

# Women and Men in Contemporary Society

SOC 223/WMST 223 Section 002

Fall 2012

9:35– 10:50 AM Tuesdays and Thursday

Parkinson 202

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## **Course Description:**

The intent of this course is to approach the constructed and highly contested concept of gender in contemporary US society, as well as its inseparability from race, class, sexuality, ability and age. Special attention is given to employment, race and class, sexual assault, feminist movements, alternative families/lifestyles/orientations, and childbearing. Please note that this is both a sociology AND a women's studies course. This course will require use of critical-thinking, writing skills, and an ability to work and communicate within a diverse group. There is no prerequisite for this class, but you should come willing and prepared to learn.

The primary teaching and learning methods employed in this course will be lecture, reading of textbook and supplemental material, exams, written assignments, partner and small-group work, and in-class discussions.

## **Student Learning Objectives:**

(a) demonstrate an understanding of such concepts as gender, discrimination, feminism, and patriarchy; (b) display basic knowledge of gender's significance in US history, culture, and social structure; (c) demonstrate critical thinking about the dialogue emerging from different theories and perspectives pertaining to gender, race, class, and sexuality; and (d) apply concepts from personal and/or family experiences to analyze gender as a form of mutuality that must be understood to enhance the common good.

## **Required Texts and Readings:**

*The Gendered Society*, 4<sup>th</sup> ed. By Michael Kimmel (201-) AND supplemental readings sent to your SIU email account

Note: Additional readings for this course MAY be assigned throughout the semester. These readings, accompanied reading questions, powerpoint slides, and other assignments will be provided to you through your SIU email account. IN OTHER WORDS: You MUST have an SIU email account for this class.

### **Course and University Policies:**

Class discussion may, at times, concern controversial issues. Students are expected to respect the viewpoints expressed by other. If you disagree with what someone has said, you are encouraged to express your disagreement but are expected to do so in a civil, respectable, and polite manner.

Ground rules to keep in mind

You should think about this ground rules during all classroom interaction. You are expected to follow them all at all time.

1. Acknowledge that racism, sexism, classism, and homophobia exist.
2. Acknowledge that one of the meanings of racism/sexism is that we have been systematically taught misinformation about our own groups and especially members of other groups.
3. We cannot be blamed for misinformation we have learned, but we are responsible for repeating misinformation after we have learned otherwise.
4. Do not blame victims for their oppression.
5. We will assume that people are always doing the best they can.
6. We will actively pursue information about our own groups and those of others.
7. We will share information about our own groups with other members of the class and we will never demean, devalue, or in any way “put down” people for their experiences.
8. We have an obligation actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibits groups cooperation and group gain.
9. We want to create a safe atmosphere for open discussion. Thus, at time, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the student will preface his or her remarks with a request and the class will agree not request and the class will agree not to repeat the remarks.

\*\*Ground rules by Lynn Weber, Center for Research on Women, Memphis State University, Memphis, TN 38152.

### Classroom conduct:

- Be on time for class. If you arrive five minutes after the class period has begun, I will ask you to leave, except on examination days. If assignments are due, you may turn it into me before you exit the classroom or after the class period has ended.
- Do not use cell phones during class. If you must have your phone near by for childcare, medical, or work-related issues (inform me prior to class starting), you must have your phone on vibrate.
- Students may NOT engage in distracting and disrespectful behavior such as talking, sleeping, leaving early, getting up to use the bathroom, newspaper reading, using cell phones, or working on other course work.
- I reserve the right to report and remove students who continually engage in disruptive and disrespectful behaviors.
- If you have any concerns about the class (i.e., class material, issues with students in the class, etc.) contact me as soon as possible.

Student Conduct Code: Southern Illinois University at Carbondale is dedicated not only to learning, research, and the advancement of knowledge, but also to the development of ethically sensitive and responsible persons. The university seeks to achieve these goals through sound educational programs and policies governing individual conduct that encourages independence and maturity. By accepting membership in this university, an individual joins a community characterized by free expression, free inquiry, honesty, respect for others, and participation in constructive change. All rights and responsibilities exercised within this academic environment shall be compatible with these principles. Acts of Academic Dishonesty is a breach of the student conduct code.

Dishonesty includes:

1. Plagiarism, representing the work of another as one's own work;
  2. Preparing work for another that is to be used as that person's work;
  3. Cheating by any method or means;
  4. Knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research;
  5. Knowingly furnishing false information to a university official relative to academic matters;
  6. Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code.
- You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or exam.

See <http://policies.siuc.edu/policies/conduct.html> for more info on Academic dishonesty, Student Code of Conduct, and Academic Dishonesty Procedures/

Attendance and Participation: You are expected to attend the class regularly. You may miss up to two classes without being penalized. These absences include sick days, religious holidays, and personal holidays. Additionally, if you cannot make it to class, be sure to email me as soon as possible and attend my office hours to catch up on material you have missed. I will take attendance daily.

Beyond merely attending class sessions, you are expected to participate in discussions. Class participation includes reading the course materials and asking questions or making comments. When relevant, students are encouraged to enrich class discussions by bringing in current events, accounts from personal experiences, or other appropriate material from outside the class. Participation points will also include any in-class activities assigned by the instructor.

Late work and Make-up Exams:

Late papers will not be accepted in this course. Any deadlines regarding written work or student meetings are already listed on the course schedule contained below. If you are unable to make it to class on the day an assignment is due, it **MUST BE EMAILED TO ME BY 9:35 AM** the day its due. Additionally, it shouldn't be assumed that you will be given

make-up exams if you miss a test day. **Make up exams and late work will only be allowed under these conditions:** (1) Written certification from a physician is presented indicating that the student was too ill to take the exam; (2) documentation of family member's death (memorial service program, obituary from newspaper, prayer card, etc.) (3) written certification from a coach is presented stating that attendance was necessary at a previously scheduled intercollegiate event; (4) when written certification is available for some –other-ordinary event that makes attendance impossible. Otherwise, failure to show up for an exam or late work on the scheduled day will result in the score of a zero.

Because I realize, we are all human and make mistakes. I will give you all a “get out of jail free card,” meaning that I will accept one late assignment (not exams) from you without penalty.

Office Hours: You should make use of my office hours. If you have any concerns about the class I will be quite happy to discuss them with you. If you want to meet me during office hours, just show up. THERE IS NO NEED TO MAKE AN APPOINTMENT AHEAD OF TIME. If you want to meet me OUTSIDE OF OFFICE HOURS, then you must email me and make an appointment.

E-mail: My e-mail address is listed on the first page of this syllabus. E-mail can be used as a general means of contacting me and MY PRIMARY WAY OF CONTACTING YOU OUTSIDE OF CLASS. You can e-mail me comments about class, questions, paper drafts, or anything else that you think I should be aware of. I check this e-mail account often.

#### **Assignments:**

Quizzes: Unannounced quizzes may be given throughout the semester, particularly if the class does not appear to have done the readings or does not adequately participate in discussion. Quiz material will include information from the text, articles, and any videos that may be shown throughout the course.

Reading Questions: Reading questions will accompany each set of journal articles for each chapter. Reading questions will be emailed to you together with the readings. Your responses must be typed in order to receive credit. These will also serve as study tools to prepare you for exams.

Response Papers: There will be three response papers each students needs to complete. Two of these papers require students to write responses on the journal articles/book excerpts that I have assigned as reading for each chapter. These readings will be emailed to you. These two papers may be turned in throughout the semester. I ask that you turn them in on the day following our in-class discussions of the readings. You decide which Chapter's supplemental readings to write about. Just be sure to turn in two response papers, on their assigned due dates, by the end of the course. Each paper is worth 20 points. Response Paper Writing Guides are available on Blackboard as well as listed below:

- I. Summarize the reading(s)- worth 12 out of the 20 points
  - a. You must summarize all the readings posted on Blackboard for that chapter. If there are two readings posted, you have to summarize both.
  - b. Summarize using YOUR OWN WORDS. No quoting from the author(s).
  - c. Give a clear indication which reading you are summarizing.
    - i. Ex. Fausto-Sterling discusses ..... She argues.....
  - d. As you summarize, pretend that the reader of your summaries has never read these article before. This should help remind you to write clearly and specifically.
- II. Making connections- worth 4 out of the 20 points
  - a. Connect the reading(s) with the lecture material, the textbook, discussions in class, and then RELEVANT real life experiences.
    - i. Ex. The excerpt, "Revolt Against the MRS," article reminded me of the lecture material on feminism. Specifically, the lecture material and the excerpt both confronted stereotyped depictions about who feminists are by noting feminists who are married (Gloria Steinem) and/or have children (Betty Friedan).
  - b. These are not supposed to be tangents about what you think about the readings. Remember, this is not a journal entry.
- III. Remaining questions- worth 4 out of the 20 points
  - a. You need to include questions that were raised by the readings
    - i. What questions did the author(s) raise but not answer in the reading?
    - ii. What questions do you have as a result of what you read?

Reminder:

1. You MUST format your papers to contain 12 Font, Times New Roman, and be double spaced. (Don't double space between paragraphs)
2. They MUST be between 2 to 3 pages long.
3. PROOFREAD YOUR WRITING- read it out loud, sent it to me for feedback, ask a friend to read it.
4. These are not summarizes of your personal viewpoints and/or feelings about the readings. Those should be brought up during class discussions and in your Question of the Day responses. These assignments allow me to assess how well you were able to comprehend the material, and whether you are able to apply what you read to previous material as well as relevant life experiences you have.

In-Class Exercises: There will be four in-class exercises throughout the semester. The only way to receive credit for them is to be in-class on the day they assigned, excluding students with approved absences. Your syllabus notes the dates that these will occur

Out-of-Class Exercises: There will be four out-of-class exercises throughout the semester. Directions will be given during class and posted on Blackboard. Due dates for

these exercises are listed in the syllabus. The first out-of-class exercise is the Personal Herstory Assignment. Directions are attached at the end of your syllabus.

Exams: Exams will include true/false, multiple-choice, and essay questions. You should draw upon your readings, the lectures, and class discussions to answer these questions. All three exams are worth 100 points and are non-cumulative.

Grading		Grading Scale
Attendance/ In-Class Quizzes	20	A 550 – 495
Reading Questions (7)	70	B 494 – 440
Response Papers (2)	40	C 438 – 385
In-Class Exercises (2)	20	D 384 – 330
Out-of Class Exercises (4)	100	E 329 – 0
Exam 1	100	
Exam 2	100	
Exam 3	100	

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Total points 550

*In terms of percentages:*

In-class work and attendance = 7% of your final grade

Outside class work = 38% of your final grade

Exams = 55% of your final grade

***\*Course assignments, quizzes, exams, and grades may change at the discretion of the instructor, but students will be well-informed ahead of time of any such changes. Some extra credit will be made available throughout the semester.***

Note: An *INC* is assigned when, for reasons beyond their control, students *engaged in passing work* are unable to complete all class assignments. An *INC* must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of *F* and the grade will be computed in the student's grade point average.

## **Student Services**

Americans with Disabilities (ADA) Statement: To meet the expectations of this course, persons with disabilities requiring special accommodations are encouraged to bring this to my attention as soon as possible. Written documentation of the disability should be submitted during the first week of the semester along with a request for special

accommodations. Contact the SIU Disability Support Services (DSS) to facilitate requests: Woody Hall B-150, Mail Code: 4705. [DSSsiu@siu.edu](mailto:DSSsiu@siu.edu), Ph: (618) 453-5700

Writing Help: Should you require help with your writing, feel free to stop by my office or ask me to proofread your work. In the mean time, you may want to consult the *Writing Center* at <http://write.siuc.edu/>.

Academic Success: Should you want guidance in achieving your best, the following services are available to you:

1. *Saluki First Year* at <http://www.FirstYear.siuc.edu>
2. *Student Support Services* at <http://triestudentsupport.siuc.edu/>
3. *Center for Academic Success* at <http://success.siu.edu/cas/>

Well-being: Stressed, homesick, or overwhelmed? You may contact *Saluki Cares* for help and referrals at <http://salukicare.siuc.edu>

Classmate Contact Information:

I strongly encourage you to learn the names and contact information of at least two people in this class, in case you are absent or need to compare notes with someone.

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### **Class Schedule:**

This schedule represents a tentative plan for readings, lectures, and assignments. Any changes will be announced in class. Supplemental readings may be provided or recommended at later dates.

#### WEEK 1

August 21 **Topic**: Syllabus and class expectations

August 23 **Topic**: Introduction to Sociology

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#### WEEK 2

August 28 **Topic**: Chapter 1 Human Beings: An Engendered Species

**Assigned Reading:**

Pages 1- 17 in Kimmel

August 30 **Topic**: Supplemental Readings Discussion

**Assigned Reading:**

“The Revolt Against the MRS”

**Assignments Due:**

Reading Questions 1

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#### WEEK 3

September 4 **Topic**: Chapter 2 Ordained by Nature: Biology Constructs the Sexes

**Assigned Reading:**

Pages 21-57 in Kimmel

**Assignments Due:**

Response Paper on Chapter 1 Supplemental Readings

September 6 **Topic:** Chapter 2

**Assignments Due:**

Out-of-Class Exercise: Create a Children's Book

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WEEK 4

September 11 **Topic:** Supplemental Readings Discussion

**Assigned Reading:**

"The Five Sexes: Why Male and Female Are Not Enough" and  
"Intersex Fact Sheet"

**Assignments Due:**

Reading Questions 2

September 13 **Topic:** In-Class Review for Exam 1

**Assignments Due:**

Response Papers on Chapter 2 Supplemental Readings

Out-of-Class Exercise: Breaking a Gender Norm

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WEEK 5

September 18 **EXAM 1**

September 20 **Topic:** Chapter 4 Psychoanalytic and Developmental Perspectives on  
Gender Development

**Assigned Reading:**

Pages 86-110 in Kimmel

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WEEK 6

September 25 **Topic:** Chapter 4

September 27 **Topic:** Supplemental Readings Discussion

**Assigned Reading:**

"Dude, You're a Fag: Adolescent Male Homophobia" and Transcripts from  
NPR programs

**Assignments Due:**

Reading Questions 3

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WEEK 7

October 2 **Topic:** Chapters 5 and 6 The Social Construction of Gender Relations and The  
Gendered Family

**Assigned Reading:**

Pages 111-119, 124-138, and 141-193 in Kimmel

**Assignments Due:**

Response Papers on Chapter 4 Supplemental Readings

October 4 **Topic:** Chapters 5 and 6

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WEEK 8



October 9 No Class

October 11 **Topic:** Supplemental Readings Discussion

**Assigned Reading:**

“Doing Gender” and “ ‘No Way My Boys Are Going to Be Like That!’: Parents’ Responses to Children’s Gender Nonconformity”

**Assignments Due:**

Reading Questions 4

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WEEK 9

October 16 **Topic:** In-Class Exercise: Interviewing Peers about Desirable Family Configurations

**Assignments Due:**

Out-of-Class Exercise: Content Analysis

October 18 **Topic:** Chapter 7 The Gendered Class Room

**Assigned Reading:**

Pages 194-225 in Kimmel

**Assignments Due:**

Response Papers on Chapters 5 and 6 Supplemental Readings

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WEEK 10

October 23 **Topic:** Chapter 7

October 25 **Topic:** Supplemental Readings Discussion

**Assigned Reading:**

“ ‘Spice Girls,’ ‘Nice Girls,’ ‘Girly,’ and ‘Tomboys’: Gender Discourses, Girls’ Cultures, and Femininities in the Primary Classroom,” and “Becoming Mr. Cougar”

**Assignments Due:**

Reading Questions 5

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WEEK 11

October 30 **Topic:** In-class review for Exam 2

**Assignments Due:**

Response Papers on Chapter 7 Supplemental Readings

November **Topic: EXAM 2**

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WEEK 12

November 6 **Topic:** In-Class Exercise: Working and Networking

November 8 **Topic:** Chapter 9 Separate and Unequal: The Gendered World of Work

**Assigned Readings:**

Pages 247-288

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WEEK 13

November 13 **Topic:** Chapter 9

**Assignments Due:**

Out-Of-Class Exercise: Exploring the Gender Wage Gap

November 15 **Topic:** Supplemental Readings Discussion

**Assigned Reading:**

“Working for Men: At the Intersection of Power, Gender, and Sexuality”  
and “Racializing the Glass Escalator: Reconsidering Men’s Experiences  
with Women’s Work”

**Assignments Due:**

Reading Questions 6

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WEEK 14

November 20 and 22 NO CLASS Thanksgiving Break

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WEEK 15

November 27 **Topic:** Chapter 13 The Gender of Violence

**Assigned Reading:**

Pages 381-407 in Kimmel

**Assignments Due:**

Response Papers on Chapter 9 Supplemental Readings

November 29 **Topic:** Chapter 13

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WEEK 16

December 4 **Topic:** Supplemental Readings Discussion

**Assigned Reading:**

“What is Rape?”, “The Challenge to Feminism Posed by Women’s Use of  
Violence in Intimate Relationships”, and “Women Who Have Killed Their  
Children”

**Assignments Due:**

Reading Questions 7

December 6 **Topic:** Teacher Evaluations and Review for Exam 3

**Assignments Due:**

Response Papers on Chapter 13 Readings

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WEEK 17

December 10 through 14 (Final Exams week)

*Emergency Procedures.* Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety’s website

[www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down), and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

*Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.*

Soc 223: Women, Men, and Contemporary Society  
Out-of-Class Assignment: Create a Children's Book (Worth 30 Points)  
Adapted from Mallery Allen, MA, SIUC  
Instructor: Gould  
DUE DATE: Thursday, September 6th

**Assignment:**

Write a children's book using the title you have selected as the basis of the plot. Your story should have a well-developed storyline (beginning, middle, and end) as well as a main character. Features of the plot and characters are entirely up to you, as long as your story remains topical to the title you have selected. Other literary features like action, dialogue, theme, conflict, moral, etc. are encouraged. Get creative!

I recommend making a rough draft first. Once you have created your story, transcribe it onto the blank booklet provided and illustrate each page. Your story does not need to be very long. A few sentences per page and a picture will be fine. Don't worry about artistic ability – just have fun with it! Try to use all the pages provided. It is alright if you leave a page or two blank or if you need to attach additional pages.

**Grading:**

You will receive credit simply for doing this assignment according to the directions provided. If your book meets the following criteria, you will receive **30 points**. If it does not, you will receive no credit.

- Story has a plot (storyline)
- Plot is related to title
- Story has a main character
- Story is illustrated
- Assignment is turned in on time