7/10 (M)
	<u>Post Daily Quote #5</u> : Read reading	5:15 pm	7/10 (M)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	7/10 (M)
<b>Families</b>	Work on toy store assignment	Ongoing	
	Work on annotated bibliography	Ongoing	
	Watch video: Cognitive Developmental Theory	11:00 am	7/12 (W)



	<u>Read</u> : Martin, C.L. and Ruble, D., 2004. "Children's Search for Gender Cues: Cognitive Perspectives on Gender Development." <i>Current Directions in Psychological Science</i> , 13(2), pp.67-70.	1:00 p.m.	7/12 (W)
	<u>VT Post</u> comment: What is one important difference between Cognitive Developmental Theory and Social Learning Theory? That is, how would explain the ways in which dressing this child as a princess would affect her gender identity and behavior?	1:30 pm	7/12 (W)
	<u>Read</u> : Pollock, Lealah, and Stephen L. Eyre. "Growth into Manhood: Identity Development among Female-to-Male Transgender Youth." <i>Culture, health &amp; sexuality</i> 14.2 (2012): 209-222.	5:00 pm	7/12 (W)
	<u>Post Daily Quote #6</u> : Pollock reading	5:15 pm	7/12 (W)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	7/12 (W)
<b>Schools</b>	<b>TOY STORE ASSIGNMENT DUE</b>	11 pm	7/13 (Th)
	<u>Post response to peer's toy store project</u>	12 pm	7/14 (F)
	Work on annotated bibliography	Ongoing	7/14 (F)
	<u>Read</u> : Dow, Dawn Marie. 2016. "The Deadly Challenges of Raising African American Boys: Navigating the Controlling Image of the 'Thug.'" <i>Gender &amp; Society</i> 30(2): 161-188	4:00 pm	7/14 (F)
	<u>Read</u> : Morris, Edward W. "'Tuck in that shirt!' Race, Class, Gender, and Discipline in an Urban School." <i>Sociological Perspectives</i> 48.1 (2005): 25-48	4:15 pm 7/7	7/14 (F)
	<u>VT Post</u> : Which theory of socialization best explains the strategies that mothers use to teach their African American sons to navigate the image of the thug?	5:00 pm	7/14 (F)
	<u>Post Daily Quote #7</u> : Morris reading	5:15 pm	7/14 (F)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	7/14 (F)

## MODULE 4: INTERSECTIONS

### OBJECTIVES:

Explain the intersectionality perspective -- that gender intersects with race, class and sexuality. Provide examples of intersectionality at the macro and micro level. Describe some of the processes through which gender intersects with race, and how privilege and disadvantage can occur simultaneously for the same individual. Explain the ways that sexuality is socially constructed, and describe the processes through which this occurs: sexual labels; heterosexual privilege (and heteronormativity); sexual scripts; sexual pleasure. Explain how the social construction of sexuality is related to the social construction of gender, and how this intersects with race.

<b>Labor Markets (social class)</b>	<b>Post completed labor market worksheet</b>	4:30 pm	7/17 (M)
	<u>VT Post comment:</u> What information from the labor market assignment surprised you the most? If you weren't surprised, why weren't you surprised?	5:00 pm	7/17 (M)
	<u>Read:</u> Flores, Glenda Marisol and Pierrette Hondagneu-Sotelo: "The Social Dynamics Channeling Latina College Graduates into the Teaching Profession." <i>Gender, Work and Organizations</i> .	5:00 pm	7/17 (M)
	<u>Post Daily Quote #8:</u> Williams or Flores reading	5:15 pm	7/17 (M)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	7/17 (M)
<b>Race</b>	<u>Watch video:</u> "Intersectionality"	5:30 pm	7/18 (Tu)
	<u>VT Post Comment:</u> Intersectionality Do the data that we looked at on dropout rates and college graduation rates by race and the data from your labor market assignment support any of the claims made in the #BlackLivesMatter video? If so, what claim or claims, and what data? If not, what does the education and labor market data show that the #BlackLivesMatter video doesn't address?	12:30 pm	7/19 (W)

	Read: Sevelious, J.M. "Gender Affirmation: A framework for Conceptualizing Risk Behavior among Transgender Women of Color."	5:00 pm	7/19 (W)
	Read: Shah, Hemant. 2003. "'Asian Culture' and Asian American Identities in the Television and Film Industries of the United States." <i>SIMILE: Studies in Media Information Literacy Education</i> 3(3): 1-10.	5:00 pm	7/19 (W)
	Post Daily Quote #9: Sevelus or Hemant reading	5:15 pm	7/19 (W)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	7/19 (W)
	Work on annotated bibliography	ongoing	
<b>Sexualities</b>	Watch video: Lisa Wade on hook-up culture	11:00 pm	7/20 (Th)
	VT Post Comment: Is there a "hook-up culture" at Emory? To answer this, identify one feature of "hook-up culture" described in the video (Lisa Wade) that you have observed at Emory or that you have <b>not</b> observed at Emory.	11:59 pm	7/20 (Th)
	Post Response to peer	12:00 pm	7/20 (Th)
	Read: Williams et al. "Trans Men: Embodiments, Identities and Sexualities." <i>Sociological Forum</i> . 2013.	3:00 pm	7/21 (F)
	Post Daily Quote: Williams reading	5:15 pm	7/21 (F)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	7/21 (F)

## MODULE 5: INSTITUTIONS - THE MEDIA

OBJECTIVES: Identify and provide examples for the ways that the media promote ideal body types. Apply theories of gender and intersectionality to patterns in the media. Discuss and provide examples for the effects of the media's body ideals on gender inequality and individual self-concepts.

<b>Gender, Race &amp; Sexualities</b>	<b>Post annotated bibliography</b>	11:59 pm	7/23 (Sun)
	Read: Stephens, Dionne P., and Layli D. Phillips. 2003. "Freaks, Gold Diggers, Divas, and Dykes: The Sociohistorical Development of Adolescent African American Women's Sexual Scripts." <i>Sexuality and Culture</i> 7(1):3-49	2:30 pm	7/24 (M)
	VT Post Comment on reading. According to Stephens et al in your assigned reading, how do adolescent African American women learn sexual scripts? What would a cognitive developmental theorist say is missing from the authors' arguments? (Hint: consider "passive" and "active" forms of learning).	3:00 pm	7/24 (M)
	Read: Katz, "The Importance of Being Beautiful"	5:00 pm	7/24 (M)
	Post Daily Quote #9: Katz	5:15 pm	7/24 (M)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	7/24 (M)
<b>Media</b>	<b>Final project outline due</b>	12:00 pm	7/26 (W)
	Read: Gallagher, "You Need a Makeover!": The Social Construction of Female Body Image in "A Makeover Story", "What Not to Wear", and "Extreme Makeover." <i>Popular Communication</i> 5.1 (2007): 57-79	5:00 pm	7/26 (W)
	Post Daily Quote #10: Gallagher reading	5:15 pm	7/26 (W)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	7/26 (W)
	<b>Work on final project</b>	5:00 pm	7/28 (F)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	7/28 (F)
<b>MODULE 6: SOCIAL CHANGE</b>			
<b>OBJECTIVES:</b> Explain the ways that gender justice could be achieved. Demonstrate a comprehensive understanding of the course materials through completing the final project assignment.			

	<u>VT Post Comment: Which aspect of your final project are you finding most rewarding, interesting or frustrating?</u>	11:00 am	7/31 (M)
	<u>VT Respond to Peer</u>	12:30 pm	7/31 (M)
	Read: hooks, bell. "Dig Deep: Beyond Lean In" <i>The Feminist Wire</i> 10/28/2013. <a href="http://thefeministwire.com/2013/10/17973/">http://thefeministwire.com/2013/10/17973/</a>	5:00 pm	7/31 (M)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	7/31 (M)
	<b>Post final project</b>	5:30 pm	8/1 (Tu)
	<u>VT Post Response to peer's final project</u>	12:00 pm	8/2 (W)
	<b>SYNCHRONOUS SESSION</b>	5:30 pm	8/2 (W)