

WOMEN AND MEN IN CONTEMPORARY SOCIETY
SOC 223/WMST 223, SECTION 3
SPRING 2008

Instructor Information:

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Class Information:

Quigley 208
Tuesdays and Thursdays
11:00 am – 12:15 pm

Office hours:

Wednesdays: 10:30 am – 1:00 pm
Thursdays: 10:00 – 11:00 am &
12:30 pm – 3:00 pm

REQUIRED TEXTS:

Renzetti, Claire M., and Daniel J. Curran. (2003). Women, Men, and Society (5th ed.). Boston: Allyn & Bacon.

ADDITIONAL ASSIGNED READINGS ARE POSTED ONLINE THROUGH THE MORRIS ELECTRONIC LIBRARY RESERVE OR JSTOR.

COURSE DESCRIPTION:

This course examines theories of women's and men's roles in society. It surveys contemporary gender inequalities in the U.S. and developing countries. Special attention is given to employment, race and class, sexual assault, feminist movements, alternative family/lifestyles, and childbearing.

LEARNING OBJECTIVES:

Students 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 mutuality that must be understood to enhance the common good.

COURSE GRADING:

In-class Participation	= 100 points
Writing Assignment	= 100 points
First Exam	= 100 points
Second Exam	= 100 points
Comprehensive Final Exam	<u>= 100 points</u> = 500 points

PLEASE BRING TO MY ATTENTION ANY DIFFICULTIES YOU MAY HAVE REGARDING TEST-TAKING OR WRITING ABILITY; HELP IS AVAILABLE:

Important Contact Information:

SIUC Writing center =	Faner Hall room # 2281 (453-6831), Mondays-Thursday: 9 am-4pm, Fridays 9am-1pm
Disability Support Services =	Woody Hall B-150 (453-5738, tty 453-2293)
Personal/emotional counseling =	Woody Hall A-302 (453-5371)

IN-CLASS PARTICIPATION (100 POINTS = 20% of final grade):

Attendance is required for this course. I ask that you do not arrive late nor leave early, as this is a disruption to the rest of the class and shows a lack of respect for me and your fellow students. It is your responsibility to keep up on changes to the syllabus and lecture notes.

Class discussion is a vital part of this course. Because the material covered in this course will examine a variety of perspectives and personal views, one of our first tasks as a class will be to establish guidelines for productive, open discussion.

We must keep in mind the importance of showing respect for other opinions and belief systems.

You will be required to read assigned portions of the text and other reserve articles in preparation for **each** class period. Due to our relatively large class size, **two –four students will be selected to lead discussion on each day that readings are assigned**. Each student selected for the day should come prepared with a typed summary of the assigned readings and 2-3 provocative questions related to the readings (SEE discussion leader guidelines). Approximately fifteen minutes of class will be dedicated to discussion. If discussion leaders are not prepared or the class chooses not to participate in discussion, an in-class written response to the readings will be assigned. **Class participation is graded as follows:**

Pop quizzes, movie guides, and attendance	= 50 points
Role as discussant	= <u>50 points</u>
	= 100 points

WRITING ASSIGNMENT (100 points = 20% of final grade):

You will be required to write a 5-7 page paper due **April 1, 2008**. Detailed instructions will be given later in the term. This research paper is worth 100 points of your final grade in this course and will be graded as follows:

Annotated bibliography and Sentence outline	= 30 points (due 2/19/08)
Final paper due	= <u>70 points (due 4/01/08)</u>
	= 100 points

* Each portion of the writing assignment must be turned in on time; 20% will be deducted from late assignments.

EXAMS (each exam = 20% of final grade):

You will be tested on the material covered in class, the text, and other required reserve readings. Each exam will consist of both multiple choice and essay questions. More information will be given regarding the specific format and content of each exam prior to the exam date. Make-up exams are completely **essay** exams and will be given at my discretion.

EXCUSED ABSENCES:

I realize that unforeseen circumstances cause us to miss class on occasion. In order for any absence to be considered excused, I will need verification of that emergency or special circumstance (i.e. doctor's excuse, funeral listing). If you miss the first or second exam, you have one week to contact me and make arrangements for a make-up exam. If you are unable to take the final exam, notify me immediately. **No make-up exams will be given for the final exam or unexcused absences on regular test days.**

NO USAGE OF CELLULAR PHONES, IPODS, OR OTHER ELECTRONIC DEVICES ALLOWED IN CLASS WITHOUT MY CONSENT.

LAPTOP COMPUTERS MAY NEVER BE USED DURING CLASS DISCUSSION (only during lectures for note-taking purposes).

COURSE SCHEDULE (REQUIRED ASSIGNMENTS and TEST DATES):

1/15 – Introduction to course, development of discussion guidelines

Sociological Perspectives on Gender and Feminism:

1/17 – Read Renzetti & Curran (p 1-29)

DL: Geraldine Hendrix-Sloan

1/22 – Read electronic reserve articles:

“A Day without Feminism”

“Laundry: Writing on Feminism”

“The Feminist Man’s Manifesto” from Men and Masculinity

DL: _____

Biology, Sex, and Social Constructions of Gender:

1/24 – Read Renzetti & Curran (p 30-54)

DL: _____

1/29 – Read Renzetti & Curran (p 55-71) and Betsy Lucal “What It Means to Be Gendered Me”
(electronic reserve)

DL: _____

Gender Socialization:

1/31 – **Introduction to research paper and Primary Socialization**

Read Renzetti & Curran (p 72-97) and “Are Fathers Essential for Children’s Well-Being?”
(electronic reserve)

DL: _____

2/5 – **Secondary Socialization**

Read: Renzetti & Curran (p 98-136)

DL: _____

2/7 – **In-Class Review Exercise for 1st Exam**

2/12 – **Exam #1**

Gender, Communication, and the Mass Media

2/14 – “Tough Guise” Part 1 (in-class film)

2/19 – **Annotated Bibliography and Outline for Research Paper Due**

“Killing us Softly” (in-class film)

2/21 - Read: Renzetti & Curran (p 137-163)

DL: _____

Gender and Intimate Relationships

2/26 – Read Renzetti & Curran (p.165-200)

DL: _____

2/28 - **In-class sociological critique of “The Simpsons”**

3/4 – Read: “Should Same-Sex Couples Be Able to Marry?” and “Covert Intimacy”
(electronic reserve articles)

DL: _____

Gender, Employment, and the Economy

3/6 – Read: Renzetti & Curran (p.211-253)

DL: _____

SPRING BREAK! (3/8-3/16)

3/18 – Read: “Is the Gender Wage Gap Justified?” and **In-Class Review Exercise for 2nd Exam**

3/20 – **Exam #2**

Gender, Crime, and the Polity

3/25 – Read: Renzetti & Curran (p.200-207 and 254-296)

DL: _____

3/27 – **NO CLASS - work on final paper!**

4/1 – **Final Paper due in class!**

Read: Christine Overall “What’s Wrong with Prostitution?: Evaluating Sex Work” (JSTOR)

DL: Geraldine Hendrix-Sloan

4/3 – Read: Renzetti & Curran (p 297-327) and “The Myth of Policewomen on Patrol”
(electronic reserve)

DL: _____

Gender and Religion

4/8 – Read: Renzetti & Curran (p 328-360)

DL: _____

4/10 - “Religions of the Book” (in-class film)

Gender and Health

4/15 – Read: Renzetti & Curran (p.361-387 and 392-413)

DL: _____

4/17 - Read: “Is Female Circumcision Universally Wrong?”

DL: Geraldine Hendrix-Sloan

4/22 – **No Class – Mental Health Day!**

Gender and Sport

4/24 – Read: “Boyhood, Organized Sports, and the Construction of Masculinities” and
“Football Ritual and the Social Reproduction of Masculinity” (electronic reserve)

DL: _____

Progress Toward Equality between Women and Men

4/29 – “Tough Guise” Part 2 (in-class film)

5/1 - Read: “Why are People Unequal in Society?” and “Unraveling the Gender Knot”
(electronic reserve) and in-class review for comprehensive final exam

5/5 – 5/9: **Final Examination Week (Comprehensive Final Exam TBA)**

***This syllabus is subject to change. I reserve the right to modify readings, test dates, and assignments.**

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.