



**SOCIOLOGY 184 – GENDER AND FILM**

**University of California, San Diego**

**Fall 2024**

**Lecture Meetings: MWF, 7:00pm-7:50pm in CSB 004**

**Office Hours: Fridays, 4:45pm-5:45pm and by appointment in SSB 473**

**Instructor:** Pablo Victoria Torres, Ph.D. ([pvictori@ucsd.edu](mailto:pvictori@ucsd.edu))

In over ten years teaching at the college level, what I have learned is that to convey the knowledge you are sharing, you must embody it. It is my pleasure to be able to do so.

### **Course Description from the Course Catalog**

This class will examine issues of masculinity and femininity through analysis of films. Emphasis is on contemporary American society and will include varying issues such as race, class, and sexualities; worlds of work; romance, marriage, and family.

### **Learning Objectives**

Upon successful completion of the course, you should be able to:

1. Become perceptive to the sociological perspective
2. Explain what a social construct is and identify processes that make gender a social construct
3. Apply concepts, theories, and ideas discussed in this class to multiple socio-historical contexts and to your own biography
4. Trust your own voice while recognizing and respecting others'
5. See why society needs you to be YOU <3

## **Learning Material (Readings and Movies)**

Readings: I will provide you with all our readings. You can find these on our Canvas page.

Movies: I find that films are an effective teaching tool in social science courses. As such, we will be watching a movie that relates to the topic of the week each week. You are responsible for watching these as they appear on our course schedule if you miss class. To the best of my knowledge, all the movies are available to rent or watch online on streaming services such as Google Play, Netflix, Hulu, Amazon Prime Video, Disney+, etc. Rentals on non-subscription websites (such as Google Play) are about \$5. If you have trouble accessing a movie, please let me know and I'll figure something out for you.

## **Assignments**

### Written Reflections

Choose **ONLY 5 weeks** for which readings/movies are assigned (see our course schedule/calendar below) and submit a written reflection on one or two readings of your choice and/or the movie (if one is assigned for a week you choose). Each Written Reflection (**a TOTAL of 5 for the entire term**) is to be 2-3 typed double-spaced pages in length. Leave the weeks that you choose NOT to submit a Written Reflection for blank.

To guide your responses, you may address all or some of the following orienting questions:

Did you enjoy the reading(s)/movie? Why? Why not? (Taste/Interest)

Is (Are) the reading(s)/movie important? If so, why and for whom? If not, why not? (Relevance)

Can you apply the reading(s)/movie to a personal experience (past or present)? To a historical or current event? To a play or other artistic performance? To a novel or other written work? To a movie (either one assigned for this class or any other movie) or television show? (Application)

Did the reading(s)/movie inspire questioning/questions on your part? (Curiosity/Questioning)

### Midterm and Final Papers

You are responsible for completing two examination papers this term. For each paper I will provide you with a set of prompts that you will be able to choose from. Prompts will be distributed two weeks before each paper is due. Each paper should be between 4-5 double-spaced pages long. Please submit these on Canvas.

## **Late and Incomplete Assignments**

You are expected to maintain academic standards that reflect the highest level of honesty and integrity, including turning in your assignments on time.

Communicate with me as early as possible if meeting a deadline will be an issue.

## Grading Distribution

Requirement	Percentage distribution toward final grade
1. 5 Reading Responses	50%
2. Midterm Examination Paper	25%
3. Final Examination Paper	25%
Final Grade	100%

## Grades

I can't judge your opinion, therefore as long you voice that (your opinion) in written form via your submitted assignments, you will earn an "A" for your assignments. If you don't turn an assignment in, however, I have nothing to submit a grade for, therefore you will receive a 0 for that assignment.

## Expectations

You wanted this experience. I wanted this experience. You're making me a part of your journey and I'm making you a part of mine. Be responsible *because* you're passionate. Let your curiosity guide you. Don't be afraid.

## UC San Diego Principles of Community

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. UC San Diego faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We value each member of the UC San Diego community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UC San Diego because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UC San Diego. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.
- We are committed to the enforcement of policies that promote the fulfillment of these principles.

We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the University and those communities we serve. By working together as members of the UC San Diego community, we can enhance the excellence of our institution.

These policies include but are not limited to Academic Personnel M015 – The University of California Policy on Faculty Conduct and the Administration of Discipline; The University of California Personnel Policies for Staff Members and UC San Diego Implementing Procedures, Appendix II – Personnel Policies for Senior Managers; the University of California, San Diego Student Conduct Code; UC San Diego House Officer Policy and Procedure Document; and applicable university collective bargaining agreements. For further information or inquiries, contact the Director of the Office of Academic Diversity and Equal Opportunity, the Director of ACCES and the office of Equal Opportunity/Staff Affirmative Action, and/or the Director of the Office for the Prevention of Harassment and Discrimination. To the extent that any information presented in this document is interpreted as being in conflict with University policies, procedures, or applicable collective bargaining agreements the terms of those University policies, procedures, and agreements shall govern.

## **Disability and Accessibility Accommodations**

The University of California, San Diego is committed to providing a barrier-free environment for learning and an electronic environment that is accessible to everyone, including individuals with disabilities. If you have a disability and feel you need accommodations in this course, please refer to the steps delineated on the Office for Students with Disabilities website:

<https://osd.ucsd.edu/students/registering.html#STEP-1:-Schedule-an-Intake-Appo>

## **Privacy Practices**

As your instructor, I am committed to protecting your privacy by only using university-approved course technologies and adhering to the Family Educational Rights and Privacy Act (FERPA) and Campus Privacy Office guidelines. This includes using your educational data only as allowed by FERPA (for example for legitimate educational purposes such as submitting your final grades to the registrar's office). Communications in this course are subject to the UC Principles of Community

## **UCSD Academic Integrity Policy**

Academic integrity is essential for an academic community, including UC San Diego. Academic integrity is built on a foundation of honest, responsible, fair and trustworthy scholarly activity.<sup>[1]</sup> Without it, the degrees we confer, the research we conduct, and our reputation all diminish in value.

Thus, the University expects that both faculty and students will adhere to its standards of academic integrity. The UC San Diego Academic Integrity Policy (herein the "Policy") states the general rules associated with student integrity of scholarship. The Procedures for Resolving Alleged Violations of the Policy (herein the "Procedures") are found at: </media/633239/ai-procedures.pdf> and authorized by the San Diego Division of the Academic Senate's Educational Policy Committee.

The rest of the Policy can be found here: <https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>.

***\*\*COURSE SCHEDULE BELOW\*\****

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## Course Schedule

<b>WEEK ONE</b>			
<b>Date</b>	<b>Readings and Movie</b>	<b>Topic</b>	<b>Due</b>
<b>Monday,</b> <b>9/30/24</b>  <b>Wednesday,</b> <b>10/2/24</b>  <b>Friday,</b> <b>10/4/24</b>	Movie:  <i>Elemental</i> (2023)	The Social Construction of Gender (Part 1 of 2)	Nothing
<b>WEEK TWO</b>			
<b>Date</b>	<b>Readings and Movie</b>	<b>Topic</b>	<b>Due</b>
<b>Monday,</b> <b>10/7/24</b>  <b>Wednesday,</b> <b>10/9/24</b>  <b>Friday,</b> <b>10/10/24</b>	Readings:  West and Zimmerman: “Doing Gender”  Lorber: “Night to His Day: The Social Construction of Gender”  Ridgeway: “Framed Before We Know It: How Gender Shapes Social Relations”  Callero: “The Sociology of the Self”  Weeden, et al.: “Pipeline Dreams: Occupational Plans and Gender Differences in STEM Major Persistence and Completion”  Batton and Wright: “Patriarchy and the Structure of Employment in Criminal Justice: Differences in the Experiences of Men and Women”	The Social Construction of Gender (Part 2 of 2) and Gendered Careers	Written Reflection due by Monday, 10/14/24

	<p>Working in the Legal Profession, Corrections, and Law Enforcement”</p> <p>Sarah Friedman: “Still a ‘Stalled Revolution’? Work/Family Experiences, Hegemonic Masculinity, and Moving Toward Gender Equality”</p> <p>Movie:</p> <p><i>Legally Blonde</i> (2001)</p>		
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**WEEK THREE**


<b>Date</b>	<b>Readings and Movie</b>	<b>Topic</b>	<b>Due</b>
<p><b>Monday, 10/14/24</b></p> <p><b>Wednesday, 10/16/24</b></p> <p><b>Friday, 10/18/24</b></p>	<p>Readings:</p> <p>Tillman, et al.: “Sexual and Romantic Relationships in Young Adulthood”</p> <p>Lamont and Roach: “Coming Out Queer: Sexual and Romantic Exploration and Identity Development LGBTQ+ College Students”</p> <p>Adihartono: “What is Love? Love from Sociological Perspectives and Queer Indonesia”</p> <p>Movie:</p> <p><i>Moonlight</i> (2016)</p>	Romance and Gender	Written Reflection due by Monday, 10/21/24

**WEEK FOUR**


<b>Date</b>	<b>Readings and Movie</b>	<b>Topic</b>	<b>Due</b>
<p><b>Monday, 10/21/24</b></p>	<p>Readings:</p>	Crime and Gender	Written Reflection due by

<p><b>Wednesday, 10/23/24</b></p> <p><b>Friday, 10/25/24</b></p>	<p>Callanan and Rosenberger: “Media, Gender, and Fear of Crime”</p> <p>Panfil and Peterson: “Gender, Sexuality, and Gangs: Re-envisioning Diversity” in <u>The Handbook of Gangs</u> edited by Decker and Pyrooz</p> <p>Rogers and Rogers: “Trans Men’s Pathways to Incarceration”</p> <p>Movie:</p> <p><i>Birds of Prey</i> (2020)</p>		<p>Monday, 10/28/24</p>
<p><b>WEEK FIVE</b></p>			
<p><b>Day/Date</b></p>	<p><b>Readings and Film</b></p>	<p><b>Topic</b></p>	<p><b>Due</b></p>
<p><b>Monday, 10/28/24</b></p> <p><b>Wednesday, 10/30/24</b></p> <p><b>Friday, 11/1/24</b></p>	<p>Readings:</p> <p><a href="https://www.pewresearch.org/social-trends/2022/06/07/the-experiences-challenges-and-hopes-of-transgender-and-nonbinary-u-s-adults/">https://www.pewresearch.org/social-trends/2022/06/07/the-experiences-challenges-and-hopes-of-transgender-and-nonbinary-u-s-adults/</a></p> <p>Nadal, et al.: “Microaggressions Toward Lesbian, Gay, Bisexual, Transgender, Queer, and Genderqueer People: A Review of the Literature”</p> <p>Becker: ““Why Would We Take Men? This is an OB/GYN’: Gender, Hysterectomy, and the Patriarchal Dividend”</p> <p>Movie:</p> <p><i>Will &amp; Harper</i> (2024)</p>	<p>Transgender Experiences</p>	<p>Written Reflection due by Monday, 11/4/24</p>
<p><b>WEEK SIX</b></p>			

<b>Date</b>	<b>Reading</b>	<b>Topic</b>	<b>Due</b>
<b>Monday,</b> <b>11/4/24</b>  <b>Wednesday,</b> <b>11/6/24</b>  <b>Friday,</b> <b>11/8/24</b>	<p>Aleza K. Summit, et al.: “Unraveling the Slut Narrative: Gender Constraints on Adolescent Girls’ Sexual Decision-Making”</p> <p>Katie Acosta: “‘How Could You Do This To Me?’: How Lesbian, Bisexual, and Queer Latinas Negotiate Sexual Identity With Their Families”</p> <p>Rupp: “Queer Dilemmas of Desire”</p> <p>Movie:  <i>Unpregnant</i> (2020)</p>	Gender, Sexuality, and the Body	<p>Written Reflection due by Monday, 11/11/24</p> <p>Midterm Paper due by Monday, 11/11/24</p>
<b>WEEK SEVEN</b>			
<b>Date</b>	<b>Reading</b>	<b>Topic</b>	<b>Due</b>
<b>Monday,</b> <b>11/11/24</b>  <b>Wednesday,</b> <b>11/13/24</b>  <b>Friday,</b> <b>11/15/24</b>	<p><b>Readings:</b></p> <p>Musambira, et al.: “A Comparison of College Students’ Perceptions of Older and Younger Tattooed Women”</p> <p>Fredriksen-Goldsen and Kim: “The Science of Conducting Research With LGBT Older Adults- An Introduction to Aging with Pride: National Health, Aging, and Sexuality/Gender Study (NAHS)”</p> <p>Hodkinson: “Ageing in a Spectacular ‘Youth Culture’: Continuity, Change, and Community Amongst Older Goths”</p> <p><b>Movie:</b>  <i>Life of the Party</i> (2018)</p>	Deconstructing Gendered Aging Scripts	Written Reflection due by Monday, 11/18/24

<b>WEEK EIGHT</b>			
<b>Date</b>	<b>Reading</b>	<b>Topic</b>	<b>Due</b>
<b>Monday,</b> <b>11/18/24</b>  <b>Wednesday,</b> <b>11/20/24</b>  <b>Friday,</b> <b>11/22/24</b>	<b>Readings:</b>  Elizabeth A. Armstrong, et al.: “Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape”  Jayne Walker, et al.: “Effects of Rape on Men: A Descriptive Analysis”  Katie M. Edwards, et al.: “Rape Myths”  Eikren and Ingram-Waters: “Dismantling ‘You Get What You Deserve’: Towards a Feminist Sociology of Revenge Porn”  <b>Movie:</b>  <i>Monster</i> (2003)	Sexual Violence	Written Reflection due by Monday, 11/25/24
<b>WEEK NINE</b>			
<b>Date</b>	<b>Reading</b>	<b>Topic</b>	<b>Due</b>
<b>Monday,</b> <b>11/25/24</b>  <b>Wednesday,</b> <b>11/27/24</b>  <b>Friday,</b> <b>11/29/24</b>	<b>Readings:</b>  Voleker, et al.: ‘My Body Loves Me, So I Should Love it Back’: A Qualitative Evaluation of the Bodies in Motion Program with Female Collegiate Athletes”  Peters and Phelps: “Body Image Dissatisfaction and Distortion, Steroid Use, and Sex Differences in College Age Bodybuilders”  Williams, Weinberg, and Rosenberger: “Trans Men:	Every Body is Beautiful: Gender, Sexuality, and the Body	Written Reflection due by Monday, 12/2/24
			



	<p>Embodiments, Identities, and Sexualities”</p> <p>Rupp and Taylor: “Straight Girls Kissing”</p> <p><b>Movie:</b></p> <p><i>Bigger, Faster, Stronger</i> (2016)</p>		
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**WEEK TEN**

<b>Date</b>	<b>Reading</b>	<b>Topic</b>	<b>Due</b>
<p><b>Monday, 12/2/24</b></p> <p><b>Wednesday, 12/4/24</b></p> <p><b>Friday, 12/6/24</b></p>	<p><b>Readings:</b></p> <p>Meyer and Chen: “Vanilla and Kink: “Power and Communication in Marriages with a BDSM-Identifying Partner”</p> <p>McKay, et al.: ““Their Type of Drugs’: Perceptions of Substance Use, Sex, and Social Boundaries among Young African American and Latino Gay and Bisexual Men”</p> <p>Sprott, et al.: “A Queer Boundary: How Sex and BDSM Interact for People Who Identify as Kinky”</p> <p>Newmahr: “Rethinking Kink: Sadomasochism as Serious Leisure”</p> <p>Vilkin and Sprott: “Consensual Non-Monogomy Among Kink-Identified Adults: Characteristics, Relationship Experiences, and Unique Motivations for Polyamory and Open Relationships”</p> <p>Johnson and Weigert: “Frames in Confession: The Social Construction of Sexual Sin”</p>	<p>Sex, Sport, and Healthy Sexual Exploration</p>	<p>Written Reflection due by Monday, 12/9/24</p>

	<p>Carter-Francique and Richardson:  “Controlling Media, Controlling  Access: The Role of Sport Media on  Black Women’s Sport Participation”</p> <p>Cora Burnett: “Whose Game is it  Anyway? Power, Play, and Sport”</p> <p><b>Movie:</b></p> <p><i>Love &amp; Basketball</i> (2000)</p>		
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<b>FINALS WEEK</b>			
<b>Date</b>	<b>Reading</b>	<b>Topic</b>	<b>Due</b>
12/7-14/2024	None	Finals Week	Final Paper Due by Saturday, 12/14/2024

