

Women & Men in Contemporary Society

Course Number: SOC 223/WMST 223, Section 002

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: 618-453-7632

Office: Faner 3435

Office Hours: T&R 11:00 a.m. – 2:00 p.m. and other times by appointment

Class Times: T&R 9:35-10:50; Quigley 208

Required Textbooks:

Renzetti, Claire M., & Curran, Daniel J. 2005. *Women, Men, and Society* (Fifth 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 course reserves or on Blackboard.
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Michael Kimmel and Amy Aronson. 2010. *The Gendered Society Reader* (Fourth Edition). New York. Oxford University Press. (Hereafter referred to as TGS.)

- A copy of this text will be on reserve at the Morris Library course reserve desk.

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/fl10calsched.pdf>

University Holidays:

Semester Classes Begin:	Tuesday, January 18
Spring Break:	Saturday, March 12 th to Sunday March 20 th
Final Examinations:	Monday, May 9 th – Friday May 13 th

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 5 and no more than 7 pages. 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 50 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. **Please note:** If you struggle with writing I may give you the option of raising your paper score by visiting the Writing Center and successfully re-writing your paper. I will award you the higher of the two grades. In order to be eligible to turn in a re-write, I must receive confirmation of your visit to the Writing Center.
- **Due Dates:**
- Position Paper 1: Due February 8th : Explanations of gender
- Position Paper 2: Due March 8th: Gender and the media
- Position Paper 3: Due April 19th : Gender, family, and work
- Position Paper 4: Due April 22nd : Violence and gender
- **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 variable points depending upon the assignment. There will be several 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 a possible 600 available points.

Three examinations (100 points each)	300 points
Four Position Papers (50 Points each)	200 points
In-class assignments (points vary)	<u>100 points</u>
Total points available	600 points

A	= 540+
B	= 480-539
C	= 420-478
D	= 360-419
F	= 359 and below

Tentative Class Schedule

- T 1/ 18** **Syllabus Distribution**, Class Policies, Class Introduction, Two Truths Icebreaker
Readings:
 None
- R 1/ 20** **Introduction: Studying Gender**
Readings:
WMS: Chapter 1: Studying Gender: An Overview: pp.1-29
- T 1/25** **Continue Discussion on Ch.1**
Readings: TGS: Introduction
TGSR: Pages 1-21: Intro, “Testosterone Rules”, and “Of Genes and Gender,”
- R 1/27** **Chapter 2: Biological Explanations of Gender**
Readings: MWS Chapter 2: Biology, Sex, and Gender
- T 2/01** **Continue Discussion on WMS Chapter 2**
Readings: TGS: Judith Lorber’s “Men as Women and Women as Men: Disrupting Gender”; Pages 51-62
- R 2/03** **Chapter 3: Cross-Cultural Gender Expressions**
Readings:
MWS: Ancestors and Neighbors: Social Constructions of Gender in Other Times, in Other Places
- T 2/8** **Chapter 3: Cross-Cultural Gender Expressions**
Readings:
MWS: Ancestors and Neighbors: Social Constructions of Gender in Other Times, in Other Places
- *****Turn in: Position Paper #1: Explanations of Gender*******
- R 2/10** **Chapter 3 Continued : Readings: Finish Chapter 3**
Readings: TGS: “Coming of Age and Coming Out Ceremonies Across Cultures” p. 78.
- T 2/15** **EXAM #1 REVIEW**
- R 2/17** **EXAM #1 MWS CHAPTERS 1-3 & TGS READINGS**
- T 2/22** **Chapter 4: Socialization**
Readings:
MWS: Chapter 4: Early Childhood Gender Socialization

R 2/24 Chapter 4 Continued
Readings: TGS: “Sugar and Spice but not Always Nice: Gender Socialization...”
 p. 154

T 3/01 Chapter 5: Schools and Gender
Readings:
MWS: Chapter 5: Schools and Gender

R 3/03 Chapter 5 Schools and Gender Continued
Readings:
TGS: “The Trouble with Black Boys...” p. 333

T 3/08 Chapter 6: The Great Communicators: Gender and the Media
Killing Us Softly IV **In-Class Assignment**

*******Position Paper # 2 Due: Gender and the Media*******

R 3/11 Chapter 6: The Great Communicators: Gender and the Media
Readings:
MWS: Chapter 6

3/12-3/20-----**Spring Break**-----

T 3/22 Chapter 6 Discussion Continued
Readings:
TGS: “Misogyny in Rap Music...” p. 453

R 3/24 EXAM #2 REVIEW: Chapters 4-6

T 3/29 EXAM #2: Chapters 4-6

R 3/31 Chapter 7: Gender and Intimate Relations
Readings:
WMS: Chapter 7: Gender and Intimate Relationships

T 4/5 Continue Chapter 7
Readings: Finish Chapter 7
Readings: TGS: “Hooking Up and Forming Romantic Relationships...”
 p. 578.

R 4/7 Chapter 7 Wrap-up and In-class activity: Evaluation of a Crime

T 4/12 Chapter 8: Chapter 8: Gender, Employment, and the Economy
Readings: Text Chapter 8

R 4/14 Chapter 8: Continued
Readings: TGS: “The Glass Escalator...” p, 389.

T 4/19 Chapter 9: Gender, Crime, and Justice
Readings: WMS: Chapter 9:

*******Position Paper #3 Due: Gender, family, and work*******

R 4/21 Chapter 9 Continued
Readings: TGS: “the Myth of Sexual Symmetry in Marital Violence” p. 618

T 4/26 Wrap –up & Review for final Exam
Exam #3 Review: Chapters 7-9

R 4/28 ***Position Paper #4 Due: Gender and Violence*******

T 5/3 Course and Book Conclusion (Wrap-Up Day)

R 5/5 Exam # 3: Chapters 7-9

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.