

Gender Roles and Social Change

Sociology 3903

Spring 2014

Blair 2165, Tues 9:30-10:45 a.m.

Instructor: Katherine Bass

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Office Hours: Tues/Thurs 10:45-11:45 ,Mon 10-12 or by appt

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Required Readings

ESPN Women in Sports 2012.

- Available on D2L.

Hochschild, Arlie Russell. 2003. *The Second Shift*. New York: The Penguin Group

- Chapters 1 and 2 available on Desire2Learn (D2L).

Kimmel, Michael and Amy Aronson. 2011. *The Gendered Society Reader*, 4th ed. New York: Oxford University Press.

Kramer, Laura. 2011. *The Sociology of Gender*, 3rd ed. New York: Oxford University Press, Inc.

- Chapter 1 available on D2L.

Kristof, Nicholas D. and Sheryl WuDunn. 2009. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Vintage Books.

Rothenberg, Paula S. 2010. *Race, Class, and Gender in the United States*, 8th ed. New York: Worth Publishers.

Selected articles from Sociological Images www.thesocietypages.org/socimages

- Linked on D2L

Course Description

This course will provide you with an understanding of gender as a social institution and how that institution functions in the United States and other countries. We will explore the dynamic ways gender has been defined and how those definitions affect the daily lives of women and men. We will begin the course by framing the study of sex and gender sociologically and discussing feminism. We will then examine the way gender affects other social institutions, focusing on family, education, work, and politics. We will end the semester by discussing gender social change.

Course Objectives

I have 6 objectives for students in this course. These objectives will be achieved through readings, lecture, discussion, classroom activities, assignments, and a final research paper.

1. To explain how gender is socially constructed
2. To be able to articulate an awareness of cultural contexts in which women have lived and worked.
3. To be able to demonstrate an ability to speak knowledgeably about the relationship of women to sociology.
4. To critically analyze current social changes and media information that affects the daily lives of women and men.
5. To develop research, writing and critical thinking skills.
6. To be active members of the classroom.

Course Requirements

Assignments (@ 15 pts each)	45 points
Weekly Posts (@ 5 pts each)	50 points
Research Paper	55 points
Midterm	50 points
<u>Final</u>	<u>50 points</u>
Total	250 points

Assignments.

Assignments should be 1 to 2 pages typed, double spaced. They are due at the beginning of class on their specified due dates. Papers must be submitted to Blackboard/WebCT. Late papers will be accepted up to 1 week late, but will be graded at 1/2 credit.

Assignment 1 – Due Thursday, Jan 23rd. 15 pts. Write a reaction paper to the film *Iron Jawed Angels*. The film will be shown in class on Jan 17th. Your paper should include your personal reaction to the film and connect the film to concepts in the class. Did this film and last week's lecture change your perception of feminism? Why or why not?

Assignment 2 – Due Thursday, Feb 20th. 15 pts. Go to a toy store or a department store with a toy section. Take photographs of two toys marketed towards girls and two toys marketed towards boys. Compare and contrast the toys. How are they each packaged? What skills are the toys teaching? Relate your findings to class concepts. Make sure to include the photos in your assignment (either as separate attachments or imbedded into your document).

Assignment 3 – Due Tuesday, April 1st. 15 pts. Research the career field you plan on joining when you enter the workforce. Begin by describing your chosen career field and why you are interested in it. Provide the percentage of women and men in the career field and the average pay levels by sex. What conclusions can you make based on your data and what we know about gender and work?

Weekly Online Responses

Each week, students will read several posts from *Sociological Images* related to the course topic for the week. After completing the readings, you will choose one of the following options to write a minimum 75 word post on the appropriate D2L discussion board:

- Write a unique post discussing your personal reaction to one or more of the readings and connecting it to the course readings/concepts from the week.
- Respond to another student's post by either expanding or providing an alternate viewpoint. Responses must provide connections to the course readings/concepts beyond those provided in the original post or any other responses.
- Locate your own material that relates to the course content for that week. This may be a news story, a web post, or a photo. You must include a link or upload the original material, summarize, and discuss how it connects to the course readings/concepts.

Disrespectful posts or those with racist, sexist, classist, heterosexist, etc. content will be deleted and the student posting will receive a zero for that week.

Posts are due before the start of class the day the readings are assigned (for example, the first post on Feminism must be completed before 9:30 a.m. on Thursday, January 23rd). There are 13 discussion boards, each student must complete 10. Each post is worth 5 pts.

Research Paper.

Students will write a 5-7 page research paper about a social movement in sex and gender. The paper will address the movement itself and the issue the movement is addressing. Full instructions for the paper will be posted on WebCT.

The paper is worth 55 points. The following deadlines are associated with the paper.

- Thursday, Feb 13th - Paper topic and bibliography of 10 current academic sources due. (5 pts).
- March 24th – March 27th – Rough draft due. (5 pts).
- Thursday, April 24th – Final paper due. (45 pts).
 - 5 pts extra credit if turned in by Thursday, April 17th

Exams.

The midterm and final will be 50 pts each and will have a mixture of multiple choice, true/false, and essay questions. The final exam is cumulative. Students are expected to take the exam on the date scheduled. If you know you cannot take the exam on the scheduled date because of a University conflict, you are expected to contact me to make up the exam BEFORE the scheduled date. If you miss an exam due to unforeseen circumstances, you must contact me within 24 hours of the original exam date to discuss a make-up. Students who do not contact me within 24 hours will automatically receive a zero. All make ups will be Friday, May 2nd at 4 p.m. in Blair 3103.

Grading Scale

90-100%	A
80-89	B
70-79	C
60-69	D
0-59	F

Classroom Guidelines

This course will be largely based on lecture and classroom discussions. In order to create a respectful and open learning environment, I ask that you:

- Come to class **on time** with reading and writing assignments completed.
- Engage in the ideas presented by thinking about them and participating in class discussions.
- Be present and attentive in the class and undistracted by other materials, students, or technology (including cell phones, text messages, iPods, laptops, etc.) Turn cell phones to silent/off when you enter the classroom.
- Be respectful of others' viewpoints. I encourage you to express your views in class, but always do so in a professional manner.
- Communicate any needs or concerns to me in a timely manner.

Academic Integrity

All University policies concerning plagiarism and cheating will be upheld in this course. Academic dishonesty will result in one or more of the following consequences: failure on the exam or writing assignment, failure in the course, and/or expulsion from the University.

Disabilities Statement

Students with documented disabilities are encouraged to contact the Office of Disability Services (581-6583) if they wish to discuss any necessary academic accommodations.

Medical Emergency Statement

For medical emergencies, go to the nearest phone and call 911. All faculty offices have telephones and during normal business hours (8-12 and 1-4:30), the Sociology Office (Blair 3170) is open. Be sure to state the floor and room number of the emergency to the 911 operator. If possible, someone should go to the central entrance of Blair Hall to direct EMS personnel to the medical emergency scene. If the medical emergency is on the second or third floor, someone else should hold the elevator on the first floor for EMS use.

Tornado Statement

In case of a tornado warning, proceed to the center of the hallway on the first floor, near the posted severe weather signs. Under no circumstances should you attempt to leave the building.

Building Fire Statement

In case of fire, activate the fire alarm and exit the building. When a fire alarm sounds, everyone must exit the building and cannot re-enter the building until allowed by the building coordinator or fire department.

official. Fire alarms are located at the north and south ends of the corridors just inside the fire doors. The closes exits for all classrooms in Blair are on the north and south ends of the building. Under no circumstance should the elevator be used. Group assembly areas for all classes in Blair are either on the patio area between Blair and Old Main or on the southeast corner of the North Quad. As you exit the building, continue moving well away from the exits so that you do not impede the egress of other students of the work of fire officials. Move a safe distance away from the building.

Date	Topic	Readings	Assignment
Tues, Jan 14 th	Introductions and Definitions		
Thurs, Jan 16 th		<ul style="list-style-type: none"> • Kramer, Chapter 1 	
Tues, Jan 21 st	The F Word: Feminism	<ul style="list-style-type: none"> • “The Anti-Suffragists: Selected Papers, 1852-1887” (R: 515-520) • “Bradwell v. Illinois, 1873” (R: 536-538) • “Minor v. Happersett, 1875” (R: 539) • “United States Constitution, 19th Amendment” (R:545) • “Roe v. Wade, 1973” (R: 554) • “The Equal Rights Amendment (Defeated)” (R: 555) 	
Thurs, Jan 23 rd		Sociological Images: The F Word	Assignment 1 Due
Tues, Jan 28 th	The Social Construction of Gender	<ul style="list-style-type: none"> • “Caveman Masculinity: Finding Manhood in Evolutionary Science” (KA: 11-22) • “‘Night to His Day’: The Social Construction of Gender” (R:54-65) • ESPN Women in Sports 2012 	
Thurs, Jan 30 th		Sociological Images: The Social Construction of Gender	
Tues, Feb 4 th	Patriarchy and White Privilege	<ul style="list-style-type: none"> • “Patriarchy” (R: 153-162) • “White Privilege: Unpacking the Invisible Knapsack” (R:172-177) 	
Thurs, Feb 6 th		Sociological Images: Patriarchy and White Privilege	
Tues, Feb 11 th	Gendered Performance	<ul style="list-style-type: none"> • “Doing Gender”(KA: 200-214) • “Doing Difference” (KA: 214-236) 	
Thurs, Feb 13 th		Sociological Images: Doing Gender	Paper Topic and Citations Due
Tues, Feb 18 th	Gender Socialization	<ul style="list-style-type: none"> • “Pigskin, Patriarchy, and Pain” (R: 423-428) • “‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse” (KA: 113-125) • “Growing up in a Culture of Slenderness: Girls’ Experiences of Body Dissatisfaction” (KA: 517-526) 	

Date	Topic	Readings	Assignment
Thurs, Feb 20th		Sociological Images: Gendered Socialization	Assignment 2 Due
Tues, Feb 25th	Gender and the Media	<ul style="list-style-type: none"> • “How to sell Humvees to Men” (R:429) • “Am I Thin Enough Yet?” (R: 587-595) • Misogyny in Rap Music: A Content Analysis of Prevalence and Meanings” (KA: 453-471) 	
Thurs, Feb 27th		Sociological Images: Gender and Media	
Tues, March 3rd	Gender and the Body	<ul style="list-style-type: none"> • “Beards, Breasts, and Bodies: Doing Sex in a Gendered World” (KA: 527-541) Sociological Images: Gender and the Body	
Thurs, March 5th		Midterm Exam	
March 10 – March 14		Spring Break	
Tues, March 18th	Gender and Education	<ul style="list-style-type: none"> • “Spice Girls, Nice Girls, Girlies, and Tomboys: Gender Discourses, Girls’ Cultures, and Femininities in the Primary Classroom.”(KA: 299-311) • “The Trouble with Black Boys: The Role and Influence of Environmental and Cultural Factors on the Academic Performance of African American Males” (KA:333-350) “His College Experience is not Hers” (R: 441-446)	
Thurs, March 20th		Sociological Images: Gender and Education	
Tues, March 25th	Gender and Family	Chapters 1 & 2 of Hocschild’s <i>The Second Shift</i> . Available on D2L.	Rough Draft Week
Thurs, March 27th		Sociological Images: Gender and Family	
Tues, April 1st	Gender and Work	<ul style="list-style-type: none"> • “The Glass Escalator: Hidden Advantages for Men in the ‘Female’ Professions” (KA: 389-401) • “Racializing the Glass Escalator: Reconsidering Men’s Experiences with Women’s Work” (KA: 401-414) • “Women Losing Ground” (R: 342-344) • “The Wage Gap and Its Costs” (R: 346-351) 	Assignment 3 Due

Date	Topic	Readings	Assignment
Thurs, April 3 rd		No Class	
Tues, April 8 th	Gender and Work	Sociological Images: Gender and Work	
Thurs, April 10 th	Gender and Violence: Human Trafficking	<i>Half the Sky</i> , Introduction (KW: xi-xxii), Chapters 1 & 2 (KW:1-45)	
Tues, April 15 th	Gendered Violence: Rape Culture	<ul style="list-style-type: none"> • Rape-Prone Versus Rape-Free Campus Cultures” (KA: 631-640) <i>Half the Sky</i> Chapters 4 & 5 (KW: 61-92)	
Thurs, April 17 th		Sociological Images: Gender and Violence: Rape Culture	
Tues, April 22 nd	Gendered Violence: IPV and Maternal Mortality	<ul style="list-style-type: none"> • “The Myth of Sexual Symmetry in Marital Violence” (KA: 618-630) <i>Half the Sky</i> Chapters 6 and 7 (KW: 93-130)	
Thurs, April 24 th		Sociological Images: Gender and Violence: IPV	Final Papers Due
Tues, April 29 th	Gender and Social Change	<i>Half the Sky</i> Chapters 10, 11, and 14 (KW: 167-203; 233-254)	
Thurs, May 1 st		Sociological Images: Gender and Social Change	
Monday, May 5th 10:15-12:15			