Course Description
This course is an introduction to the sociological study of sex and gender. More specifically, this course explores how sexuality and gender are perceived, defined, and experienced in the context of society. This course will also investigate how sexuality and gender influence our lives, are reflected in social norms, attitudes and beliefs, through public and private policies and practices, and social institutions.

By the end of the semester you should be able to:
1. Observe the world sociologically, especially as it relates to sex and gender.
2. Explain the kinds of research questions sociologists ask about sex and gender, the contexts of those questions, and why they ask them.
3. Outline the various theories sociologists have developed to explain sex and gender arrangements and to apply these theories appropriately to contemporary social issues.

Course Content Overview
Week 1: Introduction
Week 2: Research Methods
Week 3: Gender & Sexuality
Week 4: Beyond Hetero…
Week 5: Beyond Male & Female
*** Oct. 10th -- Fall Weekend Holiday. No University exercises
Week 6: Sex, Gender, Race, and Difference
Week 7: Sexuality Across the Life Course

MIDTERM EXAM: OCT 24th at 11 AM

Week 8: Sexuality Across the Life Course (cont)
Week 9: Sex and Gender in the Media
Week 10: Economics, Sex Work and Romantic Relationships
Week 11: Violence
Week 12: Control of Sexuality: Sexual Pleasure, Hook-ups, Marriage, Lineage
Week 13: Motherhood, Fatherhood, and Sexuality

FINAL EXAM: DEC 13th at 9:00 AM

Assessment
Assignment % of Final Grade Due date
1) Class participation/presentations 20% All sessions
2) Two short papers: 3-5 pgs each 10% each Depends on topic
3) Quizzes 10% Unannounced
4) Midterm exam 20% 10/24/2011
5) Final exam 30% 12/13/2011
1) Class participation/ presentations (20%)
Participation in class is central to mastering the concepts and materials in this class. I encourage you to ask questions, to share your thoughts on the materials, and to engage in respectful debate as to what these readings teach us about the social world. Additionally, your questions and comments improve the value of the course as we all learn from each other. I understand that speaking in class during lecture days can be intimidating. For those of you who would prefer to make comments or ask questions via the internet, I have set up a Google moderator page for the course. You can you can vote on questions and suggest your own at http://goo.gl/mod/radj.

Although more than a few students are taking this course, I will learn all of your names. Attendance at all class sessions is expected. If you have to miss a class please talk to me beforehand.

To help you come to class prepared to discuss the materials, you will post a 1-page review of the readings to the discussion section of Mycourses each week. Your reviews are due by Wednesday at 11:59 pm. These papers will help you begin to process the readings and will help me understand what questions there are and what topics you would particularly like to engage during our Friday meeting. These are required but not graded. Late 1-page papers will not be accepted. Additionally, you need to comment on two other students’ reviews (~50 words) on Mycourses by Thursday at 11:59 pm.

In addition to your regular contributions to our class discussion, you will be expected to periodically lead the small group discussions on specific readings during our Friday sessions. A sign up sheet for leading discussions will be provided after the first week.

2) Short papers: one media review, one research (10% each, 3-5 pgs)
You will have two short paper assignments. Options for your short paper assignments will be handed out the second week of classes. You must write one short paper that involves doing research and one short paper that involves reviewing a media. Your short papers are due at 11 am the Monday after we the week of the topic. This will allow you to take advantage of all the class discussions on the topic, and the weekend, before handing in your paper.

Paper format: All papers must use “Times New Roman” 12-point font, be double-spaced, and have 1-inch margins. Papers are due in hard copy at the beginning of class (11 am) on their due date. If you cannot attend class on the date an assignment is due, you must hand in the assignment in advance. I strongly, strongly encourage you to go to the writing center. The writing center is an amazing resource. Appointments are available from 3:00 PM to 8:00 PM are scheduled on the hour. One time and ongoing short or long-term appointments are available. To set up an appointment, please send an e-mail (Writing_Center@brown.edu) telling them the dates, times you are available in order of preference, and the kind of writing piece you would like to work on. An excellent guide for writing in Sociology is available at: http://sociology.berkeley.edu/documents/student_services/WritingforSociologyJan2008.pdf

For more information on my expectations for your writing, please see the grading rubric on the last page of this syllabus.

3) Quizzes (10%)
You can expect at least 10 pop quizzes. The quizzes typically consist of several multiple choice and/or short answer questions. The quizzes will be given without notice, and may cover lecture and/or reading material. I like to think of these quizzes as rewards for keeping up with the readings and attending class. There will be no make-up quizzes or assignments unless you have an excused absence. All make-up quizzes must be made-up within 1 week of the excused absence.

4 & 5) Midterm (20%) and Final (30%) Exams
The exams may include a combination of fill in the blank, true/false, multiple choice, short answers, and essays. Essay questions must be written in paragraph form. I will provide more specific details prior to the exam dates. The final exam is cumulative. I strongly encourage you to form study groups.
Details…
If you are looking for a course with thought-provoking, provocative readings, films, and discussion, then I think you will find Sex, Gender and Society to be a rewarding course. At the same time, this course addresses a potentially “sensitive” subject. This course is sex-positive in that it assumes that knowledge is empowering, not dangerous. If you are excessively uncomfortable with, and/or have moral objections to discussing sexuality (sometimes with slang language), to viewing nudity or sexual content in films, or to discussing the topic of homosexuality/bisexuality as valid experiences, then you may find the course has too many barriers to meet your learning needs.

For all films, viewer discretion is advised. But more importantly, thinking critically about what makes you uncomfortable and why is required.

Late work: Work is late if it is not handed in by 11 am on the date it is due. Unexcused late work will not be accepted. The 1-page papers will not be accepted if they are late without an excused absence.

Cell phones: You may not use cell phones, camera phones, or any other communication device during class. Please turn them off and store them for the entire class period.

If you have a question regarding any of these aspects of your grade, or the evaluation of your work, please see me during office hours.

Course Requirements
You must check e-mail every couple of days. I will periodically e-mail you updates for class as well as unannounced additional readings.

You must read the assigned readings prior to our Wednesday meeting. This means printing, copying, or downloading assigned articles. I suggest that you glance at the readings a few days in advance, as several readings will tend to be longer or require more close attention in reading. Plan ahead so that you have enough time to read the material. Readings that are recommended, but not required are highlighted with an “*”.

Students with Disabilities
If you have a University documented disability (or suspect that you might), please talk with me by class Sept. 9th so we can discuss making the appropriate and necessary arrangements.

Office Hours & How to Contact Me
Office hours provide an invaluable opportunity for both of us, and I hope you will take advantage of them. Besides providing the opportunity to seek answers and ask questions related to course material, office hours also allow us to get to know one another a bit better – what your interests are, where you are in the course of your studies, what your future plans are after graduation, etc. Additionally, office hours provide the one-on-one interaction that many students find necessary.

Since my listed office hours may overlap with students’ work and class schedules, I am flexible in arranging alternate meeting times if you talk with me a day or two in advance. If you want to contact me, sending me an email (Megan_Klein_Hattori@brown.edu) is always the best way to schedule a time to meet. While you do not need to make an appointment to meet with me during office hours, I will be using Google Calendar to open up my office hours for appointment slots. A link to my appointments is on Mycourses.

While I may not be in my office 24-7, I check my email daily and will reply within 24 hours Monday through Friday.
Course Texts
There are two required textbooks for this class. The remainder of your readings will be journal articles. You are required to download or photocopy articles for this class. The two required textbooks are:


Reading & Assignments

**The reading assignments may be subject to changes of dates or articles/chapters**

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<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
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<tr>
<td>Sept 7 &amp; 9</td>
<td>Week 1: Introduction</td>
<td>Syllabus</td>
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<td>QG, Ch5: pg 171-210</td>
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<td>Sept 12, 14, &amp; 16</td>
<td>Week 2: Research Methods</td>
<td>“Are We Having Sex Now or What?” <em>(SM)</em></td>
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<td>“Alfred Kinsey and the Kinsey Report” <em>(SM)</em></td>
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<td>Donnelly et al -Sexuality and Social Theorizing <em>(SM)</em></td>
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<td>Lucal 1999- What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System (uploaded)</td>
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<td>Dude, You’re a Fag: Masculinity and Sexuality in High School <em>(SM)</em></td>
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<td>McLean- hiding in the closet: Bisexuals, Coming Out and the Disclosure Imperative <em>(SM)</em></td>
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<td>Ghaziani-2010- There Goes the Gayborhood (Contexts)</td>
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<td>Ward 2008- Dude-Sex: White Masculinities and Authentic Heterosexuality Among Dudes Who Have Sex With Dudes <em>(SM)</em></td>
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<td>Oct 3, 5, &amp; 7</td>
<td>Week 5: Beyond Male &amp; Female</td>
<td>Green- Sex and the Trans Man <em>(SM)</em></td>
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<td>Doctors teaching gender: Intersex Socialization <em>(QG)</em> p143-147</td>
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<td>Oct 12 &amp; 14</td>
<td>Week 6: Sex, Gender, Race, and Difference</td>
<td>Oct. 10°: Fall Weekend Holiday. No University exercises.</td>
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<td>Poulson-Bryant- Hung: A Meditation on the Measure of Black Men in America <em>(SM)</em></td>
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<td>Han 2006- Geisha of a Different Kind: Gay Asian Men and the Gendering of Sexual Identity <em>(SM)</em></td>
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<td>Stephens &amp; Few 2007- Hip Hop Honey or Video Ho: African American Preadolescents’ Understanding of Sexual Scripts <em>(SM)</em></td>
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<td>Patricia Hill Collins, The Sexual Politics of Black Womanhood <em>(SM)</em></td>
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<td>Steinbugler- Visibility as Privilege and Danger: Heterosexual and Same-Sex Interracial Intimacy <em>(SM)</em></td>
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<td>Date</td>
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| Oct 17, 19, & 21 | Week 7: Sexuality Across the Life Course | Simonds & Jungels- Death of the Stork: Sex Education Books for Children (SM)  
Rose - Going Too Far? Sex, Sin and Social Policy (SM)  
Solebello & Elliott 2011- We Want Them to Be as Heterosexual as Possible- Fathers Talk about Their Teen Children’s Sexuality. Gender & Society. 25(3): 293-315.  
Schalet 2010- Sex, Love and Autonomy in the Teenage Sleepover. Contexts. 9(3)16-21. |
| Oct 24, 26, & 28 | Week 8: Sexuality Across the Life Course (cont) | *** MIDTERM MONDAY OCT 24th***  
Hamilton & Armstrong 2009- Gendered Sexuality in Young Adulthood: Double Binds and Flawed options  
Listen to 2 “Office Hours” podcasts:  
• Linda Waite on sexuality and aging (8-10) (@ 22 mins left)  
• Pepper Schwartz on Baby Boomer sex (9-10) |
| Oct 31,  Nov 2, & 4 | Week 9: Sex and Gender in the Media | QG, ch 10, pgs 419- 448  
Watch the Codes of Gender (http://www.tagtele.com/videos/voir/70828)  
| Nov 7, 9, & 11  | Week 10: Economics, Sex Work and Romantic Relationships | QG: CH 9, pgs 379-402 only.  
| Nov 14, 16, & 18 | Week 11: Violence | QG: CH11, pgs 469-491 only  
Armstrong et al - Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape. (SM)  
Bogle- The Hookup Culture on Campus (SM)  
Some notes on grading...

Why does class participation count so much?

When you participate in class discussion, you form your ideas, express them to our group, and receive constructive feedback from others. This active engagement with the material increases your understanding and what you remember from the topic. When you listen to other’s ideas, you see the diversity in how other people process information on the topic.

Evaluation of class participation (0-4 scale):

4- Contributes to discussion substantially (implications of materials; connects readings, course materials, past discussions and current events; responds thoughtfully to others’ points; constructively questions, and/or offers and supports alternative interpretations of the materials)

3- Consistent participation in discussion (responds to others’ points, constructively questions, and/or offers and supports alternative interpretations of the materials); contributes to the facts and implications of the materials;

2- Sporadically participates in discussion; responds when called on with sufficient responses (correct details but has not thought past the details)

1- Infrequently participate in discussion; responds when called on, but offers little

0- Absent

How will my papers be graded?

Each paper will be graded according to the following matrix:
<table>
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<tr>
<th>Area of excellence</th>
<th>% of Grade</th>
<th>Superior</th>
<th>Above Average</th>
<th>Acceptable</th>
<th>Needs Work</th>
<th>Needs substantial work</th>
<th>Unacceptable</th>
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<tr>
<td>Clear thesis statement</td>
<td>20</td>
<td>In first paragraph, tied through entire paper</td>
<td>In first paragraph, mostly tied through paper</td>
<td>Thesis is in the conclusion—&quot;Ah ha!&quot; moment at end</td>
<td>The paper is a summary of relevant articles, with no clear thesis</td>
<td>The paper is a summary of articles, not always relevant</td>
<td>No effort made</td>
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<td>Use of course materials</td>
<td>50</td>
<td>Clear understanding of the concepts, uses all relevant course readings and places the argument within a broader discussion of the course topic.</td>
<td>Clear understanding of the concepts, uses some relevant course readings.</td>
<td>Unsure of some concepts, uses some relevant course readings.</td>
<td>Unsure of some concepts, missing the relevant course readings.</td>
<td>Effort made</td>
<td>No effort made</td>
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<td>Use of outside scholarly materials</td>
<td>10</td>
<td>Thesis question lead to reviewing 2+ outside scholarly materials to answer the question more deeply</td>
<td>Thesis question lead to reviewing 1-2 outside scholarly materials, but the link to the thesis not clearly made.</td>
<td>1-2 outside scholarly materials cited, but the citations are not relevant</td>
<td>Effort made, but references not scholarly</td>
<td>No thesis</td>
<td>No effort made</td>
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<td>Organization, writing mechanics</td>
<td>10</td>
<td>Clear, thoughtful writing, organized with an introduction, body, &amp; conclusion, with clear transitions between each section.</td>
<td>Clear organization with an introduction, body, &amp; conclusion, but some transitions are missing.</td>
<td>Clear organization with an introduction, body, &amp; conclusion, but no transitions.</td>
<td>Unorganized.</td>
<td>Paper is not readable</td>
<td>No paper</td>
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<td>Grammar, spelling, consistent citation</td>
<td>10</td>
<td>No errors</td>
<td>1-2 errors</td>
<td>3-5 errors</td>
<td>5+ errors</td>
<td>Paper is not readable</td>
<td>No paper</td>
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<td>100</td>
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