

Women & Men in Contemporary Society

Course Number: SOC 223/WMST 223, Section 003

Instructor: Marcie Sheumaker

Contact Information: The best way to reach me is by e-mail (marciej@siu.edu). I check my e-mail frequently and will return messages as soon as possible. Please check all of your e-mails for grammar and spelling (See “Communication”, p.4).

Phone: 618-453-2494

Office: Faner 3435

Office Hours: M&W 8:30 – 11:30 a.m. or other times by appointment

Class Times: MWF 12-12:50 in Quigley Hall; Room 208

Required Textbooks:

Renzetti, Claire M., & Curran, Daniel J. 2005. *Women, Men, and Society* (5th Edition).

Boston: Allyn and Bacon

- A copy of the textbook is available at the Morris Library course reserve desk.
- Additional readings are required and may be added throughout the semester. They will be available through the Morris Library online course reserves.
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White, Jacqueline 2009. *Taking Sides: Clashing Views in Gender* McGraw-Hill/Dushkin; 4th edition (2009)

Purpose of Course: In this course we will survey contemporary gender inequalities in the U.S. and elsewhere. We will examine gender role theories concerning women and men in society. Specific areas this course will cover include marriage and family, sexuality, social inequality, health, education, employment, communication, race, crime and justice, and the social construction of gender. You should leave this classroom with the realization that humans are social beings who are constrained and shaped by gendered social norms, and the values of those people and groups influencing their lives.

Course Objectives: Upon the completion of this course, students will be able to:

- 1) Demonstrate an understanding of such sociological concepts as gender, discrimination, feminism, and patriarchy.
- 2) Display a basic knowledge of gender’s significance in U.S. history, culture, and social structure.
- 3) Demonstrate critical thinking about the dialogue emerging from different theories and perspectives pertaining to gender, sexuality, race, and class.
- 4) Apply sociological concepts from personal and/or family experience to analyze gender as a form of human mutuality that must be understood to enhance the common good.

Sensitive Topics: All students will be expected to conduct themselves in a manner befitting a scholarly environment. This class will explore sensitive topics. When discussing any topic in the class, please remember to speak to the class as a whole, not to one student in general. If any topic upsets you, please discuss it with me at my office hours so that we can talk through the

issue. Any personal attack on the instructor or another student in the class will NOT be tolerated. Diverse and alternate viewpoints are encouraged and accepted in this class.

Plagiarism and Honesty: Soliciting, receiving, or obtaining help during the administration of an exam or quiz is a violation of the Student Code of Conduct and will result in a score of 0 for that exam or quiz. Further, presenting anyone else's work as your own whether obtained from an electronic or physical source in a paper is also plagiarism and will receive a grade of '0'. (http://www.siu.edu/gradschl/catalog/Student_Conduct_Code.pdf)

Withdrawal Schedule: <http://registrar.siu.edu/records/pdfrec/fl7calschedsched.pdf>

University Holidays:

Martin Luther King, Jr.'s Birthday Holiday:	Monday, January 18
Semester Classes Begin:	Tuesday, January 19
Spring Vacation:	Saturday, March 6, 12:00 Noon through Sunday, March 14
Final Examinations:	Monday, May 10 through Friday, May 14

Recording: The course may not be recorded electronically without the instructor's express consent.

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, Carbondale, IL 62901, Mail Code: 4705

DSSsiu@siu.edu Ph: (618) 453-5738 Fax: (618) 453-5700 TTY: (618) 453-2293

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 the BERT'S website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines 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.

Assignments, Examinations, Attendance and Grading

Examinations and Quizzes:

All examinations and due dates for the assignments are fixed. Late exams will not be conducted without a written excuse from a relevant University official or doctor. Please contact me immediately if you have an emergency and will not be present for a scheduled test. Those who need special consideration for extracurricular activities or a disability may take the exams early with proper documentation. It is your responsibility to schedule a mutually beneficial time with me. Materials from the lectures and the book will be covered in the exams, and they may consist of multiple choice, true/false, short answer, and/or essay questions. The exam dates are listed in the “class schedule” section of the syllabus. Make-up exams will be administered for students with a valid excused absence. All make-up exams will be essay format.

Assignments:

There will be both in-class and take-home assignments.

- **Pop Quizzes:** Please note: If an assignment such as a reading is listed on a particular day, I expect you to have read it prior to coming to class. I will periodically administer pop quizzes testing your understanding of the day’s reading.
- **Position Papers:** Four times this semester I will ask you to write a position paper. This paper should be at least three pages long and no longer. In these papers I ask you to respond intelligently and articulately to an issue addressed in class lectures or your readings. I will give specific instructions in the days before the paper is due. Each paper is worth a potential 20 points. Any take-home assignments that contain more than one sheet of paper must be stapled – I will NOT accept papers clipped or folded in the corner.
- **Due Dates:**
 - Position Paper 1: Due Mon. Feb. 1st : Bio/Social Gender Debate
 - Position Paper 2: Due Mon. March 1st : Gendered Communication Debate
 - Position Paper 3: Due Mon. March 29th: Date Rape Debate
 - Position Paper 4: Due Fri. April 26th FGM Debate
- **In-class Assignments:** Each in-class assignment will require responses to the day’s activity or assigned readings. The in-class assignments will be worth 5 points each. There will be 10 in-class assignments during the course of the semester. In-class assignments will be unannounced and will occur sporadically throughout the semester. Students who attend class often increase their odds of gaining a higher percentage of the in-class assignment points.

- **Late Assignments:** Assignments may be made up with a note from a relevant university official or doctor. Late assignments will be accepted with a penalty of 10 percent per day late. Assignments more than 3 days late will not be accepted.

Attendance:

Attendance is important. Although actual attendance does not influence your final grade, I will keep track of it. All class notes, regardless of excuse, must be obtained from a classmate; **Not from the instructor!**

Excused absences for religious holidays

Students absent from classes because of required observances of major religious holidays will be excused. It is your responsibility to notify me in advance of the class you will miss. Students must also take responsibility for making up work missed. (From the University Policy.)

Communication:

Occasionally, I will need to send you e-mail regarding the next class or assignment. Please check your e-mail before each class. For your benefit, I will try not to send e-mail any less than 8 hours before our next class meeting or after 5 p.m. the night before. I require students to read the e-mail before class as it may have direct bearing on the class that day.

Please e-mail, call or stop by during office hours. If you can't make it during office hours and you need to speak with me, please schedule an appointment for an alternate time. I will check my e-mail Monday through Friday before 5 p.m. You may send questions about assignments, but please be aware that an e-mail of this nature does not constitute a substitute for the actual assignment. Always include your name, e-mail address and an intelligible message. Use the following as a guide when sending e-mail to me or any of your instructors:

From: lucysmith@siu.edu

To: marciej@siu.edu

Subject: Questions about writing assignment and excuse for absence

Dear Instructor Sheumaker:

I did not fully understand the writing assignment for this week. How would you like us to answer the questions? Should we refer to the text or just use our own impressions from class? Also, I am attaching a note from my volleyball coach excusing me from class tomorrow for an out-of-town game.

Thank you,
Lucy Smith
lucysmith@siu.edu

Attachment: Notefromvolleyballcoach.doc

 The reason why this is an effective e-mail is that:

- I can tell who is sending me the e-mail: for example, it is not from 98huyty@hotmail.com and it is signed at the end of the e-mail.
- I can easily identify the subject from the subject line.
- This individual does not use any undecipherable texting language such as: R U posting gr8s?
- There are no unnecessary capital letters or exclamation points.
- The attachment is clearly labeled and is in Microsoft Word format
- The individual clearly states the question and specifies what she needs

Please note that if you send me an e-mail on Friday, I may not be able to respond to it before Monday. I may be out of town. Therefore, understand that you may not always get an answer as quickly as you wanted.

Make time to familiarize yourself with this course on Blackboard. If you need assistance in using it, please contact the administrator or speak to someone in computer support. If you can't log on to Blackboard, I can't help you, only the Blackboard person or the computer support technicians can do so. Further, this is not an acceptable excuse for late assignments, etc.

Grading:

Your final evaluation will be determined by the total number of points you accumulate this semester. Grades are calculated out of 530 available points.

Four examinations (100 points each)	400 points
Four Position Papers (20 points each)	80 points
In-class assignments (points vary)	<u>50 points</u>
Total points available	530 points

A	= 467+
B	= 404-466
C	= 341-403
D	= 278-341
F	= 277 and below

Class Contact Information

(If you need to get class notes or information or make a new friend)

Classmate #1

Name:

Phone:

E-mail:

Best way/time to reach:

Classmate #2

Name:
 Phone:
 E-mail:
 Best way/time to reach:

Classmate #3

Name:
 Phone:
 E-mail:
 Best way/time to reach:

Tentative Class Schedule

W Jan 20th **Syllabus Distribution, Class Policies, Class Introduction**
 Readings:
 None

Fri Jan 22nd **Chapter 1**
 Readings:
 Text: Chapter 1: Studying Gender: An Overview: pp.1-29

M Jan 25th **Discussion on Ch. 1 and Gender Identity**
 Readings:
 Taking Sides: Issue 2: Is Gender Identity Innate? Pp.14-31

W Jan 27th **Continuing Ch 1 and Gender Identity Discussion**

F Jan 29th **Chapter 2: Biological Explanations of Gender**
 Readings:
 Text: Chapter 2: Biology, Sex, and Gender: pp. 31-54

M Feb 1st **Discussion:**
 Readings:
 Taking Sides: Issue 1: "Is Anatomy Destiny?" pp. 2-13

*******Position Paper #1 Due: Bio/Social Gender Debate*******

W Feb 3rd **Chapter 2 Continued**

F Feb 5th **Chapter 3 : Cross-Cultural Gender Expressions**
 Readings:
 Text: Ancestors and Neighbors : Social Constructions of Gender
 in Other Times, in Other Places, pp. 55-71.

M Feb 8th **Chapter 3 Continued : Readings:** Finish Chapter 3

- W Feb 10th **EXAM #1 REVIEW**
- F Feb 12th **EXAM #1 CHAPTERS 1-3**
- M Feb 15th **Chapter 4: Socialization**
Readings:
Text: Chapter 4: Early Childhood Gender Socialization pp. 73-97
- W Feb 17th **Chapter 4 Continued**
Readings:
Taking Sides: Issue 3: "Do Sex Differences in Careers in Mathematics and Sciences have a Biological Basis?"
- F Feb 19th **In-Class Assignment: *Boys Will Be Men***
Readings: None
- M Feb 22 **Recap chapter 4; Begin Chapter 5: Schools and Gender**
Readings:
Text: Chapter 5: Schools and Gender pp. 98-136
- W Feb 24 **Chapter 5 Schools and Gender Continued**
- F Feb 26 **Chapter 5 Continued**
- M Mar 1st **Chapter 6: The Great Communicators: Gender and the Media**
Readings:
Text: Chapter 6: pp. 137-164
*****Position Paper # 2 Due: Gendered Communication Debate*****
- W Mar 3rd **Chapter 6 Discussion Continued**
- F Mar 5th ***Killing Us Softly III* In-Class Assignment**
- Spring Vacation: Saturday, March 6th, 12:00 Noon through Sunday, March 14th**
- M Mar 15th **EXAM #2 REVIEW: Chapters 4-6**
- W Mar 17 **EXAM #2; Chapters 4-6**
- F Mar 19 **Discussion: Pornography and Rape**
Readings:
Taking Sides: Issue 9: "Does Pornography Reduce the Incidence of Rape?" pp. 162-172
- M Mar 22nd **Chapter 7:**
Readings:
Text: Gender and Intimate Relationships; pp. 165-210
- W Mar 24th **Continue Chapter 7**
Readings: Finish Chapter 7

F Mar 26th **Chapter 7 Wrap-up** and In-class activity: Evaluation of a crime

M Mar 29 **Chapter 8: Gender, Employment, and the Economy**
Readings: Text Chapter 8; pp. 211-253

*******Position Paper #3: Date Rape Debate Due*******

W Mar 31st **Chapter 8: Continued**
Readings: Finish reading chapter 8

F April 2nd **Chapter 9: Gender, Crime, and Justice**
Readings: Text Chapter 9; pp

M April 5th **Chapter 9 Continued**
Readings: Finish reading Chapter 9

W April 7th **Exam #3 Review: Chapters 7-9** and intro to **Chapter 10: Gender and Government**
Readings:
Text: Chapter 10: Gender, Politics, Government, and the Military, pp.297-327

F April 9th **Exam # 3: Chapters 7-9**

M April 12th **Chapter 10: Gender, Politics, Government, and the Military**
Readings:
 Text: Chapter 10: pp. 297-351

W April 14th **Chapter 10 continued**
Readings: Finish reading Chapter 10

F April 16th **Chapter 12: Gender and Health**
 Readings: Text chapter 12: pp. 361-414

M April 19th
 W April 21st **Chapter 12: Gender and Health Continued**
Readings: Finish Chapter 12

F April 23rd **Discussion Chapter 12: Recap**
Readings: Finish reading Chapter 12 &
Taking Sides: Issue 18: "Is Female Circumcision Universally Wrong?"

M April 26th Discussion: Female Circumcision, bride burning and foot binding
Readings: None

*******Position Paper #4 Due: FGM Debate*******

W April 28th Course and Book Conclusion (Wrap-Up Day)
Readings: None

F April 30th **Evaluations;** Review for Exam #4: Ch's 10, 12 & Taking sides readings

Final Exam Week:

Final Exam date TBA: Exam #4: Chapters 10, 12, and *Taking Sides* Readings

Note: Thank you to Instructor Dr. Kristina Dzara for some of the content of this syllabus.

Note 2: All material on this syllabus is subject to change as needed.