

SOC 223/ WGSS 223: Women and Men in Contemporary Society  
Spring 2013  
Section: 003  
Location: Lawson 131  
Day/ Time: MWF 12-12:50

***Course Information***

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Office Hours: MWF 10am-Noon

***Course Description and Objectives***

“What are little boys made of?  
Snips and snails and puppy dog tails  
That’s what little boys are made of!  
What are little girls made of?  
Sugar and spice and everything nice  
That’s what little girls are made of!”

This course is designed to make you reconsider notions like those described in the poem above and see them as culturally informed, socially constructed scripts about gender. In this course, we will challenge taken-for-granted understandings of why men and women “are the way they are,” complicate the relationship between biology and behavior, and critically evaluate power relations in order to see the consequences of the gendered, raced, classed, and sexualized hierarchies present in our society. This course approaches the topic of gender from a constructionist standpoint. In other words, in this course we will examine how gender is defined, negotiated, performed, and interpreted as a result of interactive social processes. This perspective of gender may be different from conventional understandings about gender which, as illustrated in the quote above, tend to see gender as “what naturally is” instead of recognizing the effects of social interactions on the manner in which men and women negotiate their social worlds.

After completing this course, you should be familiar with the idea of gender as a social construction and as a performance we give and receive from others. You will also understand how gender, race, social class, and sexuality intersect to form matrices of domination and oppression. You will know how to read an article, summarize its important points and key concepts, and evaluate the merit of the claims the author makes. Finally, you will be able to take the concepts discussed in class and apply them to your everyday life and to make connections between class material and contemporary culture.

***IMPORTANT!*** In this class, we will often discuss controversial subjects. Opinions and perspectives which you disagree with may be expressed. It is expected that an appropriate level of respect be maintained at all times during discussions. Further, the goal of this course is NOT to convince you to adopt a liberal perspective or to argue the supremacy of a particular opinion. I ask that you move away from seeing issues through lenses of “right” and “wrong” and instead exercise some open-mindedness. My goal for you as a student in this course is that you set aside- temporarily- your usual attitudes and opinions about social issues and attempt to imagine the world from the perspective of someone with a personal biography different from your own. If you adopt an attitude of curiosity and are willing to explore how seeing the world through someone else’s eyes can allow your own perspectives to grow and expand, you will be fine. If, however, you are resistant to this idea or are unwilling to arrest your judgments and engage your tolerance for diversity, you should probably drop this class immediately.

### **Required Text**

Kimmel, Michael. 2011. *The Gendered Society 4<sup>th</sup> Edition* New York: Oxford University Press.

### **Course Requirements**

**In-Class Participation (150 pts):** This class will follow a discussion format, which means you should come to class prepared to talk about the assigned readings for the day and related topics. Participation points will necessarily include **attendance**, as well as any **in-class exercises, assignments, and quizzes** (*which may not be announced ahead of time and you may not make up if you are absent*).

**Reading Response Journals (50 pts x 3):** This semester you will be asked to keep a journal in which you respond to assigned reading selections for various class meetings. You may choose from any of the assigned readings to write your reading responses to and your responses can be about one reading from a particular day or about multiple readings from a particular day. Your journals should include a variety of readings from various weeks throughout the semester, so once journals have been collected you should not write on readings from earlier collection periods. **Journals will be collected three times during the semester, as indicated in the course schedule. You should have five new entries at the time of each collection (total of 15 entries for semester).** At each collection you should print only the journal entries to be graded for the collection period and submit a hard copy at the start of class. Each entry should be approximately one double-spaced page, with standard margins and font.

Your response should start with a *short* summary of the reading you chose to write about (no more than two sentences!). You may then go on to discuss what was most interesting or provocative to you about the day's reading; questions you have regarding the reading; or a media clip (newspaper, journal, video, blog, website) making a connection between a reading topic and contemporary culture. In your reading responses, you should engage with class readings on a conceptual level- What is the author's argument? How does the author support this argument? How does this reading connect to other assigned readings? How does it connect to what we have been learning about in class? What difficulties did you have with the reading? How does it relate to your field of interest? Reading responses will be collected at the beginning of class.

**Discussion Questions (100pts):** You will sign up to submit discussion questions three times during the semester. It is your responsibility to remember which days you sign up for, so *write it down!* Discussion questions must be submitted electronically (e-mail to abuday@siu.edu) by 8am on the date you sign up for so that they can be read by your instructor before the class meets and incorporated into class discussion. You should submit three questions which relate to assigned readings. Your questions can bring in a discussion of something you saw in the media, something you have observed, or can expand on a previous class discussion. What is most important is that your questions be open-ended (not answerable by "yes" or "no") and interesting so that they provoke thoughtful discussion.

**Paper Assignments (200 pts):** Throughout the semester there will be **three short paper assignments** on various topics (TBA) related to class discussions. All papers should be double-spaced, 12 point font, 1 inch margins. Paper length will vary and will be specified in a detailed handout distributed two weeks before the paper is due. A page counts as full when it is at least  $\frac{3}{4}$  full, using standard spacing and font. Papers must be submitted to an on-line drop box through Desire2Learn before the start of class on the due date indicated below in the tentative course schedule. No late papers will be accepted. The goal of written assignments is to give you an opportunity to develop your understanding of the concepts discussed in class as well as to improve your ability to organize and communicate your thoughts through your writing. Papers will be graded based on your demonstration of your ability to apply, critically evaluate, and expand upon class discussions in your writing on the assigned topic.

**Gender in the Media Presentations (100 pts):** One time this semester, will sign up to lead a **five minute** presentation of a gender-relevant issue or discussion taking place in popular culture media. You should choose a topic that relates to class readings and discussions (preferably for the week that you present). In your presentation, you should tell us: 1. What you found. This could include a brief video clip, pulling up an article or a blog from the internet, or a photo, advertisement, or headline. 2. How this relates to class discussions or readings *or* illustrates a concept we are learning about in class. 3. What is interesting, significant, or troubling about the issue, discussion, or media selection you have presented. This is your opportunity to teach your peers and instructor about a topic of interest to you.

**Mid-Term and Final Exams (150pts x 2):** Exams will be a mixture of multiple choice, short answer, and essay questions designed to evaluate your comprehension of key course concepts and your ability to apply and analyze them. The final will take place during the scheduled final exam time period, and a study guide will be provided one week before exams.

**Grading Scale:**

<b>900-1000</b>	<b>A</b>
<b>800-899</b>	<b>B</b>
<b>700-799</b>	<b>C</b>
<b>600-699</b>	<b>D</b>
<b>000-599</b>	<b>F</b>

***Courtesy Reminder***

It is expected that you will respect other members of this class as well as the instructor. This means that you will keep distracting behaviors, such as side-talking and engagement with technological apparatuses, to a minimum. In addition, in this course we will discuss controversial subject matter which may result in discussions of opinions which you disagree with or find offensive. While I hope to engage everyone in passionate discussion of topics, *disrespect will NOT be allowed in this class*. If you cannot participate in discussion in a respectful manner you will be asked to leave the room and will lose participation points for the day.

***Academic Honesty***

I expect that you will do your own work, present original thoughts, and properly cite all ideas that are not your own. All papers must be cited using APA, Chicago, MLA, or ASA guidelines (so long as you are consistent with your choice of format throughout the paper). For instructions on in-text and bibliographic documenting you should refer to the Bedford Handbook at <http://www.dianahacker.com/resdoc/>. Plagiarism will NOT be tolerated and students who turn in work that is not their own will be sanctioned according to the University's policies on academic dishonesty. This will result in an F in the class and possibly expulsion from the school.

***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 as well as on the BERT website at <http://www.bert.siu.edu/>, the Department of Public Safety's website at <http://www.bert.siu.edu/>, (disaster from 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 Team will provide assistance to your instructor in evacuating the building of sheltering within the facility.

***Students with Disabilities:***

Special accommodations will be made for students with disabilities. Please contact me as soon as possible and in person (after lecture or during office hours) to discuss accommodations. See SIUC's Disability Support Service website for more information including guidelines and forms:

<http://disabilityservices.siuc.edu/>.

**Tentative Course Schedule (subject to change-watch Desire2Learn for updated reading/assignment schedules)**

TGS= *The Gendered Society*

D2L = Desire2Learn

**Week 1**

**M 1/14**

Introduction to course

**W 1/16**

What is Sociology?

*Read for Class:* D2L 1. Mills “The Promise” 2. Hogeland “Fear of Feminism”

**F 1/18**

What is Women’s Studies / Feminism?

*Read for Class:* D2L 3. *A Little F’ed Up* “1<sup>st</sup> Wave” 4. *A Little F’ed Up* “2<sup>nd</sup> Wave” 5. Wollstonecraft “Vindication of the Rights of Women” 6. Declaration of Rights and Sentiments 7. Truth “Ain’t I a Woman”

**Week 2**

**M 1/21**

**No Class: Martin Luther King Jr. Day**

**W 1/23**

More on Feminism and Intersectionality

*Read for Class:* D2L 8. *A Little F’ed Up* “3<sup>rd</sup> Wave” 9. McIntosh “White Privilege: Unpacking the Knapsack” 10. *Colonize This* “Living Outside the Box” 11. *Colonize This* “It’s Not an Oxymoron: The Search for an Arab Feminism”

**F 1/25**

The Sociology of Gender

*Read for Class:* TGS pgs 1-17

**Week 3**

**M 1/28**

Biology vs. Socialization

*Read for Class:* TGS pgs 21-39 D2L 12. Fausto-Sterling “Of Genes and Gender”

**W 1/30**

Biology vs. Socialization

*Read for Class:* TGS pgs 39-57 D2L 13. Kane “No Way My Boys Are Going to Be Like That!”

**F 2/1**

Presentations

**Week 4****M 2/4**

Gender and Culture

*Read for Class:* TGS pgs 58-73 D2L 14. *A Little F'ed Up* “Global Misogyny”**W 2/6**

Gender and Culture

*Read for Class:* TGS pgs 73-85 D2L 15. Lorber “Men as Women and Women as Men” 16. *Nobody Passes* “F2MESTIZO”**F 2/8**

Presentations

**Week 5****M 2/11**

The Social Construction of Gender Relations

*Read for Class:* TGS pgs 111-124 D2L 17. Messner “Barbie Dolls and Sea Monsters”**W 2/13**

The Social Construction of Gender Relations

*Read for Class:* TGS pgs 124- 138 D2L 18. West & Zimmerman “Doing Gender” 19. *GenderQueer* “It’s Your Gender Stupid”**F 2/15**

The Social Construction of Gender Relations

Doing Gender on *30 Rock**Read for Class:* D2L 20. Lucal “What It Means to Be Gendered Me” 21. *GenderQueer* “Passing Realities”**First Journal Collection****Week 6****M 2/18**

Gendering the Family

*Read for Class:* TGS pgs 141-168 D2L 22. Coltrane “Household Labor and the Routine Production of Gender” 23. *Colonize This* “Man of the House” 24. *Colonize This* “Nasaan ka anak ko?”**Paper 2 Due****W 2/20**

Gendering the Family

*Read for Class:* TGS pgs 168- 193 D2L. 25. *Nobody Passes* “Innocent Victims and Brave New Laws” 26. *Colonize This* “Colonize This!”**F 2/22**

Presentations

**Week 7****M 2/25**

Exam 1 Review

**W 2/27**

Exam 1

**F 3/1**

The Gendered Classroom

*Read for Class:* TGS pgs 194-212 D2L 27. Martin “The Practices of Preschools” 28. *NY Times* “Supporting Boys and Girls When the Line Isn’t Clear”

**Week 8****M 3/4**

The Gendered Classroom

*Read for Class:* TGS pgs 212-225 D2L 29. Pasco “Dude, You’re a Fag” 30. Curry “Fraternal Bonding in the Locker Room”

**W 3/6**

The Gendered Classroom

*Read for Class:* D2L 31. Sidel “Conflict Within the Ivory Tower” 32. hooks “Black and Female: Reflections on Graduate School” 33. Ferguson “Naughty by Nature”

**F 3/8**

Presentations

**M 3/11- F 3/15 No Class: Spring Break****Week 9****M 3/18**

The Gendered World of Work

*Read for Class:* TGS pgs 247-265 D2L 34. Schilt and Wilwall “Before and After”

**W 3/20**

The Gendered World of Work

*Read for Class:* TGS pgs 265-288 D2L 33. Wingfield “Racializing the Glass Escalator”

**F 3/22**In-Class Film: *The Invisible War***Week 10****M 3/25**In-Class Film: *The Invisible War***W 3/27**

The Gendered Media

*Read for Class:* TGS pgs 289-302 D2L 33. Gillam and Wooden “Post-Princess Models of Gender”

**F 3/29**

Presentations

**Second Journal Collection**

## **Week 11**

### **M 4/1**

The Gendered Media

*Read for Class:* TGS pgs 302-313 D2L 34. *Colonize This* “I Sold My Soul to Rock and Roll”  
35. Messner, Dunbar, and Hunt “The Televised Sports Manhood Formula”

### **W 4/3**

In-Class Film: *Kill Us Softly IV*

### **F 4/5**

Presentations

## **Week 12**

### **M 4/8**

The Gendered Body

*Read for Class:* TGS pgs 339-350 D2L 36. Mernissi “Size 6: The Western Woman’s Harem”  
37. *Colonize This* “The Black Beauty Myth” 38. Grogan and Wainwright “Growing Up in the Culture of Slenderness”

### **W 4/10**

The Gendered Body

Sexuality

*Read for Class:* TGS pgs 350-365 D2L 39. England, Shafer, and Fogarty “Hooking Up and Forming Romantic Relationships on Today’s College Campuses” 40. *Colonize This* “Love Clinic”

### **F 4/12**

Presentations

## **Week 13**

### **M 4/15**

The Gendered Body

Sexuality

*Read for Class:* TGS pgs 365-380 D2L 40. Dozier “Beards, Breasts, and Bodies: Doing Sex in a Gendered World” 41. *GenderQueer* “Fading to Pink”

### **Paper 1 Due**

### **W 4/17**

The Gendered Body

Sexuality and Sexual Politics

*Read for Class:* D2L 42. *Nobody Passes* “Undermining Gender Regulation” 43. Florez “Dear Austin Special Needs Bathroom” 44. *Nobody Passes* “Trans-Portation” 45. *Nobody Passes* “Behind These Mascaraed Eyes”

### **F 4/19**

Presentations



**Week 14**

**M 4/22**

The Gender of Violence

*Read for Class:* TGS pgs 381- 395 D2L 46. Bornstein “Gender Terror, Gender Rage” 47. *Nobody Passes* “Pino’s Father”

**W 4/24**

The Gender of Violence

*Read for Class:* TGS pgs 395- 407 D2L 48. Sanday “Rape-Prone Versus Rape-Free Campus Cultures” 49. McCall “Trains”

**F 4/26**

In-Class Film: *Half the Sky*

**Week 15**

**M 4/29**

In-Class Film: *Half the Sky*

**Paper 3 Due**

**W 5/1**

Course Wrap Up

*Read for Class:* TGS pgs 408-414 D2L 50. Taylor and Rupp “Learning From Drag Queens”

**F 5/3**

Final Exam Review

**Final Journal Collection**

**Final Exam: Wednesday May 8, 2013 12:50- 2:50**