

Women and Men in Contemporary Society

SOC 223/WMST 223 Section 002

Fall 2009

10:00 – 10:50 AM Monday, Wednesday, and Friday

Lawson 121

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Course Description:

The intent of this course is to approach the constructed and highly contested concept of gender in contemporary US society, as well as its inseparability from race, class, sexuality, ability and age. Please note that this is both a sociology AND a women's studies course. This course will require use of critical-thinking, writing skills, and an ability to work and communicate within a diverse group. There is no prerequisite for this class, but you should come willing and prepared to learn.

By the end of the course, students should 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 US 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 experiences to analyze gender as a form of mutuality that must be understood to enhance the common good.

Required Texts and Readings:

Women, Men and Society, 5th ed. Claire M. Renzetti and Daniel J. Curran, Allyn and Bacon (2002)

Weekly course readings and other information will be available on BLACKBOARD. You MUST have an SIU email account to access Blackboard.

<https://mycourses.siu.edu/webct/entryPageIns.dowebct>

Class Policies:

Class discussion may, at times, concern controversial issues. Students are expected to respect the viewpoints expressed by other. If you disagree with what someone has said, you are encouraged to express your disagreement but are expected to do so in a civil, respectable, and polite manner.

Ground rules to keep in mind

You should think about these ground rules during all classroom interaction. You are expected to follow them all at all time.

1. Acknowledge that racism, sexism, classism, and homophobia exist.
2. Acknowledge that one of the meanings of racism/sexism is that we have been systematically taught misinformation about our own groups and especially members of other groups.
3. We cannot be blamed for misinformation we have learned, but we are responsible for repeating misinformation after we have learned otherwise.
4. Do not blame victims for their oppression.
5. We will assume that people are always doing the best they can.
6. We will actively pursue information about our own groups and those of others.
7. We will share information about our own groups with other members of the class and we will never demean, devalue, or in any way “put down” people for their experiences.
8. We have an obligation actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibits groups cooperation and group gain.
9. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the student will preface his or her remarks with a request and the class will agree not to repeat the remarks.

**Ground rules by Lynn Weber, Center for Research on Women, Memphis State University, Memphis, TN 38152.

Classroom Etiquette:

Attendance- You are expected to attend the class regularly. You may miss up to two classes without being penalized. These absences include sick days, religious holidays, and personal holidays. Additionally, if you cannot make it to class, be sure to email me as soon as possible and attend my office hours to catch up on material you have missed. I will take attendance daily.

Missed work-Late papers will not be accepted in this course. Any deadlines regarding written work or student meetings will be announced in advance of due dates. It shouldn't be assumed that you will be given make-up exams if you miss a test day. Make up exams will be given under these conditions: (1) Written certification from a physician is presented indicating that the student was too ill to take the exam; (2) a written certification of death in the family is presented (3) written certification from a coach is presented stating that attendance was necessary at a previously scheduled intercollegiate event; (4) when written certification is available for some –other-ordinary event that makes attendance at the exam impossible. Otherwise, failure to show up for an exam on the scheduled day will result in the score of a zero.

Plagiarism - Cheating/Academic Dishonesty: COLLEGE AND UNIVERSITY REGULATIONS REGARDING PLAGIARISM AND OTHER FORMS OF ACADEMIC DISHONESTY WILL BE UPHOLD IN THIS COURSE. If you are not familiar with the definitions and consequences

of cheating or with your rights, refer to your Student Conduct Code or see an academic advisor. You should be aware of plagiarism in every paper or assignment you write. Any time you use the ideas of someone else you must give them credit. You should put quotation marks around all direct quotations and cite the author at the end of the passage. If you are unsure of the proper way to do this see me before you turn in any work. Any work that has been plagiarized will receive a failing grade and may be turned in to the university as a violation of the student code of conduct.

Office Hours - You should make use of my office hours. If you have any concerns about the class I will be quite happy to discuss them with you.

E-mail - My e-mail address is listed on the first page of this syllabus. E-mail can be used as a general means of contacting me. You can e-mail me comments about class, questions, paper drafts, or anything else that you think I should be aware of. I check this e-mail account often.

Assignments:

Quizzes- Unannounced quizzes may be given throughout the semester, particularly if the class does not appear to have done the readings or does not adequately participate in discussion. Quiz material will include information from the text, articles, and any videos that may be shown throughout the course.

Response Papers- There will be three response papers each students needs to complete. Two of these papers require students to write responses on the journal articles/book excerpts that I have assigned as reading for each chapter. These two papers may be turned in throughout the semester. These papers should be two to three pages long, double spaced, and typed. I ask that you turn them in on the day in which we discuss the readings you have written your response on. You decide which articles/book excerpts to write about. Just be sure to turn in two response papers by the end of the course. Within these papers, I want students to demonstrate that they have read the material by summarizing them in their own words. Do not rely on using quotations from the readings. Use your own words. Once you have summarized the reading(s), also include any connections that you see between journal articles/book excerpts and the material we cover during the course. Lastly, include any lingering questions about the topics discussed in these readings. The last response paper will be your written reactions to a film I plan on showing during Week 14 of the course. More instructions on this paper will be provided as we approach Week 14.

Exams- Exams will include true/false, multiple-choice, and essay questions. You should draw upon your readings, the lectures, and class discussions to answer these questions. All three exams are worth 100 points and are non-cumulative.

Grading		Grading Scale
Attendance/ In-Class Quizzes	20	A 360 - 400
Personal Herstory	20	B 320 - 359
Response Papers (2)	40	C 280 - 319
Exam 1	100	D 240 - 279
Exam 2	100	E 0 - 239
Paper on Video	20	
Final Exam	100	

Total points 400		

****Course assignments, quizzes, exams, and grades may change at the discretion of the instructor. Some extra credit may be made available throughout the semester.***

Classmate Contact Information:

I strongly encourage you to learn the names and contact information of at least two people in this class, in case you are absent or need to compare notes with someone.

Schedule:

This schedule represents a tentative plan for readings, lectures, and assignments. Any changes will be announced in class. Supplemental readings may be provided or recommended at later dates.

WEEK 1

- August 24 syllabus and class expectations
- August 26 Chapter 1
- August 28 Chapter 1 HERSTORY ASSIGNMENT DUE

WEEK 2

- August 31 Chapter 1
- September 2 Chapter 2
- September 4 Chapter 2

WEEK 2

- September 7 NO CLASS LABOR DAY
- September 9 Chapter 2
- September 11 Journal article

WEEK 3

- September 14 Chapter 3
- September 16 Chapter 3
- September 18 Chapter 3

WEEK 4

September 21 journal article

September 23 Chapter 5 Remind students to come up with questions for exam

September 25 Review for exam

WEEK 5

September 28 EXAM 1

September 30 Chapter 4

October 2 Chapter 4

WEEK 6

October 5 Chapter 4

October 7 journal article

October 9 Chapter 5

WEEK 7

October 12 Chapter 5

October 14 Chapter 5

October 16 Journal article

WEEK 8

October 19 Chapter 6

October 21 Chapter 6

October 23 Chapter 6

WEEK 9

October 26 Journal article

October 28 Review for Exam

October 30 EXAM 2

WEEK 10

November 2 Chapter 7

November 4 Chapter 7

November 6 Chapter 7

WEEK 11

November 9 Journal article

November 11 NO CLASS VETERANS DAY

November 13 Chapter 8

WEEK 12

November 16 Chapter 8

November 18 Chapter 8

November 20 Journal article

WEEK 13

November 23 through 27 THANKSGIVING BREAK

WEEK 14

November 30 Video

December 2 Video

December 4 Video

WEEK 15

December 7 Discussion of Video RESPONSE PAPERS DUE

December 9

December 11 Review for Final Exam

WEEK 16

December 14 through 18 FINAL EXAMS WEEK

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 BERT's website at www.bert.siu.edu, Department of Safety's website www.dps.siu.edu (disaster drop down), and in Emergency Response Guideline 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.

PERSONAL HERSTORY/HISTORY ASSIGNMENT
DUE August 28

The purpose of this assignment is to get you to start thinking about your life in terms of your experiences encountering gender, race, class, sexuality, religion, etc. There are no right or wrong answers. You will turn in your typed answers in class on Friday, August 28. Answer the questions on additional sheets of paper. Also, please use correct spelling and grammar within your responses.

1. When were you first aware that there was such a thing as differences in gender, race, class, region, and sexuality? How old were you? How did you tell? Was this in a rural or urban setting? What country?
2. How many brothers and sisters do you have? Did you notice your parents treating you any differently as you grew up? Preschool age, grade school age, high school, college, and adult.
3. What types of messages did you receive about gender, race, class, and cultural-religious roles from your schooling? Differences in sports, classes, guidance counselors, future work-careers etc.?
4. What kinds of messages did you get about your proper gender, race, sexuality, and religious-cultural roles as you entered adolescence and puberty? Went to college-university? Did your friends change? Did you have any friends from other countries?
5. How do you see yourself as different from white ethnic western women (men)? How do you see yourself as the same as white ethnic western women (men)?
6. How did you decide to study-major in sociology? If you are not majoring in sociology, then please discuss your current major?
7. Is it possible for women (men) to combine having a family and a career? In other words, have it all? Why are men not asked this question? How have your thoughts/actions on this matter shaped your career and fertility decisions?
8. How do you deal with family, friends, colleagues, and professors who make obviously sexist, racist, and ethnocentric remarks? How do you deal with men (women) who make obviously sexually and racially (and ethnocentric) harassing remarks? On the street? In the classroom? In the workplace