

Gender and Society

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ANSO 210
Spring 2005
MWF 11-11:50am
Class: Clough 102

Course Description and Course Objective:

Have you ever heard someone say “that’s not very ladylike” or “boys will be boys”? In this course, we will examine *how* and *why* society prescribes different gender expectations to girls and boys and to men and women. In turn, we will discuss how those expectations affect the experiences, attitudes, and opportunities of women and men in society. The lectures and readings will reflect a number of different perspectives, and we will attempt to provide an equal emphasis on the gender expectations for women and men. Specifically, we will discuss the meanings of sex and gender; different expectations and theories about the appropriate roles for men and women; gender and culture; gender and institutions; violence and sexual politics; variations in gender; and gender and social change.

The purpose of this course is to help you better understand how gender is socially constructed and to see how gender stratification works in your everyday lives. You will gain the conceptual and theoretical tools to analyze the personal and institutional consequences of different social constructions of gender.

Readings and Films

1. This reading packet includes both fairly old and fairly recent articles. In class, I will specify the theoretical and empirical issues I want you to focus on while reading the articles. One question that I want you to think about when reading these articles, especially the older ones, is whether the patterns reported would occur today. That is, how much has (or hasn’t) changed? Consequently, following several articles, I have included some relevant and recent newspaper clips/notes. In addition, in class I will mention current research related to the articles in this packet.

Much of the material covered in lectures will not be in the readings, so often you will be responsible for covering the readings (articles, newspaper clips/notes, etc.) on your own. I will ask you to prepare ahead of time for the readings that will be specifically discussed in class, but I expect you always to be prepared to discuss the weekly readings.

2. A few short films will be shown in class. If you miss the viewing of a film in class, you must watch the film on your own time. You may be required to view at least one film outside of class, at a time convenient for the majority of the students in the class. If your schedule prevents you from seeing the film at the scheduled time, you may rent and view the film at your convenience (you are expected to see the film before we discuss it in class). The films are part of the course requirements, and they will be included on the exams.

Grading

Participation	10%	
Gender Application Exercises	15%	
Exam 1	25%	
Exam 2	25%	
Group Project & Presentation	25%	

Grading Scale

A+ 98-100	B+ 87-89	C+ 77-79	D+ 67-69	F 59 or lower
A 93-97	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

Course Requirements

1. **Attendance:** You are expected to attend and participate every class period. However, you can miss up to 3 days of class for emergencies or illnesses with no penalty. For *every class missed after three absences*, your *final grade will be reduced a third of a letter grade* (e.g. four absences, grade reduced from a B+ to a B).
2. **Class Participation:** Class discussions are an important element in this course. What you get out of the course is as much dependent upon the preparation and participation of you and your classmates as it is upon my instruction. What you learn from one another can be as valuable as the lecture and reading materials. Thus, everyone is expected to actively participate in class. You will be *graded on the level and quality* of your participation.
3. **Gender Application Exercises:** The exercises will include *gender scavenger hunts* and attending *community gender-related events*. From a list of gender scavenger hunts and questions, you will *complete one exercise and write-up before midterm* and *one afterwards*. Throughout the semester I will inform you of gender-related events on campus and in the Memphis community. You will *attend one event before midterm* and *one afterwards*; you will meet with me individually to discuss the events and their connection to gender. Guidelines for the exercises will be handed out in class.
4. **Exams:** The *two exams* may include multiple choice questions, short-answer completion, and short essays. Sections of the exam may be take-home assignments. Lectures, films, and readings will all be covered on the exams. Each exam will cover only the reading materials covered since the last exam.
5. **Group Project and Presentation:** The class will be divided into groups of 4-5 students. Each group will *choose a social, policy, or cultural gender-related topic* that they want to explore throughout the semester. You will use additional appropriate materials to investigate your topic. All groups will *meet with me several times during the semester* and will be required to *turn in progress reports periodically*. The goal is to choose an issue that really interests you and that you can explore and present creatively. Groups will be assigned based on interests and *each group must choose their topics by*

February 2nd. By that date, each group will turn in a one page description of their topic. Each group will do a power point *presentation at the end of the semester* during the final exam period: **Wednesday, May 4th, 1-3:30pm**. Each group will present for 30 minutes: 20-25 minutes for the presentation and 5 minutes for questions. You will be penalized for going over your allotted presentation time.

Guidelines for the project and presentation will be handed out in class. As a group, you made divide up the responsibilities as you all deem appropriate. At the end of the semester, you will evaluate your group and each individual's contribution to your project. *Your grade will be based on your group's performance, your individual contribution, and the group/individual assessments.*

Course Guidelines

1. Please avoid disrupting class by arriving late or leaving early.
2. Do not disrupt me or your classmates by talking amongst your neighbors while other people are speaking.
3. You are responsible for all announcements and assignments made in class.
4. You are required to check your e-mail once a day for any updates from me.
5. If anyone has special needs that require modification of seating, testing, or other class requirements, please contact me in the beginning of the semester and provide documentation from disability services, so that suitable accommodations can be made.
6. Make-up exams will only be allowed in the event of a documented emergency. If you cannot take the exam for any reason, you must contact me prior to the exam. Failure to do so may mean that you will not be able to take a make-up exam.
7. Academic misconduct and dishonesty (such as cheating or plagiarism) will not be tolerated and will be dealt with according to the Honor Code.
8. The following reading and lecture schedules are subject to revisions.
9. This class will require you to look at your life and the lives of others through many different perspectives. This can be a very challenging experience. Although I want you to feel free to share your ideas, I expect you to respect one another when listening to other viewpoints.

Class Schedule

<u>Date</u>	<u>Topic</u>	
January 12	<i>Introduction</i>	
January 14	<i>Sex & Gender; Themes of Masculinity & Femininity</i>	Gould, "X: A Fabulous Child's Story"
January 17	Martin Luther King Jr. Day	No Class
January 19, 21, 24 26, 28	<i>Sex & Gender; Themes of Masculinity & Femininity</i>	Thorne, "Girls and Boys Together...But Mostly Apart: Gender Arrangements in Elementary School" Spade and Reese, "We've Come a Long Way, College Students' Plans for Work and Family"
Maybe: Family"		Lewis, "Emotional Intimacy among Men" Williams, "The Glass Escalator. . .Men in the 'Female' Professions"
January 31, February 2, 4, 7, 9, 11, 14, 16, 18, 21	<i>Theoretical orientations</i>	Gilder, "Suicide of the Sexes" Trebilcot, "Sex Roles: The Argument from Nature" Faludi, "Backlash: Introduction: Blame it on Feminism" Reed, "Women: Caste, Class, or Oppressed Sex?" Firestone, "The Dialectic of Sex" Frye, "Oppression" National Organization for Men Against Sexism, "Statement of Principles" Lorde, "Age, Race, Class, and Sex: Women Redefining Difference"
February 23, 25	<i>Masculinities</i>	Espiritu, "All Men Are <i>Not</i> Created Equal: Asian Men in U.S. History." Clatterbaugh, "A View from Outside: Gay and Black Men Respond"
February 28	Exam 1	
March 2, 4	<i>Culture</i>	Levinson, Powell, and Steelman, "Social Location, Significant Others, and Body Image among Adolescents" (Note: Read the following magazine clipping "The Body of the Beholder") Hall, "The Bully in the Mirror: The Troubled Life of Boys" (Note: Read the following two cartoons.)
March 7, 9, 11	Spring Break	No Class

March 14, 16, 18	<i>Culture</i>	Gillespie, "Mirror Mirror" Kaw, "Medicalization of Racial Features: Asian-American Women and Cosmetic Surgery" Thompson, "A Way Outa No Way: Eating Problems Among African American, Latina, and White Women"
March 21, 23	<i>Family</i>	Albeda and Tilly, "It's a Family Affair: Women, Poverty, and Welfare"
March 25	Easter Break	No Class
March 28, 30 April 1	<i>Family</i>	Popenoe, "Parental Androgyny" LaRossa, "Fatherhood and Social Change" Gerson, "Dilemmas of Involved Fatherhood" Lorde, "Man Child: A Black Lesbian Feminist's Response"
April 4, 6, 8	<i>Science, Medicine, and Education</i>	Keller, Introduction to <u>Gender and Science</u> Freedman, "The Aggressive Egg" Giacomini, Rozee-Koker, and Pepitone, "Gender Bias in Human Anatomy Textbook Illustrations" Shakeshaft, "Reforming Science Education to Include Girls" Steinhauer, "For Women in Medicine, A Road of Compromise, Not Perks"
April 11, 13, 15	<i>Violence and Sexual Politics</i>	Ferraro and Johnson, "How Women Experience Battering" Scully and Marolla, "Convicted Rapists' Vocabulary of Motive: Excuses and Justifications" (Note: Read the following newspaper clipping "Ruling on Tight Jeans and Rape Sets Off Anger in Italy.") Roiphe, "Date Rape's Other Victim" (Note: Read the following letter to the editor "The Date-Rape Debate"; the article "Article's Attack on 'Hype' Surrounding Date Rape Stirs Debate Among Researchers, Campus Counselors") Thornhill and Palmer, "Why Men Rape"
April 18	Exam 2	
April 20, 22, 25, 27	<i>Variations in Gender & Social Change</i>	Kaufman, "Behind the Veil: For Afghan Women, Harsh Circumstances Mask Surprising Realities" Christian, "Summary and Conclusions: The Making of

Anti-Sexist Men”
hooks, “Men: Comrades in Struggle”

May 4

Group Presentations

Wednesday, 1-3:30pm