

SYD 3800 Sociology of Sex and Gender

Fall 2007

HCB 210
Tuesday & Thursday 12:30-1:45

Sociology 3800, Section 04914
Florida State University

<i>Professor:</i>	Dr. Janice McCabe	
<i>Office:</i>	431 Bellamy Building	
<i>Office Hours:</i>	Tuesday 2:00-3:00, Thursday 9:30-10:30, and by appointment	
<i>Office Phone:</i>	644-4757	
<i>Mailbox:</i>	526 Bellamy Hall	
<i>E-Mail:</i>	jmccabe@fsu.edu	
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<i>Graduate Assistant:</i>	Amanda Koontz	<i>E-Mail:</i> ajk07j@fsu.edu
<i>Office Hours:</i>	Wed. 11-12 & by appointment	<i>Office:</i> 504 Bellamy Building

Course Description:

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, including several feminist perspectives. By taking this course, students should become more aware of the gender assumptions and inequalities embedded in our culture and social institutions.

Course Goals and Objectives:

1. To understand how sociologists conceptualize and study sex and gender and its influence on society.
2. To understand the theories and concepts related to the study of sex and gender.
3. To be able to apply these theories and concepts to different aspects of society.
4. To think critically about gender and its influence on society and our lives.

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. I expect all students to complete all readings assigned for the course *before* the class meeting for which they are listed.

Being prepared for class will enhance your learning experience and allow you to ask questions about the material during the lecture on the assigned topic. I suggest you make your reading time productive by: 1) writing down a brief summary of what you've read; 2) answering the reading questions available on Blackboard; 3) jotting down things you don't understand so you can re-read that part of the text, discuss it during office hours, or ask me to clarify it in class. While the readings correspond with lectures, I will *not* go over them in class.

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 27, Thursday, November 1 and Wednesday, December 12, 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.**

PAPER: You will write one 3-4 page paper that ties four course concepts and content with either a) an interview of a person at least a generation older than you or b) a film from the list in the handout. More details about the paper assignment are provided in a separate handout, which is posted on Blackboard. This handout has the complete assignment information, including specific guidelines, sample interview questions, a movie list, and the grading sheet. Your paper will be DUE at the beginning of class on Tuesday, **December 4.**

Procedures for turning in your papers: You are required to turn in a clean and readable hard copy of your paper at the beginning of class and to submit your paper to Turnitin.com by 5pm the day the paper is due. Students agree that by taking this course the required assignments they hand in will be submitted to Turnitin.com for review. All submitted papers will be checked for originality, become source documents in the Turnitin.com database, and used for the purpose of detecting plagiarism in papers submitted in the future. Use of the Turnitin.com service is subject to the terms of the use agreement posted on the Turnitin.com website. To use this feature:

1. Click on the *assignments* link in the course menu on Blackboard.
2. Click the assignment named *Final Paper*.
3. Click the *view/complete* link next to the assignment. The submission form will open.

4. Fill out the form (be sure to name your paper) and click the *browse* button to locate the file you want to submit.
5. Click *submit* to upload the selected file to Blackboard.
6. Print your confirmation sheet, which verifies that you successfully uploaded your paper.

Note: You will not earn a grade on the paper until both a clear hard copy has been received by the professor and an electronic copy has been uploaded to turnitin.com.

Late Work Policy: All hardcopies of the papers are due at the beginning of class. Any work turned in more than 10 minutes after the start of class is considered late and the grade will be reduced by one step (for example, from a B to a B-). The paper grade will be reduced by an additional step for each day it is late.

ATTENDANCE: Class attendance is required. Five or more unexcused ones will result in an F grade for the course. The following absences are eligible to be excused: 1) Religious holidays recognized by FSU; 2) Student is representing FSU at official functions, such as intercollegiate debating and varsity sports events; 3) Verified *emergency* or illness *requiring* treatment by a physician. Medical illnesses are serious in nature and require continued treatment by medical professionals and/or surgical or other treatments. Colds, the flu, fatigue, routine appointments, and stress do not qualify as medical illnesses. If you have a chronic illness that could affect your attendance, it is imperative that you alert Dr. McCabe during the first week of classes. Documentation for an absence to be excused is required. Provide one copy of the explanatory document to Dr. McCabe by the next class meeting and keep a copy for your own records. While one is not penalized for the absence when it is excused, s/he remains responsible for all content missed, including assignments, announcements, knowledge, or skills that were covered in the missed class(es). If you do not plan on attending regularly, you should not take this 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 discuss 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 provides 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 19**. If you choose the journal option, it will be worth 20% of your grade and the value of each other aspect of your grade will be reduced by one-fifth. In other words, the Journal is worth 20%, Paper 16%, Diagnostic Checks 12%, Exam #1 16%, Exam #2 16%, and Exam #3 20%.

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 29**. Any work turned in more than 10 minutes after the start of class is considered late and the grade will be reduced by one step (for example, from a B to a B-). The journal grade will be reduced by an additional step for each day it is late. More details about the paper assignment are provided in a separate handout, which is posted on Blackboard.

Grading:

Percentage of Final Grade		Final Course Grade	
Diagnostic Checks	15%	A = 93.0-100	C = 73.0-76.9
Paper	20%	A- = 90.0-92.9	C- = 70.0-72.9
Exam #1 (Sept. 27)	20%	B+ = 87.0-89.9	D+ = 67.0-69.9
Exam #2 (Nov. 1)	20%	B = 83.0-86.9	D = 63.0-66.9
Exam #3 (Wed., Dec. 12) 7:30-9:30am	25%	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:

INCOMPLETE GRADES: Missing work or uncompleted assignments are insufficient reasons for a grade of Incomplete (I). 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.

OFFICE HOURS AND ASSISTANCE: I encourage you to come by my office and the teaching assistant's office during the scheduled office hours to discuss *any* questions, concerns, or ideas related to the class or to your performance in the class. If you cannot make office hours, please let me know and we can make an appointment to talk.

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 in the course will be held to 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. Cheating and plagiarism will not be tolerated.

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. See details in section above.

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. Any unexcused absence on an exam day will result in a zero for the exam with no opportunity for a make-up.

COPYRIGHT STATEMENT: Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

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, Website: <http://www.fsu.edu/~staffair/dean/StudentDisability/>

CLASSROOM COURTESY: Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This means **no** cell phones, text messaging, talking during lectures (unless recognized by the professor or discussion leader), reading newspapers, ipods, internet, 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. Entering and leaving is distracting to your instructor and other students. Therefore, you need to be on time for class and stay until the end. If you must enter late or leave early, please inform me before class begins and take the seat nearest an exit and enter or leave as quietly as possible. Please make sure the door does not 'bang' as you enter or leave. Repeated disruption of class may lead to penalties that reduce your grade ranging from a lowered grade, to dismissal, to failing the course.

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 those of the teaching assistant 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” and “Rethinking Gender” before class on Thursday, August 30th). All readings are from *Gender through the Prism of Difference (GPD)* or are available online at our class Blackboard site.

DATE TOPIC AND READINGS

<u>Introduction to Course</u>	
8/28	T <i>No Readings</i>
<u>Sex and Gender</u>	
8/30	R Lois Gould, “X: A Fabulous Child’s Story” - available at http://www.trans-man.org/baby_x.html Debra Rosenberg, “Rethinking Gender: What Makes Us Male or Female?”
9/4	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...”
<u>Masculinities & Femininities</u>	
9/6	R Christine Williams, “The Glass Escalator” Carol Brooks Gardner, “Passing By: Gender and Public Harassment”
9/11	T Michael Messner, “Center Snap: Children Creating the Fiction of Gender” Abby Goodnough, “Florida Girls Lift Weights, and Gold Medals” (newspaper article)
9/13	R GPD p.161-176, Karin A. Martin, “I couldn’t ever picture myself having sex...” GPD p.94-107, Jen’nan Ghazal Read and John P. Bartkowski, “To Veil or Not to Veil?...”
9/18	T Robin Simon, Donna Eder & Cathy Evans, “The Development of Feeling Norms Underlying Romantic Love Among Adolescent Females” Gilbert Herdt, “Rituals of Manhood: Male Initiation in Papua New Guinea”
9/20	R GPD p. 65-80, Jane Sprague Zones, “Beauty Myths and Realities...” GPD p.81-85, Nomy Lamm, “It’s a Big Fat Revolution”
9/25	T <i>No Readings</i>
9/27	R EXAM 1

DATE	TOPIC AND READINGS
	<i>Perspectives on Gender</i>
10/2	T George Gilder, "Suicide of the Sexes" Paul Loeber, "Nature Has Guaranteed Women Every Advantage" (newspaper article)
10/4	R Steven Goldberg, "Is Patriarchy Inevitable?" National Organization for Women (NOW), "Bill of Rights"
10/9	T DEADLINE TO CHOOSE THE OPTIONAL JOURNAL ASSIGNMENT Joyce Trebilcot, "Sex Roles: The Argument from Nature" National Organization for Men Against Sexism (NOMAS), "Statement of Principles"
10/11	R Shulamith Firestone, "The Dialectic of Sex" Schulman et al., "The Effect of Race and Sex on Physicians' Recommendations for Cardiac Catheterization"
10/16	T Marilyn Frye, "Oppression" GDP p.245-250, Audre Lord, "Age, Race, Class and Sex..."
10/18	R Evelyn Reed, "Women: Caste, Class, or Oppressed Sex?" David M. Buss, "The Strategies of Human Mating"
	<i>Culture: Media, the Body, Sexuality, and Language</i>
10/23	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)
10/25	R GPD p.19-25, Maxine Baca Zinn and Bonnie Thornton Dill, "Theorizing Difference..." Gloria Steinem, "If Men Could Menstruate"
10/30	T <i>No Readings</i>
11/1	R EXAM 2

DATE	TOPIC AND READINGS
11/6	T <i>Institutions: Sports, Education, Work, Family, and Science/Medicine</i> Michael Messner, "Boyhood, Organized Sports, and the Construction of Masculinities"
11/8	R GPD p.439-446, Ann Arnett Ferguson, "Naughty by Nature" GPD p.447-464, Julie Bettie, "How Working-Class Chicas Get Working-Class Lives"
11/13	T Alexandra Berkowitz and Irene Padavic, "Getting a Man or Getting Ahead: A Comparison of White and Black Sororities."
11/15	R David Popenoe, "Parental Androgyny" Ralph LaRossa, "Fatherhood and Social Change"
11/20	T Charlotte Perkins Gilman, "The Yellow Wallpaper" and "Why I Wrote the Yellow Wallpaper"
11/22	R NO CLASS – Have a nice Thanksgiving break!
11/27	T <i>Social Change: The Past, Present and Future</i> Michael Kimmel, "From Separate Spheres to Sexual Equality: Men's Responses to Feminism at the Turn of the Century" Neil Chethik, "Feminism Brings Benefits to All – Men Included" (newspaper article)
11/29	R JOURNALS DUE IN CLASS TODAY (OPTIONAL ASSIGNMENT) GPD p.531-540, King-To Yeung and Mindy Stompler, "Gay and Greek: The Identity Paradox of Gay Fraternities."
12/4	T PAPERS DUE IN CLASS TODAY & TO TURNITIN.COM 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"
12/6	R bell hooks, "Men: Comrades in Struggle"
12/12	W EXAM 3 (Wednesday, December 12, 7:30am-9:30am).