

## **SOC223/WS223 Women and Men in Contemporary Society, Spring 2010**

\*\*\*NOTE: SYLLABUS is work in progress based on students' interests and media-events. Check gender Google group for updates!\*\*\*

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**“If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.” (1990s, Australian Aboriginal Group).**

Course Content:

We will also examine various theories of gender in USA society and some global connections along with their intersection with race, class, sexuality, identities, abilities, resistance, location & movements (depending on whose standpoints!) among others. You will also learn about major data and web-resources on these issues. We will also discuss how to prepare to undertake sociological-interdisciplinary studies and research on these topics in a variety of settings. This is both a sociology and women's studies class. Last but not least, given my research on Cairo, IL and in Bangladesh (among other topics), you will learn much these topics and sociological research as well.

By the end of the class, you should be able to:

a) demonstrate basic understanding of concepts such as gender, discrimination, feminism, patriarchy, and matriarchy, b) display basic knowledge about gender's significance in USA history, culture, & social structure & ethnosexual boundaries, c) demonstrate critical thinking about the dialogue among different theories & perspectives on gender, race, class, sexuality, location, and ability, and d) apply concepts from personal and family experiences to analyze gender as a form of mutuality that must be understood to enhance the common good.

Students will have the opportunity to develop skills in several areas: traditional scholarly research and writing skills, applied service-work, and personal reflection. The course will use lectures, class discussions, Web-based research, films, and guest speakers to examine various facets of gender (and their intersections with race, sexuality, class, culture, ability, and globalization). Students will also take responsibility for leading discussions and being prepared for class through readings (hard copy, Google group of the class, social media on the internet, and active participation. One paperback book is strongly recommended for purchase, since we will read nearly all its contents.

Many other REQUIRED social media links: articles, videos, and websites are available on via electronic media from Morris Library, blogs and websites, and a Google group site. Others are

recommended. For most of the underlined readings you can click on the Google group or electronic version of the syllabus and the page or site should open. You are expected to have read/viewed the assigned materials before coming to class each day; lectures and discussions will presume a familiarity with assigned materials.

Since much of the class does depend on discussion, participation, viewing of multimedia materials, you will be penalized for absences in excess of eight class sessions. If you miss more than eight class sessions during the semester, you will receive a failing grade in the class. So make sure that you are in class, schedule doctors' and other appointments at times other the class times. There may be slight modifications of the schedule and/or syllabus during the class so be certain to check with a classmate, if it is necessary for you to miss a class. I may add or subtract short relevant news and other articles, videos or blog-web sites through out given class interests. Finally, if you have any specific learning-life issues and/or challenges, *privately please let me know from the beginning of the class and we can work on any needed accommodations.* *Thanks to those who have already given me such information.*

### COURSE STRUCTURE AND GRADING:

Ground Rules for the Course:

1. Acknowledge that racism, sexism, classism, homophobia, and ethnocentrism exist.
2. Acknowledge that one of the meanings of racism/sexism (isms) is that we have been systematically taught misinformation about our own group and especially members of other groups.
3. We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
4. Victims are not to be blamed 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 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 each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit group cooperation and group gain.
9. We want to create a safe atmosphere for open discussion. Thus, at times, 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 to repeat the remarks.

\*\*Ground rules by Lynn Weber, Women's Studies, University of South Carolina, Columbia, SC. Previously at Center for Research on Women, Memphis State University, Memphis, TN 38152

**Grading System:** This course will use a modified contract grading system. Part of your grade will be computed from criteria established by me. Two-thirds of your grade will be determined by a take-home midterm exam (100 pts), a take-home final exam (100 pts), four+short response assignments-*including pop quizzes* (5-10pts each up to 50-70 pts critical reactions to readings, films and class materials (including social media) (100 points), and attendance and class participation over materials (25 pts), personal history (10 points), and self-assessment (10 pts). The midterm and final are weighted equally. In each case you will have one week to complete an essay-style exam (typed copies are required). You should save your written work on a memory key and/or send it as an email to yourself to avoid computer malfunctions, lost memory keys, and/or bad luck. We want hardcopies of your assignments; digital copies have to be approved by Dr. Ward.

Students enter courses with a variety of legitimate learning goals: sharpening traditional scholarly skills in research and writing; improving skills in applying knowledge to real-world settings; exploring personal orientations on issues related to the course. This grading system requires that you assume a portion of the responsibility for defining those goals and designing assignments useful in reaching them.

**Class behavior-interaction:** This class will involve active listening and note-taking. I do NOT use Blackboard or make class outlines available; instead, I use Google to upload class materials, handouts, articles, and information of interest. This saves paper-environment as well as funds given SIUC's budget cuts. Hence, if you miss class, you should consult other class members for notes, etc.

In class, I expect you to actively listen and take note. You forget class information after 24 hours, and lectures will not always repeat readings and vice-a-versa. I understand that many class topics will elicit responses. NO side-talk with seat mates when I am lecturing and/or a classmate is speaking. If you do not understand something, ask me. Or make your comments-questions to class: others might have the same questions or thoughts. I've discovered that side-talk is disruptive to your seatmates and the class (as well as disrespectful to me and/or speaker). Many students' note-taking and grades have suffered because they have missed important information. If your side talk is disruptive, I may move you and/or tell you to leave class. You will lose that day of class attendance.

In class, set your cell phones to silent and you can check them after class. If they are repetitively disruptive I might take your phone and return after class (especially if your ring tone is better than mine). No texting or facebooking. Finally, please do your reading-studying for other classes, newspapers, and bestsellers *elsewhere*.

This is PLAGIARISM: if I find that you have directly used any materials without proper citation (source, page number, and quotation marks), such as parts of articles or whole papers, you will receive a failing grade on your paper and fail the course. I do not accept "inadvertent" explanations b/c Plagiarism has been defined, explained, and reinforced now and during the class. If you have any questions about these issues, just ask.

All work must be turned in by 26 April if it is to receive credit.

Student Self-Assessment (Due the last week of class, 26 April) : I think I have earned a(n) \_\_\_ in this class. Please provide a one page rationale of your assessment. Re-read the goals and course requirements and include such items as the grades on directed writing assignments, midterm, improvement in writing, your capacity for integration and reflection on the material presented,

your participation in class discussions, your success at reading material in advance of each class session, and any other information that you think is relevant. DO NOT include how much time you spent outside of class reading and/or writing. (10 points).

***One final note re class-consumption of food-liquids:*** I strongly encourage you to consider what you buy-consume-drink-dispose before and after class. Are the containers reuseable-recyclable? If so, recycle them after class. If not, think about bringing reuseable mugs-cups. Are you drinking bottled water and/or soda? Think about this and if so, recycle your bottle-can. I would like to see very little recyclable materials and non-recyclable materials in the trash after class. Last but not least, as your mother has probably told you, use the restroom before you come to class.

***If you have questions, feel free to stop by my office or call me at the office (453-7626).***

***Emergency Procedures.*** Southern Illinois University Carbondale is committed to providing a safe and health 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.

**Required book (should be available as used book):**

\*\*Karen Rosenblum and Toni-Michelle Travis, The Meaning of Difference. 5<sup>th</sup> edition.\*\*

For each class-topic keep actively looking for gender-related U.S. international news and issues in newspapers, TV, and internet & citizens' media in the BBC, New York Times, <http://www.iht.com>, and other media. Also check out: [www.alternet.org](http://www.alternet.org) and women's enews [www.womensenews.org](http://www.womensenews.org) or Global Voices <http://www.globalvoicesonline.org/> <http://news.newamericamedia.org/news/>

See these two sites...many free videos and documentaries on assorted topics and interests...

\*freedocumentaries.com\*/ <<http://freedocumentaries.com/>>

\*[www.snagfilms.com](http://www.snagfilms.com/)\*/ <<http://www.snagfilms.com/>> (new and as featured in parade magazine! some ads)

of course, you can always visit [www.TED.com](http://www.TED.com) for videos of visionaries....

Let me know about any other good websites, blogs, Youtube, and other videos, too! You should know about some of my related sites:

Nari Jibon blog: [narijibon.blogspot.com](http://narijibon.blogspot.com)

or Kathryn Ward's blog: [pagolnari.blogspot.com](http://pagolnari.blogspot.com) or <http://rising.globalvoicesonline.org/>

I have set up a **Google group account** for the class to post more current news- materials and messages....more websites, blog links, materials, syllabus, and assignments will be posted there instead of paper handouts. I suggest that you download a copy of the syllabus because it will contain many hotlinks (clickable links to class materials). You can read them on-line or download to memory key. You should set your email preference so at least you get emails once per day when items are posted. Also please post your picture and/or avatar so we can learn who is who!  
<http://groups.google.com/group/gender223-2010>

### **19 January Intro-key concepts-blogs, media,**

### **21 January Intersections**

Turn in your email address/personal history assignment (end of syllabus)  
Rosenblum-Travis (Meaning of Difference) MOD, Framework Essay, starting page 2  
Marilyn Davis, "Made in Bangladesh" Perspectives, fall 2005,  
[http://www.siu.edu/~perspect/05\\_fall/05\\_fall.pdf](http://www.siu.edu/~perspect/05_fall/05_fall.pdf)  
See [www.narijibon.com](http://www.narijibon.com) and [www.siu.edu/~narijibon](http://www.siu.edu/~narijibon)

U.S. in the World <http://www.prb.org/> Download the world population data sheet (PDF file).

\* <[http://www.salon.com/mwt/broadsheet/2009/02/27/women\\_s\\_work/index.html](http://www.salon.com/mwt/broadsheet/2009/02/27/women_s_work/index.html)>  
(recession survival tips)

\*\*<[http://www.salon.com/mwt/broadsheet/feature/2009/02/27/women\\_of\\_wall\\_...](http://www.salon.com/mwt/broadsheet/feature/2009/02/27/women_of_wall_...)>then  
after women do more of/on their own, what happens to the workers in our  
houses, gardens, service industries when they have fewer jobs and/or less  
income from their already minimal income?  
<http://www.npr.org/templates/story/story.php?storyId=101056790>

\* <[http://www.salon.com/mwt/feature/2009/02/25/thrift\\_levine/index.html](http://www.salon.com/mwt/feature/2009/02/25/thrift_levine/index.html)>  
(thrift religion money)

### **January 26 & 28**

MOD, Chapter 9-11  
<http://www.census.gov/> (statistical abstracts of U.S. and historical statistical abstracts)  
<http://uncultured.com/2008/07/25/what-would-kathy-do/>  
<http://uncultured.com/2008/06/23/rhetoric-reading-and-reflection/>  
  
<http://pagolnari.blogspot.com/2008/08/nari-jibon-project-and-its-bloggers.html>

What Gender Are You exercise?

### **February 2 & 4**

MOD, Ch3-7

Video: Race—power of illusion—part one video **see also:**  
[http://www.pbs.org/race/000\\_General/000\\_00-Home.htm](http://www.pbs.org/race/000_General/000_00-Home.htm)

### **Directed Response Essay #1 due**

“‘White Girl’? A Dialogue on Race”<http://seattletimes.nwsourc.com/whitegirl/index.html>

“Black Like I Thought I Was” [Erin Aubry Kaplan, LA Weekly](http://www.alternet.org/story/16917/)  
<http://www.alternet.org/story/16917/>

African American Lives, Part 2

### **February 9 & 11**

“Kenyan Women Hit Men with Sex Ban” <http://news.bbc.co.uk/2/hi/africa/8025457.stm>  
Sex, Power, Women And The Future Of the World : NPR  
<http://www.npr.org/templates/story/story.php?storyId=103022290&sc=emaf>

MOD, Ch 32, 45-46  
<http://www.learningdiversity.com/> look at the vignettes

also Racial Ethnic resources in gender Google groups

### **February 16 & 18**

#### **Directed Response Essay #2 due**

<http://withoutsanctuary.org/main.html>  
**And Remembering Jim Crow, perspectives by southern whites,**  
<http://americanradioworks.publicradio.org/features/remembering/whites.html>  
See also overall site <http://americanradioworks.publicradio.org/features/remembering/>  
Oral histories and Jim Crow guide  
<http://www.pbs.org/wnet/jimcrow/jimcrowguide.pdf>

MOD, Chapter 12-16.21-23, 36-39

### **February 23 & 25**

MOD, chap 17-20, 30-32, 43

<http://www.mclight.com/>  
<http://www.mclight.com/slideshow.html>  
Moldova, price of sex, [http://www.pbs.org/frontlineworld/flash\\_point/001moldova/](http://www.pbs.org/frontlineworld/flash_point/001moldova/)  
Make Trade Fair-Oxfam, TRADING AWAY OUR RIGHTS: Women working in global supply chains, <http://maketradefair.com/en/index.php?file=06022004174047.htm>

**Short Directed Response Assignment #1.5** Where do your fruit and vegetables come from in Carbondale?(and don't tell me Wal-Mart). What are the pesticides and risks? Go to a grocery store and find out where your oranges, grapes, apples, bananas, strawberries, and one other vegetable come from..Who picks and processes your food? Who makes your clothes? Cell phone? Car?

**March 2 & 4**

**Gender Bending Exercise, Directed Response #3**  
**MOD, Framework Essay, Experiencing Difference, p 194**  
**MOD, Chap 24-28, 44**

**March 6-March 14: Spring Break!!!**

**March 16 & 18**

**MOD, chapters 33-35**  
**Domestic Violence? <http://www.hotpeachpages.net/>**

[LaVena Johnson: Murdered By Her Colleagues, Ignored By The Army](#)  
[Op-Ed Columnist - The Great Shame - NYTimes.com](#)  
[Sexual Assaults, Inadequate Healthcare Among Spate of Issues Facing Wome...](#)

**Video: Tough Guise**  
**Speaker(s):**

**March 23 & 25**

women's roles in the creation of media, presentations of women in media, and gendered spaces with regard to technology (things like 'sexting' or cyberstalking)

**Walk to Beautiful"**  
<http://www.pbs.org/wgbh/nova/beautiful/women.html>

**Killing Us Softly 3**

**Midterm-Session Due**

**March 30 & April 1**

**MOD, chapters 40-43**  
How NOT to Talk About Domestic Violence  
<http://www.alternet.org/blogs/peek/131366>  
Domestic Violence: "Why Doesn't She Leave?" Is the Wrong Question to Ask About Rihanna  
<http://www.alternet.org/reproductivejustice/129919>

I will be showing this video in class. here's some more info and links if you would like to watch-listen again and/or share...this was made the 15 days against violence against women campaign by some Spanish women and part of [www.takebackthetech.net](http://www.takebackthetech.net) see also [www.apcwomen.org](http://www.apcwomen.org) [www.genderIT.org](http://www.genderIT.org)

A video for sensibilisation on violence against womyn from internet images, material and different public campaigns...  
made 100% free software  
video: encosianima: valentina messeri  
music: anularz (núria vergés and manu molina)

<http://encosianima.blip.tv/#1732640>

### **Video: Dream Worlds**

**April 6 & 8**

**CHOE SANG-HUN 8 Jan 09 Ex-Prostitutes Say South Korea and U.S. Enabled Sex Trade Near Bases.** <http://www.nytimes.com/2009/01/08/world/asia/08korea.html>  
**MOD , Chapters 48-55**

[Sexual Assaults, Inadequate Healthcare Among Spate of Issues Facing Wome...](#)

[Op-Ed Columnist - The Great Shame - NYTimes.com](#)

### **Speaker-Blogs VAW**

**April 13 & 15**

**Video: Violence in Congo Movie shown in class**

[Global Voices Online » Guinea: In the aftermath of a massacre](#)

**Research on the web: what is the current situation in the Congo? What has changed? Stayed the same?**

### **Directed Response Assignment #4**

**April 20 & 22**

See also Researcher Laura Agustin's blog site: Border Thinking  
[http://www.nodo50.org/Laura\\_Agustin](http://www.nodo50.org/Laura_Agustin) (many downloadable articles)  
(also her new book, (2007) [Sex at the Margins: Migration, Labour Markets and the Rescue Industry.](#) London: Zed Books.

**MOD, Framework essay, Meaning of Difference, p334**  
**MOD, Chapters 55-57**



**April 27 & 29**

**MOD, chapters 58-59**

**Video: Born Into Brothels**

“Taking the Pledge” <http://www.sexworkerspresent.blip.tv/file/181155>

**May 4 & 6**

**MOD Chapters 60-62**

Assignment: Given your particular location in the world, what strategies do you propose to deal with fundamentalism and issues of surrounding women and violence against women? What groups would you work with? How do we get men to intervene? What can we do in the North?

**Final Exam: Monday May 10: 12:50-2:50**

**Personal Herstory/History Assignment**

Due 21 January

Please provide your email address on the top of your paper with your name. The purpose of this assignment is to get you to start thinking about your life and intellectual experiences with gender, race, class, sexuality, religion, globalization, development, (dis) ability and as resident of your region of the world. There are no right or wrong answers. You will turn in your typed answers in class on Tuesday, 21 May. Answer the questions on additional sheets of paper. Also please use correct spelling and grammar.

1. When were you first aware that there was such a thing as differences in gender, race, class, region, and sexuality? How old were you? How did you tell? Was this in a rural or urban setting? What country?
2. How many brothers and sisters do you have? Did you notice your parents treating you any differently as you grew up? Preschool age, grade school age, high school, and college, adult (real world)?
3. What types of messages did you receive about gender, race, class, and cultural-religious roles from your schooling? Differences in sports, classes, guidance counselors etc?
4. What kinds of messages did you get about your proper gender, race, sexuality, and religious-cultural roles as you entered adolescence and puberty? Did your friends change? Did you have any friends from other countries?
5. How do you see yourself as different from white ethnic western women (men)? How do you see yourself as the same as white ethnic western women (men)?
6. What types of messages have you received about gender, race, class, religion-culture and sexuality from the media, for example, TV, movies, commercials, internet?

7. Is it possible for women (men) to combine having a family and a career? In other words, have it all? (Why aren't men asked this question???) How have your thoughts/actions on this matter shaped your career and fertility decisions?

8. How do you deal with family or friends who make obviously sexist, racist, and ethnocentric remarks? How do you deal with men (women) who make obviously sexually and racially (and ethnocentric) harassing remarks? On the street? Classroom? Workplace?

9. How many languages do you speak, read, understand, and write?

10. How many countries have you visited beyond the country of your birthplace? Where? When? Experiences?

11. Do you have a passport? If not, do you know how to get one?

11. Check out the labels on the clothes that you are wearing today. Where did they come from? Where did you buy them? Did you eat any fruits today? Where did they come from and where did you buy them? Who picked and processed your food? Made your clothes? Your cell phone? Your car?