

Women & Men in Contemporary Society

Course Number: SOC 223/WMST 223, Section 1

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 e-mails for grammar and spelling (See “How to write an e-mail”, p.3).

Phone: 618-453-2494

Office: Faner 3435

Office Hours: Mondays and Wednesdays 10 am – 12 pm and 1 to 2 pm

Class Times: M, W, F: 9:00-9:50 a.m., Lawson 231

Required Textbooks:

Renzetti, Claire M., & Curran, Daniel J. 2003. 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.
-

White, Jacqueline 2002. *Taking Sides: Clashing Views in Gender* (4th Edition).

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 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 Day – Monday, January 19
Spring Vacation Sat, March 7, 12:00 Noon through Sun, March 15

Taping: 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.

Assignments:

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

- Each take-home assignment will require no more than 3 pages of writing and may involve internet, book, and library research and/or personal experience. The take-home assignments will be worth up to 30 points each. Any take-home assignments that contain more than one sheet of paper must be stapled – I will NOT be accept paper clipped or folded in the corner.
- Take-home assignments may be made up with a note from a relevant University official or doctor. Late take-home assignments will be accepted with a penalty of 10 percent per late class period. Assignments more than 3 class periods late will not be accepted.
- 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.

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.

EXCUSED ABSENCES FOR RELIGIOUS HOLIDAYS

Students absent from classes because of required observances of major religious holidays will be excused. It is the student’s responsibility to notify in advance the instructor of each class that will be missed. Students must also take the 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 you 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 an e-mail on Friday at 5, I may not receive it or 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 500 available points.

Three examinations worth 100 points each = 300 points

Take home assignments: 150 points

In-class assignments: 50 points

Total points available = 500 points

A	= 450+
B	= 400-449
C	= 350-399
D	= 300-349
F	= 299 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:

Class Schedule

Jan 12- 16	Syllabus Distribution, Class Policies, Class Introduction Chapter 1 (Studying Gender) Readings: Chapter 1
Jan 21-23	Finish Chapter 1; Start Chapter 2 (Biology, Sex and Gender) Readings: Chapter 2 Taking Sides: TBA
Jan 26-30	Finish Chapter 2; start Chapter 3 (Ancestors and Neighbors) Readings: Chapter 3 Taking Sides: TBA
Feb 2-6	Chapters 3 and 4 (Childhood Gender Socialization) Readings: Finish Chapter 3 & Begin Chapter 4
Feb 9-13	Readings: Chapter 4: Feb 11 – TEST #1 REVIEW Feb 13 - TEST #1 (Chapters 1 – 4)
Feb 16-20	Chapter 5 (Schools and Gender) Readings: Chapter 5 Taking Sides: TBA
Feb 23-27	Chapter 6 (The Great Communicators) Readings: Chapter 6 Taking Sides: TBA
Mar 2-6	Chapter 7 (Gender and Intimate Relationships) Readings: Chapter 7 Taking Sides: TBA
Mar 7- Mar 15	SPRING BREAK
Mar 16-20	Chapter 8 (Gender, Employment, and the Economy) Readings:

Chapter 8
Taking Sides: TBA

Mar 23-27	March 25 – TEST #2 REVIEW March 27 – TEST #2 (Chapters 5 – 8)
Mar 30-Apr 3	Chapter 9 (Gender, Crime, and Justice) Readings: Chapter 9 Taking Sides: TBA
Apr 6-10	Chapter 10 (Gender, Politics and Government) Readings: Chapter 10 Taking Sides: TBA
April 13-17	Chapter 11 (Gender and Spirituality) Readings: Chapter 11 Taking Sides: TBA
April 20-24	Chapter 12 (Gender & Health) Readings: Chapter 12 Taking Sides: TBA
April 27	Finish Chapter 12
April 29	Course and Book Conclusion (Wrap-Up Day)
May 1	TEST #3 REVIEW
May 6	Final Exam (Test #3; Chapters 9 – 12) Wed., May 6, 8:00-9:50

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

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