

Women and Men in Contemporary Society

SOC 223/WMST 223 Section 001

Spring 2010

9:00 – 9:50 AM Monday, Wednesday, and Friday

Quigley Hall 208

Instructor: Catherine Gould

Office: Faner 3429

Office Phone: 453-7621

Main Office Phone: 452-7620

Office Hours: M,W,F 10:30-12:30PM (and by appt.)

Email: cmgould@siu.edu

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. 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.

By the end of the course, students should be able to:

(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:

Women, Men and Society, 5th ed. Claire M. Renzetti and Daniel J. Curran, Allyn and Bacon (2002)

Chapter course readings and reading questions, which you must complete before in-class discussions of the readings, will be available on BLACKBOARD. Other course information will also be available on BLACKBOARD. You MUST have an SIU email account to access Blackboard.

<https://mycourses.siu.edu/webct/entryPageIns.dowebct>

Class 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 these 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 to repeat the remarks.

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

Classroom Etiquette:

Attendance- 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.

*Missed work-*Late papers will not be accepted in this course. Any deadlines regarding written work or student meetings will be announced in advance of due dates. It shouldn't be assumed that you will be given make-up exams if you miss a test day. Make up exams will be given 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 at the exam impossible. Otherwise, failure to show up for an exam on the scheduled day will result in the score of a zero.

Plagiarism - Cheating/Academic Dishonesty: COLLEGE AND UNIVERSITY REGULATIONS REGARDING PLAGIARISM AND OTHER FORMS OF ACADEMIC DISHONESTY WILL BE UPHOLD IN THIS COURSE. If you are not familiar with the definitions and consequences of cheating or with your rights, refer to your Student Conduct Code or see an academic advisor. You should be aware of plagiarism in every paper or assignment you write. Any time you use the ideas of someone else you must give them credit. You should put quotation marks around all direct quotations and cite the author at the end of the passage. If you are unsure of the proper way to do this see me before you turn in any work. Any work that has been plagiarized will receive a failing grade and may be turned in to the university as a violation of the student code of conduct.

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.

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. 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 posted together with the readings on BLACKBOARD. 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 posted on Blackboard. 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 group of articles/book excerpts to write about. Just be sure to turn in two response papers 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:

-I want these to be 12 Font, Times New Roman, double spaced. (Don’t double space between paragraphs)

-They must be between 2 to 3 pages long.

-PROOFREAD YOUR WRITING- read it out loud, sent it to me for feedback, ask a friend to read it.

-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 much 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.

The last response paper will be your written reactions to a film I plan on showing during Week 15 of the course. More instructions on this paper will be provided as we approach Week 15.

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 520 - 580
Reading Questions (8)	80	B 465 - 519
Response Papers (2)	40	C 405 - 464
In-Class Exercises (4)	40	D 350 - 404
Out-of Class Exercises (4)	80	E 0 - 349
Exam 1	100	
Exam 2	100	
Paper on Video	20	
Final Exam	100	

 Total points 580

****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.***

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.

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

January 20 syllabus and class expectations

January 22 Introduction to Sociology

WEEK 2

January 25 Introduction to Sociology

January 27 Introduction to Sociology (Out-of-Class Exercise: Personal Herstory DUE)

January 29 Chapter 1 (Studying Gender: An Overview)

WEEK 3

February 1 Chapter 1

February 3 Chapter 1 (Out-of-Class Exercise: Breaking a Gender Norm DUE)
February 5 Discussion Day for Chapter 1 Journal Articles (Reading Questions DUE)

WEEK 4

February 8 Chapter 2 (Biology, Sex, and Gender: The Interaction of Nature and Environment) (Response Papers on Chapter 1 Journal Articles DUE)

February 10 Chapter 2

February 12 Chapter 2

WEEK 5

February 15 Discussion Day for Chapter 2 Journal Articles (Reading Questions DUE)

February 17 TBA (Response Papers on Chapter 2 Journal Articles DUE)

February 19 Review for exam

WEEK 6

February 22 EXAM 1

February 24 Chapter 4 (Early Childhood Gender Socialization)

February 26 Chapter 4

WEEK 7

March 1 Chapter 4 (Out-of-Class Exercise: Disney Content Analysis DUE)

March 3 Discussion Day for Chapter 4 Journal Articles (Reading Questions DUE)

March 5 Chapter 5 (Schools and Gender) (Response Papers on Chapter 4 Journal Articles DUE)

WEEK 8

March 8- 12 No Class Spring Break

WEEK 9

March 15 Chapter 5

March 17 Discussion Day for Chapter 5 Journal Articles (Reading Questions Due)

March 19 Chapter 6 (The Great Communicators: Language and the Media) (Response Papers on Chapter 5 Journal Articles Due)

WEEK 10

March 22 Chapter 6

March 24 Chapter 6 (In-Class Exercise: Content Analysis of Magazine Ads)

March 26 Discussion Day for Chapter 6 Journal Articles (Reading Questions DUE)

WEEK 10

March 22 Review for Exam (Response Papers on Chapter 6 Journal Articles DUE)

March 24 EXAM 2

March 26 Chapter 7 (Gender and Intimate Relationships) (In-Class Exercise: Interviewing Peers about Desirable Family Configurations)

WEEK 11

March 29 Chapter 7

March 31 Chapter 7

April 2 Discussion Day for Chapter 7 Journal Articles (Reading Questions DUE)

WEEK 12

April 5 Chapter 8 (Gender, Employment, and the Economy) (Response Papers on Chapter 7 Journal Articles Due) (In-Class Exercise: Case Study)

April 7 Chapter 8

April 9 Chapter 8

WEEK 13

April 12 Discussion Day for Chapter 8 Journal Articles (Reading Questions DUE) (Out-of-Class Exercise: Exploring the Gender Wage Gap)

April 14 Chapter 9 (Gender, Crime, and Justice) (Response Papers on Chapter 8 Journal Articles DUE)

April 16 Chapter 9

WEEK 14

April 19 Chapter 9

April 21 Discussion Day for Chapter 9 Journal Articles (Reading Questions DUE)

April 23 TBA (Response Papers on Chapter 9 Journal Articles DUE)

WEEK 15

April 26 Video

April 28 Video

April 30 Video

WEEK 16

May 3 (In-Class Exercise: Peer Review of Paper on *Paris is Burning*)

May 5 Teacher Evaluations

May y Review for Final Exam

WEEK 17

May 10 through 114 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, Department of Safety's website 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.

PERSONAL HERSTORY/HISTORY ASSIGNMENT
DUE January 27

The purpose of this assignment is to get you to start thinking about your life in terms of your experiences encountering gender, race, class, sexuality, religion, etc. There are no right or wrong answers. You will turn in your typed answers in class on Friday, August 28. Answer the questions on additional sheets of paper. Also, please use correct spelling and grammar within your responses.

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, college, and adult.
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, future work-careers 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? Went to college-university? 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 (me n)? How do you see yourself as the same as white ethnic western women (men)?
6. How did you decide to study-major in sociology? If you are not majoring in sociology, then please discuss your current major?
7. Is it possible for women (men) to combine having a family and a career? In other words, have it all? Why are men not asked this question? How have your thoughts/actions on this matter shaped your career and fertility decisions?
8. How do you deal with family, friends, colleagues, and professors 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? In the classroom? In the workplace