

# **SYD 3800 Sociology of Sex and Gender**

## ***Fall 2006***

Bellamy Hall 023  
Tuesday & Thursday 9:30-10:45

Sociology 3800, Section 04181  
Florida State University

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### ***Course Description, Goals, and Learning Objectives:***

This course will examine what it means to be a woman, man, boy, or girl in everyday life. We will explore how and why society prescribes different (gendered) positions to females and males and how our identities are formed and contested. In addition, we will discuss how gendered beliefs affect the expectations, experiences, and opportunities of women and men. Throughout the semester, we will examine how issues of race, ethnicity, class, age, sexuality and other dimensions of inequality influence gender as well. The lectures and readings will reflect a number of different perspectives. By taking this course, students should become more aware of the gender assumptions and inequalities embedded in our culture and social institutions.

### ***Course Requirements:***

**READINGS:** Readings for this class are from two sources: (1) a reader, *Gender through the Prism of Difference* (Third Edition), available at the FSU bookstore and Bill's Bookstore, and (2) other readings posted on the Blackboard site for this course: <http://campus.fsu.edu>. You are responsible for all assigned chapters, articles and newspaper clippings in these collections. If you have any questions regarding these readings (e.g., some articles include statistics with which you may be unfamiliar), please ask. I expect all students to complete all readings assigned for the course *before* the class meeting for which they are listed.

**FILMS:** In addition to the readings, you may be required to view a film outside of class. I will schedule the film at times outside of class convenient for the majority of students. If your schedule prevents you from seeing the film at the scheduled time, you may rent and view the films at your convenience. You are expected to see the film *before* we discuss it in class.

**EXAMS:** Three exams (**Thursday, September 28, Thursday, November 2 and Wednesday, December 13, 7:30am-9:30am**) are required. Lectures, discussions, films, and readings all will be covered on the exams. The format of the exam will consist of a combination of multiple choice, completion, and/or short essays.

**DIAGNOSTIC CHECKS:** A key objective of this course is to generate critical thought on the topics discussed in class and brought up in the readings. To assist in accomplishing this goal and to ensure that everyone keeps up with the readings, diagnostic checks over the readings will be given during selected class meetings. At this point, I plan to give sixteen diagnostic checks during the semester. However, if it appears that students are not doing the readings, I will give more. On the other hand, if students are doing well on the checks, less may be given. Note if you are absent for a diagnostic check, you receive no credit. Students arriving late will not be given additional time to complete the check. In other words, missed diagnostic checks cannot be “made up.” **The lowest grade will be dropped.**

**ATTENDANCE:** I expect all students to attend class, be on time, and not leave class early. Attendance is typically taken at the beginning of each class. I generally do not grade on the basis of attendance, with the exception of unacceptably poor attendance in which I have the discretion to (and I will) lower your grade. You may miss up to **four** classes (regardless of the reason for the absence) with no penalty; you do **not** have to provide excuses (doctor’s note, etc.) for these absences. For every absence (regardless of the reason) beyond that point, there will be a one step grade reduction in your course grade (e.g., from an A- to B+). If you do not plan on attending regularly, you should not take this class. If you do miss a class, you still are responsible for the material covered and all announcements made in class.

### ***Optional Journal Assignment:***

**JOURNAL:** An ongoing written journal/commentary is optional for this course. In your journal, you should spend 1-2 hours per week writing about readings from the class, class lectures & discussions, and related materials/readings or writing about your personal experiences or observations **and** connecting them with course concepts.

*Class Readings:* I am not interested in a summary of the readings. Rather, I would like to see a thoughtful evaluation of the readings. For example, how do the readings coincide with or diverge from theories discussed in class? Do you agree or disagree with the general conclusions of the articles? How do your personal experiences relate to the readings? What questions are ignored by the readings?

*Class lectures/discussions:* We will be discussing a wide variety of topics in this survey course on gender. Many lectures and discussions may leave you unsettled or unresolved about issues. Or you may have responses to the lectures that you may prefer not to bring up in class. The journal should provide a forum for you to critically assess issues from the class.

*Related materials/readings:* You could discuss newspaper or magazine articles (include a copy of the article), films, television shows, novels, and other forms of media, which connect to themes from this class or course concepts. Or you could do some “mini-projects” such as short interviews or observations (see me for ideas). Or you could (in

consultation with me) choose to read and write about additional articles on a topic (or topics) that interest you.

You must let me know if you are going to do the journal option by Tuesday, **October 10**. If you choose the journal option, it will be worth 20% of your grade, the diagnostic checks will be worth 10%, and the exams each will be worth 23.33%.

If you choose to do a journal, you and I will arrange when I will read sections of the commentary (probably every 3-4 weeks). I advise you to start working on the commentary as soon as possible. The completed journal is due in class Thursday, **November 30**. *If you give me the journal after this date, your grade will be reduced by one step (for example, from a B to a B-) for each day it is late. If the journal is not handed in at the beginning of the class period, it is late.*

### ***Grading:***

#### **Percentage of Final Grade**

Diagnostic Checks	10%
Exam #1 (Sept. 28)	30%
Exam #2 (Nov. 2)	30%
Exam #3 (Wed., Dec. 13) 7:30-9:30am	30%

#### **Final Course Grade**

A = 93.0-100	C = 73.0-76.9
A- = 90.0-92.9	C- = 70.0-72.9
B+ = 87.0-89.9	D+ = 67.0-69.9
B = 83.0-86.9	D = 63.0-66.9
B- = 80.0-82.9	D- = 60.0-62.9
C+ = 77.0-79.9	F < 60.0

Grades will be posted on Blackboard (<http://campus.fsu.edu>).

### ***Course Guidelines and Policies:***

**CLASS DISCUSSIONS:** In this class, we will speak frankly about a variety of issues relating to gender, including gender variations, sexuality, politics, and violence. These can often be emotional topics about which many people hold strong beliefs and values. One of the goals of this course is to challenge you to think deeply and critically about these issues, not to change your mind. All points of view are welcome in this class, but comments made must be respectful of others in the class.

**ACADEMIC HONOR POLICY:** Students are expected to abide by the Academic Honor Policy of the Florida State University, including the statement on Values and Moral Standards published in The Florida State University General Bulletin. The Academic Honor Policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of these expectations, and the rights and responsibilities of students and faculty throughout the process. Please see the following website for a complete explanation of the Academic Honor Policy: <http://www.fsu.edu/~dof/honorpolicy.htm>

**ACADEMIC DISHONESTY:** Students must abide by the highest standards of academic integrity. Any form of academic dishonesty will result in a "zero" for that particular assignment or an "F" for the course, at the instructor's discretion. Any student who plagiarizes, cheats on exams, or otherwise behaves in a dishonest way may be reported to the university administration

for further disciplinary action as specified in the Academic Honor Policy (<http://www.fsu.edu/~dof/forms/honorpolicy.pdf>).

**AMERICANS WITH DISABILITIES ACT:** Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center, 108 Student Services Bldg., Florida State University  
Tallahassee, FL 32306-4167, (850)644-9566 (voice), (850)644-8504 (TDD)  
E-mail: [SDRC@admin.fsu.edu](mailto:SDRC@admin.fsu.edu), Website: <http://www.fsu.edu/~staffair/dean/StudentDisability/>

**RELIGIOUS HOLIDAYS:** Students will be allowed to miss class due to observance of religious holidays but they are still responsible for all materials assigned outside and covered in class on the day(s) missed. You must talk with your instructor in advance of missing a class for religious holiday observance reasons.

**EXCUSED ABSENCES:** The following and only the following absences are eligible to be excused: Religious holidays, as specified in FSU policy; absences due to representing FSU at official functions, including intercollegiate debating or varsity sports events; verified emergencies and/or medical illness. Medical illness refers to conditions that are serious in nature and require treatment by medical professionals and/or surgical or other treatments. Documentation is required for an absence to be excused.

**INCOMPLETE GRADES:** Missing work or uncompleted assignments are insufficient reasons for a grade of Incomplete. An Incomplete grade will not be given except under extenuating circumstances at the instructor's discretion. Note that College of Social Science guidelines require that students seeking an "I" must be passing the course.

**MAKE-UP EXAMS:** **Make-up exams will not be given, except in the most unusual (and documented) circumstance.** If you cannot take the exam, you must contact me *prior* to the exam and, with my permission, may take the exam at a later date. Failure to do so will mean that you will not be able to take a make-up exam. Should an emergency come up the day an exam is scheduled, students must contact me *before* the class period and, *with my permission*, may take the exam at a later date.

**CLASSROOM COURTESY:** Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This means **no** cell phones, talking during lectures (unless recognized by the professor or discussion leader), reading newspapers, using cell phones, ipods, text messaging, etc., are allowed during class. If you must have a cell phone to receive emergency calls about children or other family members, keep it on vibrate. Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions (such as cell phones ringing, talking out of turn, entering and leaving the room, etc.); repeated disruption of class may lead to penalties that reduce your final grade.

**STUDENT RESPONSIBILITY:** Students must take responsibility for their learning and for their grades. Students are to prepare for class, engage in class assignments and discussions, and initiate talks with the instructor about questions and problems regarding the class. Please note that my notes and Olivia's notes will not be made available to students and you are responsible for keeping good notes, even for days that you miss class.

It might be useful for you to get the name and e-mail address of at least one classmate so that if you need to miss class you can obtain a copy of the notes, including announcements made in class.

Names of Classmates:

Name: \_\_\_\_\_ Name: \_\_\_\_\_

e-mail: \_\_\_\_\_ e-mail: \_\_\_\_\_

### ***Class Schedule:***

*Note: This is a tentative schedule and is subject to change with advanced notice. How quickly we go through this material will depend on the class. As a result, the topics and dates might not perfectly correspond. However, you will be expected to have read the articles **by the beginning of class** by the date listed (for example, you should read "X: A Fabulous Child's Story" before class on Thursday, August 31st). All readings are from *Gender through the Prism of Difference (GPD)* or are available online at our class Blackboard site.*

#### **DATE      TOPIC AND READINGS**

8/29	T	<u>Introduction to Course</u> No Readings
8/31	R	<u>Sex and Gender</u> Lois Gould, "X: A Fabulous Child's Story" - available at <a href="http://www.trans-man.org/baby_x.html">http://www.trans-man.org/baby_x.html</a>
9/5	T	GPD p.13-18, Anne Fausto-Sterling, "The Five Sexes, Revisited" GPD p.113-122, Betsy Lucal, "What It Means to Be Gendered Me..."
9/7	R	<u>Masculinities &amp; Femininities</u> John Moreland, "Age and Change in the Adult Male Sex Role" Christine Williams, "The Glass Escalator"
9/12	T	GPD p.161-176, Karin A. Martin, "'I couldn't ever picture myself having sex...'"
9/14	R	Carol Brooks Gardner, "Passing By: Gender and Public Harassment" GPD p.94-107, Jen'nan Ghazal Read and John P. Bartkowski, "To Veil or Not to Veil?..."

<b>DATE</b>	<b>TOPIC AND READINGS</b>
9/19	T Robin Simon, Donna Eder & Cathy Evans, "The Development of Feeling Norms Underlying Romantic Love Among Adolescent Females"
9/21	R Gilbert Herdt, "Rituals of Manhood: Male Initiation in Papua New Guinea" GPD p.154-157, Michael Kimmel, "Gender, Class and Terrorism"
9/26	T <i>No Readings</i>
9/28	R <b>EXAM 1</b>
	<u><i>Perspectives on Gender</i></u>
10/3	T George Gilder, "Suicide of the Sexes" Paul Loeber, "Nature Has Guaranteed Women Every Advantage" (newspaper article)
10/5	R Steven Goldberg, "Is Patriarchy Inevitable?" National Organization for Women (NOW), "Bill of Rights"
10/10	T <b>DEADLINE TO CHOOSE THE OPTIONAL JOURNAL ASSIGNMENT</b> Joyce Trebilcot, "Sex Roles: The Argument from Nature" National Organization for Men Against Sexism (NOMAS), "Statement of Principles"
10/12	R Shulamith Firestone, "The Dialectic of Sex" Schulman et al., "The Effect of Race and Sex on Physicians' Recommendations for Cardiac Catheterization"
10/17	T Marilyn Frye, "Oppression" GDP p.245-250, Audre Lord, "Age, Race, Class and Sex..."
10/19	R Evelyn Reed, "Women: Caste, Class, or Oppressed Sex?" GPD p.19-25, Maxine Baca Zinn and Bonnie Thornton Dill, "Theorizing Difference..."
	<u><i>Culture: Media, the Body, Sexuality, and Language</i></u>
10/24	T Sara Shandler, "Media-Fed Images" William Pollack, "Pumping and Crunching: Body Image and the Media" Anna Quindlen, "Happy Birthday, Barbie Dear" (newspaper article) "As G.I. Joe Bulks Up..." (newspaper article)
10/26	R GPD p.227-232, Michael A. Messner, "Becoming 100% Straight" Gloria Steinem, "If Men Could Menstruate"

<b>DATE</b>	<b>TOPIC AND READINGS</b>
10/31	T <i>No Readings</i>
11/2	R <b>EXAM 2</b>
11/7	T <u><i>Culture: Language, Media, the Body, and Sexuality (continued)</i></u> GPD p. 65-80, Jane Sprague Zones, "Beauty Myths and Realities..." GPD p.81-85, Nomy Lamm, "It's a Big Fat Revolution"
11/9	R <u><i>Institutions: Education, Family, Work and Science/Medicine</i></u> GPD p.439-446, Ann Arnett Ferguson, "Naughty by Nature" GPD p.447-464., Julie Bettie, "How Working-Class Chicas Get Working-Class Lives"
11/14	T Alexandra Berkowitz and Irene Padavic, "Getting a Man or Getting Ahead: A Comparison of White and Black Sororities."
11/16	R David Popenoe, "Parental Androgyny" Ralph LaRossa, "Fatherhood and Social Change"
11/21	T Charlotte Perkins Gilman, "The Yellow Wallpaper" and "Why I Wrote the Yellow Wallpaper"
11/23	R <b>NO CLASS – Have a nice Thanksgiving break!</b>
11/28	T <u><i>Social Change and the Future</i></u> Michael Kimmel, "From Separate Spheres to Sexual Equality: Men's Responses to Feminism at the Turn of the Century"
11/30	R <b>JOURNALS DUE IN CLASS TODAY</b> GPD p.531-540, King-To Yeung and Mindy Stomblor, "Gay and Greek: The Identity Paradox of Gay Fraternities."
12/5	T GPD p.555-559, Kevin Powell, "Confessions of a Recovering Misogynist" GPD p.504-507, Susan Jane Gilman, "Klaus Barbie, and Other Dolls I'd Like To See"
12/7	R bell hooks, "Men: Comrades in Struggle"
12/13	W <b>EXAM 3</b> (Wednesday, December 13, 7:30am-9:30am).