

SOC 223/WMST 223-001: Women and Men in Contemporary Society
Fall 2011 MWF 9-9:50 A.M. – Quigley 208
Instructor: Mallary Allen

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Course overview: Welcome to Women and Men in Contemporary Society! In this introductory course, we will examine the sociological concept of gender with emphasis on the ways in which gender is socially constructed, organizes and structures social life, and interacts with other social categories such as race, class, and sexual orientation to influence individuals' experiences of social opportunity and stratification. In this course, we will study such perspectives on gender as sex essentialism, social constructionism and doing gender, gender as a system, and various types of feminism. We will study primarily the gendered society of the U.S. and other parts of the Western world, but we will routinely examine the manifestations and consequences of gender in other societies throughout the world.

The primary teaching and learning methods employed in this course will be lecture, reading of textbook and supplemental material, exams, written assignments, films, partner and small-group work, in-class sharing of popular discourse, and discussions.

Course Objectives and Goals: Upon completion of this course, you should be able to:

- 1.) Demonstrate an understanding of various sociological gender theories, including essentialism, gender as a system, and doing gender.
- 2.) Demonstrate a working knowledge of such concepts as gender, discrimination, feminism and patriarchy.
- 3.) Display basic knowledge of gender's significance in U.S. history, culture, and social structure.
- 4.) Apply critical thought to gender discourse in arenas from popular culture to academic and professional rhetoric, and examine your own experiences of gender through a sociological lens.
- 5.) Deconstruct popular definitions of gender and recognize gender as a social construction.
- 6.) Identify ways in which gender interactions with other social identities to create differential experiences of opportunity.
- 7.) Identify and evaluate arguments based on thesis, assumptions, and supporting evidence and use evidence in constructing your own arguments about gender.

Student Responsibilities and Requirements

Course and University Policies

1. **Make-up exams** will be administered after the exam date only in cases of emergency and with written notification from an appropriate source. If you know that you will be absent on an exam day for any reason, please arrange with me to take the exam ahead of time.

2. STUDENT CONDUCT CODE: Southern Illinois University at Carbondale is dedicated not only to learning, research, and the advancement of knowledge, but also to the development of ethically sensitive and responsible persons. The university seeks to achieve these goals through sound educational programs and policies governing individual conduct that encourage independence and maturity. By accepting membership in this university, an individual joins a community characterized by free expression, free inquiry, honesty, respect for others, and participation in constructive change. All rights and responsibilities exercised within this academic environment shall be compatible with these principles. Acts of Academic Dishonesty is a breach of the student conduct code.

Dishonesty includes:

1. Plagiarism, representing the work of another as one's own work;
2. Preparing work for another that is to be used as that person's own work;
3. Cheating by any method or means;
4. Knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research;
5. Knowingly furnishing false information to a university official relative to academic matters;
6. Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

3. Classroom behavior: Your participation in this course is essential. Please be on time and come to class prepared to discuss assigned readings and to contribute to class conversations respectfully. As we will engage with a number of controversial topics, it is expected that disagreements will arise. However, disrespectful behavior such as name-calling, demeaning comments, and physical aggression will not be tolerated. Use of cell phones will not be allowed during class. (Please let me know prior to class if you are on call. Put your phone on vibrate in these cases.) Other distracting behavior such as reading newspapers, using laptops for unrelated activities, and using headphones is prohibited. Students who engage in disrespectful behavior will be asked to leave. Students who feel attacked, harassed, or otherwise disrespected are encouraged to meet with me privately to discuss their concerns.

4. 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, Mail Code: 4705. DSSsiu@siu.edu, Ph: (618) 453-5738 Fax: (618) 453-5700 TTY: (618) 453-2293

5. Emergency Procedures: SIUC 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. I will provide guidance and direction in the event of an emergency. It is important that you follow these instructions and stay with me during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance in evacuating the building or sheltering within the facility.

Assignments: Grades will be comprised of the following components:

Exams (3): 15% each, 45% total

Journals (4): 5% each, 20% total

Findings (3): 5% each, 15% total

Position Paper: 15%

Attendance and Participation: 5%

Grading Scale: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 0-60

NOTE: Federal law prohibits me from discussing your grade with anyone but you without your written consent.

Exams: There will be three exams throughout the semester including a final. Exams will typically contain 40-50 multiple choice and true/false questions as well as 1-2 essay questions to be answered in one paragraph using complete sentences. Exams will not be cumulative, but some course concepts will be relevant throughout the semester. I will provide review sheets as well as in-class review dates.

Journals: Students are expected to keep a weekly journal reflecting on course material. Journals will be collected 4 times throughout the semester. See handout for details.

Findings: Students will be required to bring in examples of discourse from their daily lives which relate to recent course topics. Students will turn in a brief written summary of their finding and its relationship to course concepts. Students will also be prepared to give a brief presentation of their findings. See handout for details.

Position Paper: Students will be required to take a position on a gender issue and defend it in a 6-8 page op-ed style paper, citing at least 5 scholarly sources (3 may be readings assigned within this syllabus). One workshop day is also scheduled. Students who do not bring a rough draft on this date will lose points. See handout for details.

Attendance and Participation: Discussion is a large part of this course, and your participation is essential. Attendance will be taken daily. If participation lags, I may rely on pop quizzes to ensure accountability for assigned readings. I reserve the right to add additional assignments under this category.

Week 1: Introduction

M 8/22: Distribution of syllabi, course overview, introductions

W 8/24

□WMS: Chapter 1: Studying Gender: An Overview

F 8/26: (No findings)

□KG: Reading 2: What It Means to Be Gendered Me: pp.21-32

□KG: Reading 7: Toward a New Vision: pp.69-75

Week 2: Biological Theories of Gender

M 8/29

□WMS: Chapter 2: Biology, Sex, and Gender

W 8/31

□KG: Reading 4: The Trouble with Testosterone: pp.41-46

F 9/2: Findings

Week 3: Gender across Cultures and Time

M 9/5: LABOR DAY – NO CLASS

W 9/7

□WMS: Chapter 3: Ancestors and Neighbors

F 9/9: Findings

□KG: Rdg 5: Multiple Genders among North American Indians: pp.47-53

Week 4: Gender across Cultures and Time (continued)

M 9/12

□KG: Reading 10: “It’s Only a Penis”: pp.102-115;

□KG: Reading 11: Female Circumcision: pp.116-124

W 9/14: Exam 1 Review

□Blackboard: Breastfeeding in Mongolia

□KG: Reading 39: ...Father Involve./ Low-Income Mex. Am. Families: pp. 438-450

F 9/16: Findings; Exam 1

Week 5: Socialization

M 9/19

□WMS: Chapter 4: Early Childhood Gender Socialization

W 9/21

□KG: Reading 16: “No Way My Boys Are Going to Be Like That!” pp.177-184

□Blackboard: Becoming 100% Straight

F 9/23: Findings; Journals Due (Weeks 2-5)

Week 6: Schools and Gender

M 9/26

□WMS: Chapter 5: Schools and Gender

W 9/28

□KG: Reading 15: Playing in the Gender Transgression Zone: pp.166-176

□KG: Reading 18: Between a “Soft” and a “Hard” Place: pp.193-202

F 9/30: Findings

Week 7: Gender and Media

M 10/3

□WMS: Chapter 6: The Great Communicators: Gender and the Media

W 10/5

□KG: Reading 24: Consuming Orientalism: pp.263-275

F 10/7: In-class film: "Killing Us Softly IV"

Week 8: Gender and Media (continued)

M 10/10 FALL BREAK –NO CLASS

W 10/12

□KG: Reading 25: "Is He Boyfriend Material?" pp.276-282

F 10/15: Findings

Week 9: Gender and Intimate Relationships

M 10/17

□WMS: Chapter 7: Gender and Intimate Relationships

W 10/19:

□KG: Reading 44: Gendering Violence: pp.508-517

F 10/21: Findings; Journals Due (weeks 6-9)

Week 10: Gender and Intimate Relationships (continued)

M 10/24

□KG: Reading 38: Black Intimacies: pp.426-437

W 10/26: Exam 2 Review

□KG: Reading 39: Opting into Motherhood: pp.451-462

□KG: Reading 41: Fathering, Class, and Gender: pp.463-475

F 10/28: Exam 2

Week 11: Gender, Employment, and the Economy

M 10/31

□WMS: Chapter 8: Gender, Employment, and the Economy

W 11/2

□KG: Reading 36: Moral Dilemmas, Moral Strategies... pp.398-405

□Blackboard: The Glass Escalator

F 11/4:

Week 12: Politics, Government, and the Military

M 11/7

□WMS: Chapter 10: Politics, Government, and the Military

W 11/9

□KOG: Reading 31: Inequality Regimes: pp.355-365

F 11/11 VETERANS DAY – NO CLASS

□Blackboard: The Women's War

Week 13: Gender, Crime, and Justice

M 11/14

□WMS: Chapter 9: Gender, Crime, and Justice

W 11/16

□KG: Reading 42: Sexual Assault on Campus: pp.483-495

F 11/18: Findings; Journals Due (weeks 10-13)

Week 14:

M 11/21: Workshop position paper rough drafts; Position paper rough drafts due

W 11/23 THANKSGIVING BREAK – NO CLASS

F 11/25 THANKSGIVING BREAK – NO CLASS

Week 15: Religion

M 11/28

□WMS: Chapter 11: Gender and Spirituality

W 11/30

F 12/2: Findings; Position papers due

Week 16: Gender and Health

M 12/5

□WMS: Chapter 12: Gender and Health

W 12/7

□Blackboard: Gender and Psychiatry

F 12/9: Findings; Final Review; Journals Due (weeks 15 & 16)

FINALS WEEK: 12/12 -12/16

Final: Wednesday, Dec. 14, 7:50-9:50 AM in our regular classroom, Quigley 208.