

Syllabus

Gregory Maddox, M.A., Instructor
Office: 3431 Faner Hall
E-Mail: grmaddox@siu.edu
Phone: 453-2494

Class: M W F Noon – 12:50 pm
208 Quigley Hall
Office Hours: MWF 10:00 - 12:00,
or by appointment

Course Description and Objectives: Even before you were born and the nurse placed you in either a pink or a blue blanket, you were started down a pathway that has led you to your current understandings of what it means for you to be female or male in American society. This course examines our understandings of women's and men's roles in our lives and in society in general. We will assess these roles from a microsociological level, including the social construction of gender roles and gendered interaction, and we will consider the impact of gender from the macrosociological level, examining social institutions where gender roles are performed. Throughout, we will note the influences from intersections of gender with race, class, and sexuality.

Upon successful completion of this course, you will 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 U.S. 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 experience to analyze gender as a form of human exchange that must be understood to enhance the common good.

Instructor's Obligation to Students: I take very seriously my responsibility to the students in my class, and will do every reasonable thing in my power to provide you with the opportunity to succeed in this course. I will be prepared for class and knowledgeable in the materials presented. I will strive to make the course as interesting to you as possible. I will work with you individually, outside of lectures, should you need additional assistance.

Students' Obligation to Instructor: As I indicated above, I will endeavor to provide for students the opportunity to succeed in this class. But I can only provide the *opportunity*.

By enrolling in this class, students will acknowledge that they are responsible adults, capable of making informed decisions. I expect you to be prepared for class, but of course, this is your choice. Everything you do in this course is a result of the decisions *you* make; *you* must accept the consequences of your decisions. Deciding to come and participate in class or not is entirely your choice (occasionally, graded exercises and/or quizzes will be conducted during class with no advanced warning and these exercises are worth 20% of your final grade, so choose wisely). Materials presented in readings and discussed in class *will be* on examinations, and application of this material *will be* expected in your research paper, both of which will determine your success or failure in the class.

A note regarding Whining. Please remember that someone is paying a large sum of money to this University for you to have opportunities here. What you choose to do with these opportunities is entirely up to you. Passing or failing this course will solely be the result of the decisions you make throughout the semester. So don't even think about whining. You'll not only be wasting your time but mine, as well. Relax, do your work, and we'll have fun.

Required Readings: There are no required books to be purchased for this class; readings will be available on Blackboard, saving you the cost of many additional books. You can thank me by keeping up with the readings throughout the semester! At first glance, there seems to be a lot of reading in this class; relax, you don't have to put that much into it... often, a basic familiarization with the text is all that is necessary for you to do well.

Course Requirements and Grading: Grades for the course will be based upon total point accumulation over the semester, and points can be earned in a number of ways. Maximum points will be distributed as follows:

3 Exams (100 pts ea.)	300 points	<i>Extra Credit:</i>	
Quizzes/Class Exercises	100 points	4 Reaction Papers	Up to 20 Points
Research Paper	100 points		(5 points each)

Final course grades will be based on the following point totals:

- A 450 – 500 points
- B 400 – 449 points
- C 350 – 399 points
- D 300 – 349 points

Examinations: There will be three examinations in this class. Each exam will be weighted equally, and will consist of short answer and/or essay questions. *Make-up exams will not be given except at the discretion of the instructor, and only in the event of excused absences.*

Quizzes/Class Exercises: Quizzes and in-class exercises will be given throughout the semester, with no advance warning. *Missed quizzes or in-class exercises cannot be made-up.*

Research Papers: Students will be required to submit a research paper in this class. Papers are expected to be research-oriented rather than opinion-oriented, and academic resources from outside class will be *required*. Complete guidelines will be distributed and discussed in class.

Participation: You should plan to speak up in this class. Feel free to bring up points that you find especially interesting to discuss. Questions are always welcome. If you see something outside of class that you think relates to our discussion feel free to bring it up. Disagreement is fine as long as it is done respectfully (see below). Our differences are what will make the discussion interesting. Discussions will also revolve around assigned readings. Lack of *informed* discussion will warrant quizzes, so keep current on reading assignments, and be prepared to discuss them in class.

Reaction Papers: You may submit four papers concerning campus public events, *cleared in advance* with the instructor, for up to 5 points each. These papers should include a sociological analysis of the event as it pertains to issues of gender as discussed in class.

Classroom Respect: A comfortable atmosphere is very important in providing for a student's opportunity to learn. Knowing that every student comes from a different place, and because some of the topics covered in sociology can be controversial in nature, I require students to RESPECT the opinions of others, regardless of agreement. In addition, out of respect to your fellow classmates, I require that all students exercise a level of "lecture etiquette." This means not coming into class late and disrupting others, not talking to fellow classmates during lecture, turning off cell phones (a personal "pet peeve"), etc. To be respected means to respect others around you.

Cheating/Plagiarism/Academic Dishonesty: All work you submit must be your own. This does not mean you should not rely on existing scholarship in completing your papers; in fact, using existing scholarship to support your own arguments is expected. However, you must document the scholarship of others in your work by the use of proper citation of these resources.

All SIUC policies regarding academic dishonesty will be upheld in this course, and *all* written materials submitted for grade may be checked for plagiarism using various electronic means, including software specifically designed to identify plagiarism (*yes, SIUC has the software*). According to the Student Conduct Code, plagiarism or academic dishonesty of any type may lead to zero points for a particular assignment, failure of the course, and/or referral to Student Judicial Affairs for possible dismissal from the university, regardless of standing. By submitting any work in this course, you acknowledge that you are aware of the definitions and consequences of plagiarism and other forms of academic dishonesty, and agree to be bound to them. **If you are not familiar with these definitions and consequences, refer to your *Student Conduct Code Handbook*, see an academic advisor, or ask me. Be sure before you submit any assignment!**

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 and is available on the BERT website at <http://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.

PROVISIONAL COURSE OUTLINE AND READING ASSIGNMENTS

Introduction – Women and Men: What’s the Difference?

Week 1 – 8/22, 8/24, & 8/26

Required Reading:

“Toward a New Vision” Collins, Patricia Hill

“Who’s On Top?” Bornstein, Kate

“Laundry: Writing on Feminism” McCarry, Sarah

Recommended Reading:

“Studying Gender: An Overview” Renzetti & Curran Ch 1

“Doing Gender” West and Zimmerman

Week 2 – 8/29, 8/31, & 9/02

Required Reading:

“Biology, Sex, and Gender: The Interaction of Nature Environment” R&C Ch 2

“Ordained by Nature” Kimmel, Michael

Recommended Reading:

“The Trouble with Testosterone” Sapolsky, Robert

Week 3 – (9/05 - NO CLASS!), 9/07, & 9/09

Required Reading:

“Ancestors and Neighbors: Social Constructions of Gender at Other Times, in Other Places”
R&C Ch 3

“Spanning the World” Kimmel, Michael

Recommended Reading:

“‘Macho’: Contemporary Conceptions” Mirandé, Alfredo

“Multiple Genders among North American Indians” Nanda, Serena

Exam One will be given in class on 9/09.

Part Two – Teaching Us to Know Our Respective Places

Week 4 – 9/12, 9/14, & 9/16

Required Reading:

“So That Explains It” Kimmel, Michael

“Inside the World of Boys” Pollack, William

Recommended Reading:

“Barbie Girls versus Sea Monsters” Messner, Michael A

“The Pink Dragon is Female” Nelson, Adie

Week 5 – 9/19, 9/21, & 9/23

Required Reading:

“The Gendered Classroom” Kimmel, Michael

“All American Guys” Lefkowitz, Bernard

Recommended Reading:

“He Defies You Still: The Memoirs of a Sissy” Avicelli, Tommi

“Schooling for Inequality” Smith, Dorothy E.

“What is Wanting: Gender, Equality, and Desire” Levine, Judith

Week 6 – 9/26, 9/28, & 9/30

Required Reading:

“Gender, Education, and Science” Andersen, Margaret

“Slut!: Growing Up Female with a Bad Reputation” Tanenbaum, Leora

Recommended Reading:

“College Gender Gap Stirs Old Bias” Goodman, Ellen

“Escape from Animal House: Frat Boy Tells All” Straus, Scott

Week 7 – 10/03, 10/05, & 10/07

Required Reading:

“The Great Communicators: Language and the Media” R&C Ch 6

“Where My Girls At?: Negotiating Black Womanhood in Music Videos” Emerson, Rana

“Beer Commercials: A Manual on Masculinity” Strate, Lance

Recommended Reading:

“Men and Women in Conversation” Tannen, Deborah

“The More You Subtract, the More You Add” Kilbourne, Jean

“The Morality/Masculinity Paradox” Dworkin, Shari, and Faye Wachs

Exam Two will be given in class on 10/07.

Fall Break – Week of 10/10, 10/12/ and 10/14

Part Three – Keeping Us in Our Respective Places

Week 8 – 10/17, 10/19, & 10/21

Required Reading:

“The Gendered Family” Kimmel, Michael

Recommended Reading:

“Playing Fair” Risman, Barbara

“On ‘Good’ Black Fathers” Hanchard, Michael

“No Place Like Home” Carrington, Christopher

Week 9 – 10/24, 10/26, & 10/28

Required Reading:

“Sexuality and Intimate Relationships” Andersen, Margaret

“Gendered Intimacies” Kimmel, Michael

Recommended Reading:

“Men, Women, and Friendship” Walker, Karen

“The Politics of Gay Men’s Friendships” Nardi, Peter

Week 10 – 10/31, 11/02, & 11/04

Required Reading:

“Gender, Employment, and the Economy” R&C Ch 8

“The Gendered Workplace” Kimmel, Michael

Recommended Reading:

“Feminism at Work” Wharton, Amy

“Gender and the South China Miracle” Lee, Ching

First drafts of Research Papers are due at the beginning of class on 11/07.

Week 11 – 11/07, 11/09, & (11/11 - NO CLASS!)

Required Reading:

“The Gender of Violence” Kimmel, Michael

“Women, Crime, and Deviance” Andersen, Margaret

Recommended Reading:

“Sexual Trafficking in Women” Bertone, Andrea

“It’s Only a Penis’: Rape, Feminism, and Difference” Helliwell, Christine

“Men on Rape” Beneke, Tim

Week 12 – 11/14, 11/16 & 11/18

Required Reading:

“Women, Power, and Politics” Andersen, Margaret
From “Women in the States” IWPR

Recommended Reading:

“Frederick the Great or Frederick’s of Hollywood” Herbert, Melissa
From “Before and After Welfare Reform” IWPR
From *Lawrence and Garner v. Texas* U.S. Supreme Court

Final drafts of Research Papers are due at the beginning of class on 11/21.

Week 13 – 11/21, (11/23, & 11/25 – NO CLASS!)

Required Reading:

“Women and Religion” Andersen, Margaret

Recommended Reading:

“A Feminist Confronts Her Religious Upbringing” Faulkner, Constance
From *The Color Purple* Walker, Alice

Week 14 – 11/28, 11/30, & 12/02

Required Reading:

“Women, Health, & Reproduction” Andersen, Margaret
“Masculinities and Men’s Health” Sabo, Don

Recommended Reading:

“Men’s Hidden Depression” Real, Terrence
“Democratization and the Response to AIDS” Kayal, Philip

Possibilities

Week 15 – 12/05, 12/07, & 12/09

Required Reading:

“Unraveling the Gender Knot” Johnson, Allen
“Epilogue” Kimmel, Michael
“Do We Still Need Feminist Theory?” Andersen et al.
“Statement of Principles” The National Organization for Men Against Sexism

Exam Three will be given during the scheduled final exam period, Monday, Dec. 12 12:50 - 02:50p.m.