

LSC Use Only Proposal No: \_\_\_\_\_ UWUCC Use Only Proposal No: **13-916**  
 LSC Action-Date: **AP-10/24/13** UWUCC Action-Date: **AP-11/12/13** Senate Action Date: **APP-12/3/13**

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person(s) <b>Melanie Hildebrandt</b>	Email Address <b>melanieh@iup.edu</b>
Proposing Department/Unit <b>Sociology</b>	Phone <b>7-7635</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input checked="" type="checkbox"/> Catalog Description Change

Current course prefix, number and full title: **Soc 363 Sociology of Gender**

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

**2. Liberal Studies Course Designations, as appropriate**  
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input checked="" type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
<input checked="" type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy	

**3. Other Designations, as appropriate**

<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
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**4. Program Proposals**

<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Melanie Hildebrandt</i>	10/14/13
Department Chairperson(s)	<i>Sally Hegarty</i>	10/14/13
College Curriculum Committee Chair	<i>Steve McDaniel</i>	10/16/13
College Dean	<i>Dean</i>	10/16/13
Director of Liberal Studies (as needed)	<i>Dr. A. Smith</i>	11/6/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	11/12/13

Received	Received
NOV 2 2013	OCT 17 2013
Liberal Studies	Liberal Studies

**SYLLABUS OF RECORD**  
**SOC 363: Sociology of Gender**

Prerequisite: Soc 151

3c-01-3cr

**I. Catalog Description**

Using a sociological perspective, this course examines gender as a social construction. It explores current perspectives on the situations faced by women and men, primarily in the United States. Students will read sociological research and current news articles to examine issues such as the impact of sex and gender on socialization, the construction of knowledge, intimate relationships, paid work, family relationships, violence, health, and issues of social change. We will also be attentive to how gender intersects with other social identities such as race, social class, age, and sexual orientation.

**II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes (EUSLOs))**

Students will be able to:

**Objective 1:**

Apply sociological perspectives to understand gender as it is socially constructed.

**EUSLO**

Informed and Empowered Learners

**Rationale:**

Assignments will require students to identify, through an examination and analysis of readings, the way(s) gender is understood theoretically by sociologists and apply those understandings to the impact of gender on how society and their own lives are shaped and organized.

**Objective 2:**

Evaluate pertinent sociological research on gender, and the intersection of gender with other sociological identities such as race, social class, age, disability, etc.

**EUSLO**

Empowered Learners

**Rationale:**

Through course readings and assignments, students will describe how gender is *organized* and *experienced* differently by persons of diverse sexual orientations, and how the understanding of sexuality in relation to gender roles have changed over time. In similar fashion, students will explore the effects of race and ethnicity, social class, physical abilities, age, and national citizenship on the various ways men and women are socialized and how that socialization affects their identity and integration into social groups.

**Objective 3:**

Identify ways in which we define and enact femininity and masculinity, structure social relationships, and how such distinctions are the basis of gender inequalities.

**EUSLO**

Informed Learners

**Rationale**

Assignments will require students to understand the complexities and contradictions of culturally based expectations surrounding the performance of masculinity and femininity, how those expectations serve as social controls that reinforce or justify the differential treatment of men and women in society, and how gender operates as a source of privilege, power, and oppression.

**Objective 4:**

Examine the effects of gender on society and on our social roles as individuals, family members, professionals, and citizens.

**EUSLO**

Informed and Empowered Learners

**Rationale**

Students will be required, through reflective writing assignments, readings and class discussion, to explore how gender shapes the self-image of individuals, interpersonal relationships, the division of labor within families, conjugal relationships, educational and labor market interactions, and representation of men and women in the media, government, and social policy.

**Objective 5:**

Compose empirically-based arguments about controversial issues related to gender and other social differences.

**EUSLO**

Responsible Learners

**Rationale:**

Assignments will require students to communicate effectively with their peers, using evidence from social science research, about issues such as reproductive rights, sexual violence, medical care, male privilege, and income inequality. Students will also be required to explore the assumptions, objectives and strategies of local, national and international organizations engaged in advocacy around issues of gender inequality and social justice.

**III. Detailed Course Outline**

<b><u>Week One</u></b>	<b>What is the Sociology of Gender?</b> Review syllabus, course objectives and expectations Introductions; who are we? Sociological perspectives Why study gender?	<b>(3 hours)</b>
<b><u>Week 2</u></b>	<b>Perspectives on Sex, Gender and Difference</b> Biology v. Social Construction Multiracial feminism Children & Gender Masculinities Gender across differences	<b>(3 hours)</b>
<b><u>Week 3</u></b>	<b>Socialization and Social Interaction</b> Socialization and Social Interaction Gender Identities White privilege Black male: Beyond stereotypes	<b>(3 hours)</b>
<b><u>Week 4</u></b>	<b>Bodies : Embodiments of Control and Resistance</b> The Beauty myth- The effects of media	<b>(3 hours)</b>

	Masculinity & disability Abortion Transgender History	
<u>Week 5</u>	<b>Violence; Dominator and Partnership Paradigms</b> Myth of battered husband Women of color in health care Race & anti-rape movement Domestic violence	(3 hours)
<u>Week 6</u>	<b>Sexualities</b> Sexual indiscretion, Mexico City Prostitutes & soldiers Sex & gender in Filipina American lives	(3 hours)
<u>Week 7</u>	<b>Sexual Orientations</b> Lesbians and Gay men Heterosexuality and Social Theory Queer Heterosexuality and Heteroflexibility	(3 hours)
<u>Week 8</u>	<b>Gender and Families: Constructing Motherhood and Fatherhood</b> The Family & Intimate Relationships Motherhood in Black culture Latina transnational mother Native American mother Fatherhood & social change	(3 hours)
<u>Week 9</u>	<b>Work and Families</b> The Economy & Work Men & women in Spain Hispanic women, home, employment Social mobility	(3 hours)
<u>Weeks 10 and 11</u>	<b>Gender in the Workplace</b> Labor Market Gender Segregation Sexual harassment Females in Male-dominated professions Males in Female-dominated professions Restructuring women's work The "second shift"	(6 hours)
<u>Week 12</u>	<b>Popular Culture</b>  Depictions of the Body	(3 hours)

Gender and sexuality among athletes  
Gender in the music industry

Week 13                    **Gender and Politics**                    (3 hours)  
Political & Legal System  
Global assembly line

Week 14                    **Resistance and Social Movements**                    (3 hours)  
Mexican American women  
Women in Latin America  
The Changing Gender System

Culminating Activity- Final Exam                    (2 hours)

#### IV. Evaluation Methods

Final course grades will be based on the total number of points that students earn throughout the semester. Points will be awarded for the following:

<b>Two Exams</b>	(2 x 100 points each)	<b>200 points</b>
<b>Current Events, Debates and Discussions</b>	(4 x 25 points each)	<b>100 points</b>
<b><i>Gender and the Media</i> Essay and Critiques</b>		<b>100 points</b>
<b><i>Men's Lives</i> Reflection Essays</b>	(5 x 20 points each)	<b>100 points</b>
<b>Total</b>		<b>500 points</b>

#### V. Example Grading Scale

Grading Scale	
450-500 pts	A
400-449 pts	B
350-399 pts	C
300-349 pts	D
<300 pts	F

##### 1. Exams

There will be **two** in-class examinations in this course. Each exam will be worth up to 100 points. The exam format will be predominantly true/false and multiple choice questions with the possibility of short answer essay questions. The exams will cover material from assigned readings, lectures, in-class discussions and exercises, possible guest speakers, and videos. The exams are **not** cumulative.

##### 2. Current Events, Debates and Discussions

Four times throughout the semester you will be assigned readings and later, in class, assigned to groups. In these groups you will debate and discuss contemporary issues related to gender equality. The topics will vary (women in combat; sexism in marketing targeting children; gender neutral parenting etc.) and some may require (or strongly encourage) your participation in a campus-wide event such as a movie screening, Take Back the Night march, The Vagina Monologues. The

purpose of these assignments is for you to engage with others as you explore contemporary social issues involving gender while applying the concepts, information and theories of the course.

### 3. *Gender and the Media* Essay and Advertisement Critiques

After viewing Jean Kilbourne's video *Killing Us Softly 4*, you will use the information presented to you in this video to write your essay and conduct your critique of the advertisements you have selected. The first part of the assignment asks you to think about the implications of the video. What are the messages that the narrator is trying to get across to you? What are the effects that these messages have on the socialization process for girls/women and boys/men? Rather than basing your statements solely on personal opinion, I would like you to utilize the course materials for class (text and reader) to support your claims. For this first section, I am asking you to expand and reflect upon what you have learned from the video. *I am not asking you to summarize the video.*

For the second requirement of this assignment, you must choose three (3) advertisements and analyze them with a critical eye. The advertisements can either be from magazines or television. If you choose to analyze magazine ads, I ask that you please attach the ads (or legible copies of the ads) to your completed assignment. Doing so will enable me to see the key points of the advertisements to which you are referring in your essay. If you choose to analyze a television ad, please describe the ad to me in as much detail as you can so that I can follow your thinking process throughout your analysis. Do not assume that I have seen the ad to which you are referring. Once you have selected 3 advertisements, discuss the implications of the ads. Below are just some questions for you to consider. I am anticipating that your analysis will be much more detailed than these questions could provide:

- What audience is the ad directed towards?
- What is the ad trying to sell, and what means does it utilize in order to "sell" its product?
- How is gender (and other sociological identities such as race, sexuality, age, etc.) portrayed in the ad?
- What cultural expectations are depicted in the ad?
- What does the ad tell you about what it means to be a woman in our society (please note: this question will vary depending on who is depicted in the ad you select – it might be a man, a woman of color, etc.)?

Your grade on this assignment is based on the combination of your critical analysis of the advertisements and your incorporation of text/reader material into the assignment. **Your essay must be typed (double-spaced, 12-point font) and should range between 5-7 pages in length.** It should be written independently of other students. **I require that you acknowledge (i.e. reference) any assistance you may have received in producing the essay. For citations of sources in papers, I will accept any commonly used reference style (including APA and ASA).** The due date for this assignment is listed on the course schedule that follows.

### 4. *Men's Lives* readings Reflection Essays

Throughout the semester, we will be reading numerous articles from the *Men's Lives* reader (Kimmel and Messner 2013). You will be required to complete approximately 5 reflection essays. Each

completed essay will be worth 20 points, and will range between 1-3 pages depending on what the assignment includes for that particular article. Your grade on the reflection essays is based on your critical reflection of the *Men's Lives* articles, and your incorporation of text/reader material into the assignment. Each of your essays must be typed (double-spaced, 12-point font).

## VI. Attendance

The University attendance policy will be implemented in class.

## VII. Required Texts and Supplemental Readings

Andersen, Margaret L., with Dana Hysock Witham. 2011. *Thinking about Women: Sociological Perspectives on Sex and Gender* (9<sup>th</sup> edition). Boston: Pearson Education/Allyn & Bacon. **Course Schedule = TAW**

### Sample Supplemental Readings

Kimmel, Michael S., and Michael A. Messner. (2013). *Men's Lives* (9<sup>th</sup> edition). Boston: Pearson Education/Allyn & Bacon. **Course Schedule = ML Article #**

Two additional readings are available to you through the P drive. **Both** of these readings are considered **required reading** for the course. These readings are indicated on the course outline by (\*) followed by the title (condensed) of the article.

## VIII. Bibliography

Aulette, Judy Root, Judith Wittner, and Kristin Blakely. (2009). *Gendered Worlds*. New York: Oxford University Press.

Baca-Zinn, Maxine, Pierrette Hondagneu Sotelo, and Michael Messner. (2010). *Gender through the Prism of Difference 4<sup>th</sup> ed.* New York: Oxford University Press.

Hochschild. Arlie Russell. (2003). *The Second Shift*. New York: Penguin.

Hutchison, Bobby, ed. (2010). *Annual Editions: Gender, 10/11*. New York: McGraw Hill.

Kramer, Laura. (2004). *Sociology of Gender*. Cary, NC: Roxbury Publishing.

Pisani, Elizabeth. (2008). *The Wisdom of Whores; Bureaucrats, Brothels, and the Business of AIDS*. New York: W.W. Norton.

Renzetti, Claire M., Daniel J. Curran, and Shana L. Maier. (2012). *Women, Men, and Society, 6<sup>th</sup> ed.* New York: Pearson.

Rothenberg, Paula, ed. (2010). *Race, Class and Gender in the United States, 8<sup>th</sup> ed.* New York: Worth Publishers

### *Internet Resources*

## Women's Studies

- Women's Studies Online Resources (has a huge number of links and files on a wide range of topics) - <http://www.research.umbc.edu/~korenman/wmst/>

### Gender and the Workplace

- Workplace Gender Gap - <http://www.cnn.com/2000/CAREER/trends/12/12/womenpay/>
- Gender Perspective in Working Life (Finland) - <http://www.uta.fi/laitokset/tyoelama/gender.eng.html>
- Balancing Work and Family - <http://www.lhh.com/us/rsrchinfo/resources/balancefam.html>

### Gender/ Transgender

- European Pro-Feminist Men's Network – [www.europrofem.org/](http://www.europrofem.org/)
- Gender Education and Advocacy - [www.gender.org/](http://www.gender.org/)
- International Foundation for Gender Education – [www.ifge.org](http://www.ifge.org)
- National Association for Women (NOW) – [www.now.org](http://www.now.org)
- Feminist Majority – [www.feminist.org](http://www.feminist.org)
- Renaissance Transgender Association – [www.ren.org](http://www.ren.org)
- University of Amsterdam sociology department's web site – [www.pscw.uva.nl/sociosite/TOPICS/Women.html](http://www.pscw.uva.nl/sociosite/TOPICS/Women.html)

### The Body

- American Boyz – ftm [www.amboyz.org](http://www.amboyz.org)
- Female-to-Male International – [www.ftmi.org](http://www.ftmi.org)
- Intersex Society of North America – [www.isna.org](http://www.isna.org)
- Men's health and sexual concerns – [www.health-library.com/men/index.html](http://www.health-library.com/men/index.html)
- Q Web Sweden – Women's health issues in cross-cultural perspective – [www.qweb.kvinnoforum.se/](http://www.qweb.kvinnoforum.se/)

### Sexuality

- Cornell Human Sexuality Collection – <http://rnc.library.cornell.edu/HSC/faq/hscfaq.htm>
- Kinsey Institute – [www.indiana.edu/~kinsey](http://www.indiana.edu/~kinsey)
- Magnus Hirshfeld Archive for Sexology – [www2.hu-berlin.de/sexology](http://www2.hu-berlin.de/sexology)
- Outproud, National Coalition for Gay, Lesbian, Bisexual and Transgender Youth – [www.outproud.org/](http://www.outproud.org/)
- SIECUS links page – [www.siecus.org/links/links.html](http://www.siecus.org/links/links.html)
- SexQuest – [www.SexQuest.com](http://www.SexQuest.com)
- Sexuality Research Council – [www.ssrc.org/fellowships/sexuality](http://www.ssrc.org/fellowships/sexuality)
- World Association for Sexology – [www.worldsexology.org/English](http://www.worldsexology.org/English)

### IX. Special Resource Requirements

None

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment



1a	1	1 Culture and Cultural Diversity 4 Individual Development and Identity 5 Individuals, Groups and Institutions	(1) – (5)  (2) – (4)  (1) - (5)	Exams Quizzes Papers Presentations
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### 3. Rationales for Proposed Revisions

1. Course outcomes have been updated to reflect the new Liberal Studies Expected Student Learning Outcomes and common learning objectives.

2. The discipline of sociology is rooted in a tradition of praxis, where theories, lessons or acquired skills are enacted in hopes of engaging citizens and creating social change. As a result, the Department of Sociology is revising many of its courses to meet the Global Citizenship subcategory of Liberal Studies electives with its emphasis on civic engagement and/or social justice. Soc 363 Sociology of Gender meets these criteria due to its emphasis on the multiple ways that gender shapes and interacts with social, institutional and cultural practices, and how culturally-based expectations of men and women are used to justify and reinforce gendered power differences in social, economic, cultural, and political spheres. This course examines ways that gender, social class, race, ethnicity, and sexual orientation interact to create different experiences and outcomes for women and men in American society, and does so by requiring students to become *critical* consumers of images, messages, and cultural practices that perpetuate systemic gender inequality. Hence, students who have taken this class will use their increased awareness of gender inequality to engage in debates, become advocates, and take social action around such issues as workplace sexual harassment, women in the military/combat, intimate partner violence, (un)equal pay and the glass ceiling, transnational motherhood and the global assembly line, etc.

The class is designed to highlight the ways gender and culturally proscribed norms about masculinity and femininity are woven throughout the full spectrum of interpersonal, institutional, societal relations, both within the dominant culture and among non-dominant (minority) populations. This course thereby meets the Global Citizen competency as a Liberal Studies elective.

**Sample Assignment #1 for a Liberal Studies Course**  
***Gender and the Media* Essay and Advertisement Critiques**

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## Sample Assignment #2 for Liberal Studies Course

**SOC 363**

**Contemporary Issue Debate: Women in Combat**

**Group members' names:**

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Read the following article excerpts & discuss with your group members. Colored group sheets will be collected.

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***Most Americans back women in combat roles, poll says*** By E. O'Keefe & J. Cohen, *The Washington Post*, 3/16/2011

Seven in 10 Americans support permitting women in the military to serve in ground units that engage in close combat, according to a new Washington Post-ABC News poll. ... Overall, 73 percent of respondents support giving women direct combat roles, and 25 percent oppose the move. Seventy-three percent of women and 72 percent of men favor extending formal combat roles to women, as do 80 percent of self-described Democrats, 62 percent of Republicans and 73 percent of independents.

Women account for 14.5 percent of active-duty service members (203,000 of about 1.4 million) and 18 percent of National Guard and reserve forces, according to the Pentagon. About 25,000 women are serving in Iraq and Afghanistan, accounting for about 10 percent of U.S. forces there.

Since 1994, the Pentagon has barred women from serving in any unit below the brigade level (about 4,000 troops on average) whose primary mission is direct ground combat. But it allows women to serve in units that might engage in combat-related action. ...

***Pentagon Allows Women Closer to Combat, but Not Close Enough for Some*** By E. Bumiller, *NY Times*, 2/9/2012

Reflecting the steady but glacial evolution of the role of American women in war, the Pentagon took a small step Thursday and announced that women would be formally permitted in crucial and dangerous jobs closer to the front lines. But it stopped short of officially allowing women to serve in combat.

The decision, the result of a yearlong Pentagon review ordered by Congress, allows women to be permanently assign-ed to a battalion - a ground unit of some 800 personnel - as radio operators, medics, tank mechanics & other critical jobs.

In actual practice, however, women already serve in many of those jobs, but as temporary "attachments" to battalions — a bureaucratic sidestep that has been necessary with the high demand for troops during the last decade of war in Iraq and Afghanistan. The Pentagon's new rules largely formalize existing arrangements and in many ways are simply catching up with realities on the battlefield.

The new rules keep in place a ban on women serving in the infantry, in combat tank units and in Special Operations commando units. Nonetheless, many women in Iraq and Afghanistan have served in combat as attachments to infantry foot patrols, and in many cases they have come under fire and fought back. ...

Serving in jobs like the infantry remains crucial to career advancement in the military, and critics of the current policy say that by not recognizing women's real role in combat, women are unfairly held back. Supporters of the policy say that infantrymen in the Army and Marine Corps are not ready to have women serve at their sides in combat, and that the physical demands are too onerous.

Pentagon officials said at a news briefing Thursday that they continued to study whether women

should be permitted in combat, despite the experiences of the last 10 years. They struggled at times to articulate the rationale for the current policy.

For example, a 1994 Defense Department ruling holds that women may be restricted from positions like the infantry, “which include physically demanding tasks that would exclude the vast majority of women.” Asked how the department knew that the majority of women would not meet the physical standards if they did not give them the opportunity to try, Vee Penrod, the deputy assistant under secretary of defense for military personnel policy, told reporters that the ruling was “based on experience with the leadership and experience in combat.”

Men in infantry patrols sometimes carry as much as 100 pounds of gear and have to be strong enough to carry a fellow soldier or Marine off the battlefield.

The new rules are to take effect gradually and will be reviewed by members of Congress, who are not expected to object to them. But Congress has repeatedly balked at allowing women in combat and has in recent years asked the Pentagon sometimes sharp questions when it became obvious through news reports that women were serving in combat in Iraq and Afghanistan. ...

**Article I.**

*Pentagon to ease restrictions on women in some combat roles* By Craig Whitlock, *The Washington Post*, 2/9/2012

The Pentagon will maintain bans on women serving in most ground combat units, defense officials said Thursday, despite pressure from lawmakers and female veterans who called the restrictions outdated after a decade of war.

After taking more than a year to review its policies on orders from Congress, the Defense Department announced that it would open about 14,000 combat-related positions to female troops, including tank mechanics and intelligence officers on the front lines.

But the Pentagon said it would keep 238,000 other positions — about one-fifth of the regular active-duty military — off-limits to women, pending further reviews. Virtually all of those jobs are in the Army and Marine Corps.

Pentagon officials said that they were committed to lifting barriers to women but that it was difficult to make sweeping changes on the battlefield during a time of war.

“Sometimes this takes longer than you’d like,” said Virginia S. Penrod, the deputy assistant secretary of defense for military personnel policy. “It may appear too slow to some, but I see this as a great step forward.” In the 1970s, Penrod recalled, she was one of the first women allowed to serve at Minot Air Force Base in North Dakota. Female troops had previously been banned there because it was “too cold,” she said, adding that the military has come a long way since then.

Advocates for women in the military, however, accused the Pentagon of dragging its feet and only belatedly recognizing the critical role that female troops have played in the wars in Afghanistan and Iraq. They said many of the job openings announced by the Pentagon merely codify the reality on the battlefield, where commanders have stretched rules for years to allow women to bear arms and support ground combat units.

Since 2001, about 280,000 women have deployed to Iraq and Afghanistan, according to Defense Department statistics; 144 have been killed, and 865 have been wounded.

The biggest previous advance for women in uniform came in 1994, when the Clinton administration removed restrictions on more than a quarter-million troop slots. Since then, however, the Pentagon has kept in place a prohibition on women serving in units whose primary mission is “direct” ground combat, such as artillery, infantry and tank units.

“Since then, it’s been drip, drip, drip,” said Nancy Duff Campbell, co-president of the National Women’s Law Center, expressing frustration with what she called incremental changes. ...

In March, a congressional commission recommended that the ban on women serving in ground combat units be overturned as part of a broader effort to increase diversity in the armed forces, particularly in the officer ranks. ...

Military officials have said that they keep many positions off-limits because most women don't have the same strength as men. But some female veterans questioned why the Pentagon has been slow to adopt gender-neutral physical requirements for such jobs. Maybe only a few women would qualify, they said, but they should be allowed to try. ...

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Your group report should represent your discussion and not solely the answers of one student in your group.

- 1) Share your general views about whether or not women should be required to fully serve in direct combat position
  
- 2) Should women in the military be given the option to serve in combat positions?
  
- 3) Would it be okay for men in the military to be assigned direct combat roles if women in the military could choose whether or not to serve in direct combat roles?
  
- 4) Men ages 18-25 are required to register for selective service ("the draft"), but there is no selective service registration for women. How fair is this?
  
- 5) Do you think women and men can have equal opportunities within the military if the draft only applies to men?
  
- 6) How do you think gender socialization (the ways we learn how to think, feel and act like a woman or like a man) might be related to debates and discussions of women's participation in military combat?

### **Liberal Studies Course Approval General Information**

1. This course is offered frequently, with between 2-5 yearly sections. Several (3-4) faculty members in Sociology are qualified to teach the course. All instructors involved in teaching the course meet every year to exchange syllabi, discuss new possible content (in keeping with new pedagogy and research on the subject matter), and review the course objectives, guidelines and grading criteria. Such meetings will ensure the maintenance of basic equivalency.

2. By virtue of the subject matter/content, this course focuses on the perspectives and contributions of women in American society but a significant part of the course content examines gender (roles of men and women) as it shapes the daily lives and social institutions of people around the globe.

3. As indicated on the syllabus, this course has, beyond the required textbook, several options for a supplemental, non-fiction reader such as *Men's Lives* by Michael Kimmel, as well as articles and copious internet sources

4. This is not a majors' course but is designed to serve as a controlled elective for Sociology majors and minors, while also serving IUP's general student population, by providing an introduction to the subject of gender and how gender interacts with race/ethnicity, national origin, sexuality, class, and other dimensions of social inequality. Gender is also examined as a systemic and institutional source of stratification and oppression, as well as a vehicle for social change.

**Original Syllabus of Record- none. See recent syllabus (attached).**

**Syllabus**  
**SOC 363: Sociology of Gender**

Spring 2012 (3 credits)  
Tuesdays & Thursdays  
Section 001 (CRN 22958) 9:30 – 10:45am  
Section 002 (CRN 22961) 11:00am – 12:15pm  
Sprowls Hall, Room 118A

Dr. Diane S. Shinberg  
Office: McElhaney, Room 102A  
Email: [shinberg@iup.edu](mailto:shinberg@iup.edu)  
Office phone: (724) 357-4769  
Office hours: Tuesdays 3:30 – 5:00pm,  
Wednesdays, 1:30 – 3:00 pm, and  
Thursdays 12:30 – 1:30 pm

**Course Objectives and Description** This course focuses on the sociological study of gender as a basic dimension of social life and social relations. *Gender*, understood as the collection of behaviors, attitudes, attributes and assumptions about what it means to be a man or a woman, relates to social identity and social status. *Gender roles* are the social roles that are prescribed for a society's members, depending on their perceived *sex* category (the biological or physiological categories of male, female, etc.). *Sexuality* refers to sexual orientation, preference, and practice.

Students will consider the *gender ideologies*, or social meanings and implications of being male, female, masculine and feminine. In considering how society and its members think about sex and gender attributes, students will understand how these attributes shape and constrain attitudes, social behavior and beliefs.

Sociologists are concerned with the *social construction of gender*, which refers to how expectations associated with being male and female are created, reinforced and transmitted throughout our society. Sociologists are interested in examining how gender norms affect our expectations for social interaction, and how individuals actively (and unintentionally) reinforce gender expectations by “doing” gender-related things and by expecting gender difference in relations with others. In addition, sociologists study how beliefs about gender difference help shape the structure and process of social institutions, and how these institutions in turn affect men's and women's status in social, economic and political hierarchies. Gender difference is often used within societies as a justification for *patriarchy* and for greater male access to economic resources, power and status. Students will explore how such systems of *gender inequality* shape the perception and understanding of gender difference.

According to the course catalog, this course:

Explores current perspectives on the situations faced by women and men, primarily in the United States. Examines issues such as the impact of sex and gender on socialization, the construction of knowledge, intimate relationships, paid work, family relationships, health, and issues of change.

Evaluation will be based on:

1. three exams
2. three short written exercises
3. engaged participation in classroom discussions, activities and exercises
4. attendance

See below for details on grade calculation. Poor attendance can lower your grade, while class participation can add to the points you earn toward your final grade. No extra credit will be awarded in the course.



## **Required Reading and Materials**

### **Books and Readings**

Aulette, Judy Root and Judith Wittner. 2012. *Gendered Worlds, 2<sup>nd</sup> edition*. New York: Oxford University Press. [GW]

Kimmel, Michael and Amy Aronson, eds. 2011. *The Gendered Society Reader, 4<sup>th</sup> edition*. New York: Oxford University Press. [GSR]

Ehrenreich, Barbara and Deirdre English. 2011. *Complaints and Disorders: The Sexual Politics of Sickness, 2<sup>nd</sup> edition*. New York: The Feminist Press. [C&D]

GW and GSR are available as a bundle from the Co-op Bookstore (ISBN 9780199863273). Additional readings will be available on the internet via Moodle. Occasionally, handouts will be provided.

### **Moodle**

We will be using IUP's Moodle website (<https://moodle.iup.edu>) in this course. Students will need their username and password to access the Moodle site for this course. Materials for the course, including this syllabus, readings, hand-outs, and other supplemental materials, will be accessed through Moodle.

Students are cautioned to keep track of when their Moodle (or network) password expires, so that they can avoid losing access to Moodle at unexpected times (for example, when off campus, over a weekend). Your IUP network password is your Moodle password (not your email password). The IT Support Center can assist you with your technical questions during their business hours (<http://www.iup.edu/itsupportcenter/> , [it-support-center@iup.edu](mailto:it-support-center@iup.edu) , Suite G35 Delaney Hall, 724-357-4000, Monday – Friday 8:00 am – 4:30 pm).

### **Course Requirements**

1. **Classroom conduct:** Be present, on time, and prepared to participate.

a. **Attendance and attention:** Your regular and punctual attendance in class meetings for this course is required. Students are expected to attend every class, be on time (or even be early), and stay for the entire class period. Being late for class (and leaving early) is counted for grading purposes as ½ of an absence. In addition, cell phone and other electronic gadget violations will be counted for grading purposes as ½ an absence (see item e below). Students are permitted two absences, in accordance with IUP policy. Beyond that, excessive or unexcused absences can result in a lowered final grade for the course.

Students who miss class are responsible for the material. Identify two or three other students in the class with whom to share contact information in case you miss class:

Name: \_\_\_\_\_ Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Email: \_\_\_\_\_ Phone: \_\_\_\_\_

b. **Participation:** Students are expected to participate in classroom discussions and activities. To fully participate in class, you will need to complete the assigned reading *before* the class meeting and be prepared to discuss the material (including asking questions about information you did not understand) in a thoughtful and respectful way. Students with excellent and enthusiastic class participation, who contribute constructively to a class discussion, can earn additional points towards their final grade for the course.

c. **Tough topics:** Some of the material we read and discuss may be challenging, controversial or touch on sensitive topics. Students are expected to approach these ideas and their discussion as mature adults.

d. **Food & Drink:** Food and beverages will be permitted in the classroom, as long as the classroom is left in a clean and tidy state at the end of class and as long as such activity is not disruptive during class time.

e. **Electronic gadgetry:** *Cell phones, electronic pagers, alarms, laptops etc. must be OFF and put away during class.* Under *no circumstances* are students permitted to text, email or tweet during class. Violations of this policy will be counted for grading purposes as ½ an absence (see item a above).

2. **Exams:** There are three (3) exams over the course this semester. Each is a “take-home” and may include some parts on Moodle. Each exam will count 100 points towards the final grade calculation. Exams will be held according to the following schedule:

Exam #1	Due Tuesday, February 28
Exam #2	Due Tuesday, April 3
Exam #3	Due Thursday, May 10 at 10:00am

3. **Extra point activities:** Across our semester, students will have the opportunity to earn extra points towards the computation of their final grade. Students may earn these extra points for good participation in specified activities which include: in-class group discussions, Moodle discussion forums, and other activities at Dr. Shinberg’s discretion.

4. **Exercises:** There are three (3) exercises due over our semester. Some exercises will include classroom activities and discussion. All exercises should be carefully written, typed, double-spaced with reasonable margins and fonts (margins no greater than 1 ¼ inches; fonts no larger than 12 point), with a separate cover page that includes your name. Written exercises should be thoughtfully organized, carefully proofread, and conform to specific instructions in the distributed assignments. Pages should be numbered. Please use staples rather than paper clips or report covers. Each exercise will be due in class. ***Late work can be penalized one whole letter grade per every three days late, and proportionally penalized for each calendar day late.*** Papers that do not conform to these guidelines can be returned to the student ungraded.

5. **No extra credit assignments:** Under no circumstances will I accept extra credit assignments from students. Students are responsible for assignments *throughout* the term, not only at the end.

## **Grading**

A. Exams.....	300 points	A = 90-100 percent of points
3 exams (100 points each)		
B. Exercises.....	240 points	B = 80-89 percent of points
3 exercises (80 points each)		C = 70-79 percent of points
C. Participation .....	40 points	D = 60-69 percent of points
(40 point minimum)		F = 0-59 percent of points
<b>TOTAL.....</b>	<b>580 points</b>	

Add up all the points you earned, divide by 580, & multiply by 100 to get the percent of point you earned. Attendance adjustments are made before final grades are posted. Students who are concerned about their performance in this course should arrange to meet with me as early in the semester as possible.

### Other Issues

1. Students with Disabilities: I am committed to providing an accessible and facilitating learning environment for students with disabilities. Students with disabilities are encouraged to meet with staff from Disability Support Services (DSS), located in 216 Pratt Hall (Monday through Friday 8:00 am – 4:30 pm, Phone 724-357-4067 V/TD), in order to receive accommodations and services. Students with disabilities are entitled to equal access to the University, as well as confidentiality with respect to their specific disability.

2. Academic Integrity: Violations of academic integrity will have consequences and will be treated in accordance with University policy. Quoting directly from pages 32-33 of the Undergraduate Catalog:

The university's academic integrity policy is part of an ongoing effort to develop a community where trust, honesty, ethical principles, and personal integrity guide interactions with others, thereby providing for orderly academic and scholarly processes. The following policy and procedures have been established to preserve the academic integrity of the university community, while also providing a process that provides opportunities for students to respond to allegations that the policy has been violated.

...

Violations of academic integrity include, but are not limited to, the following:

1. Providing or receiving unauthorized assistance in coursework; with lab work, theses, and dissertations; or during examinations (including qualifying and comprehensive exams) or quizzes.
2. Using unauthorized materials or devices, such as crib notes, during examinations or quizzes.
3. Plagiarizing papers, theses, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, or other academic exercises by misrepresenting or passing off the ideas, words, formulas, or data of another as one's own. Plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted if they summarize or paraphrase in their own words material from sources. All quoted material requires the acknowledgment of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforesaid manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing the assignment (MLA, APA, Chicago, BC, etc.).
4. Using the same paper or work more than once without authorization of the faculty member to whom the work is being submitted.

5. Possessing course examination materials before the administration of the exam, without the prior knowledge or consent of the instructor.
6. Intentionally evading IUP academic policies and procedures, for example, improperly processing course withdrawals, grade changes, or other academic procedures.
7. Falsifying information, including falsification/fabrication of research data and/or statistical analyses, forging signatures on various forms and documents, or altering or adding answers on academic exercises or exams after work has been graded.
8. Computer dishonesty as addressed by university computing policies including, but not limited to: using or attempting to use computing accounts or other information for which the student is not authorized; providing false or misleading information to obtain a computing account or access to other information resources; attempting to obtain information resource access codes (usernames, passwords, PINs, etc.) for another user's computing accounts; sharing information resource access codes (usernames, passwords, PINs, etc.) with other individuals; attempting to disguise the identity of a computing account or other information resource; using or attempting to use university network resources to gain or attempt to gain unauthorized access to remote computers including, but not limited to, port scanning; violating the terms of intellectual property rights, in particular software license agreements and copyright laws; using information resources to monitor another user's data communications or to read, copy, change, or delete another user's files or software without permission of the owner; using or installing or attempting to use or install software not properly licensed.
9. Noncompliance by failure to comply with previously imposed sanctions for academic violations under this policy.
10. Class behavior which significantly disrupts the learning process or is a threat to others.
11. Buying, selling, stealing, or engaging in unauthorized exchange of, or improperly using, any assignments, papers, or projects.
12. Making fraudulent claims to gain academic credit or to influence testing or grading.

The university reserves the right to discipline any student for the above policy violations and any other action that an ordinary, reasonable, intelligent college student knows, or should know, might lead to the issuance of discipline. This means the university maintains the right to issue discipline for reasonable cause.

Charges of academic integrity violations may be brought by a faculty member or administrator. Students who observe or become aware of a violation of academic integrity by another student are strongly encouraged to report it to a university official. A faculty member/administrator who believes that a student has violated an academic policy may elect to resolve the matter by Informal Resolution, by Documented Agreement, or by Formal Adjudication. *Sanction(s) may not be imposed upon a student believed to have violated an academic policy without following one of these three procedures.*

If charges are brought, the accused student shall have a fair and reasonable opportunity to answer, explain, and defend against the charges. The university shall have the burden of proof in all cases.

The Undergraduate Catalog details the procedures for resolution, appeal and sanction for violation of the academic integrity policy.

3. Keeping in touch with me: The best way to reach me is by email [shinberg@iup.edu](mailto:shinberg@iup.edu) or see me during office hours or in class. You may also call me in my office. Leave a voice message for me if I'm not available. As I may not check my voice mail every day, in urgent circumstances I also strongly encourage you to send me an email and to contact the Sociology Department Office (724-357-2730). If you are unable to complete an assignment on time or expect to be late or absent or must leave class early, I expect to hear from you *before* the deadline, class meeting or office appointment.

4. Confidentiality: To ensure confidentiality of student information, *under no circumstances* will I send grades over email or discuss your grade over the telephone or voicemail.

**Summary of Due Dates**

Tuesday, February 14.....Exercise #1 (Activity: Gender Observation)  
Tuesday, February 28.....Exam #1  
Tuesday, March 27.....Exercise #2 (Reflection paper)  
Tuesday, April 3.....Exam #2  
Thursday, April 19 .....Exercise #3 (Activity: Scavenger Hunt)  
Thursday, May 10 @ 10:00AM.....Exam #3

### Sociology of Gender SOC 363: Course Schedule, Spring 2012

The following schedule is subject to change, as we may choose to explore some topics more fully. The readings listed are assigned for the day we will discuss them in class.

#### Week 1

Tuesday, January 24 Introduction to *Sociology of Gender*  
 Thursday, January 26 Introduction, continued  
 Syllabus  
 GW pp 1-25  
 Frye "Oppression" [Moodle]

#### Week 2

Tuesday, January 31 From Biology to Culture  
 GW pp 26-45  
 Tavis "The Mismeasure of Woman" [Moodle]  
 GSR Fausto-Sterling "Of Genes and Gender" pp 27-26

Thursday, February 2 From Biology to Culture, continued  
 GW pp 45-65  
 GSR Hyde "The Gender Similarities Hypothesis" pp 95-112  
 GSR Sapolsky "Testosterone Rules" pp 22-26

#### Week 3

Tuesday, February 7 Sociology of Gender  
 GW pp 66-97  
 Deutsch "The Male Privilege Checklist" [Moodle]

Thursday, February 9 Sociology of Gender, continued  
 GSR Lorber "Men as Women and Women as Men: Disrupting Gender" pp 51-61  
 Kane "No Way My Boys Are Going to Be Like That!'" [Moodle]

#### Week 4

Tuesday, February 14 Sociology of Gender, continued  
 GSR West and Zimmerman "Doing Gender" pp 200-213  
 GSR West and Fenstermaker "Doing Difference" pp 214-236  
 Kivel "The Act-Like-a-Man Box" [Moodle]  
**Due: Exercise #1** (Activity: Gender Observation)

Thursday, February 16 Sociology of Gender, continued  
 GSR Fuchs Epstein "Great Divides..." pp 167-190  
 GSR Ridgeway "Framed before We Know It..." pp 190-200

#### Week 5

Tuesday, February 21 Gender and Education  
 GW pp 141-157  
 Thursday, February 23 Gender and Education, continued  
 GSR Reay "'Spice Girls,' 'Nice Girls,'..." pp 299-311  
 GSR Martino "'Cool Boys,' 'Party Animals,'..." pp 311-333

<b>Week 6</b>	
Tuesday, February 28	Gender and Education, continued GW pp 157-173 <b>Due: Exam #1</b>
Thursday, March 1	Gendered Families GW pp 215-225, 243-255 GSR Cherlin “American Marriage in the Early 21 <sup>st</sup> Century” pp 239-256
<b>Week 7</b>	
Tuesday, March 6	Gendered Families, continued GW pp 225-242 GSR Coltrane “Household Labor & the Routine Production of Gender” pp 257-272 Deutch “Strategies Men Use to Resist” [Moodle]
Thursday, March 8	Gendered Workplaces GW pp 174-199 GSR Williams “The Glass Escalator...” pp 389-401 GSR Wingfield “Racializing the Glass Escalator...” pp 401-414
<b>Week 8</b>	<b>Spring Break!</b>
<b>Week 9</b>	
Tuesday, March 20	Gendered Workplaces, continued GW pp 199-214 GSR Erickson and Pierce “Farewell to the Organization Man...” pp 414-433 Reskin “Bringing Men Back In...” [Moodle]
Thursday, March 22	Gendered Sexualities GW pp 98-126 GSR Giordano <i>et al</i> “Gender...: A Focus on Boys” pp 125-154 GSR Cancian “The Feminization of Love” pp 545-554
<b>Week 10</b>	
Tuesday, March 27	Gendered Sexualities, continued GSR Pascoe “‘Dude, You’re a Fag’...” pp 113-124 GSR England, Shafer & Fogarty “Hooking Up...” pp 578-591 <b>Due: Exercise #2 (Reflection paper)</b>
Thursday, March 29	Gendered Sexualities, continued GW pp 126-140 GSR Sprecher and Toro-Morn “A Study of Men and Women...” pp 559-577
<b>Week 11</b>	
Tuesday, April 3	Gender and Health GW pp 305-335, 338 <b>Due: Exam #2</b>
Thursday, April 5	Gender and Health, continued GW pp 336-358 GSR Bordo “The Body and the Reproduction of Femininity” pp 503-517

**Week 12**

Tuesday, April 10

Gender and Health, continued  
*Complaints & Disorders* \*\* read the entire book

Thursday, April 12

Gendered Media  
 GW pp 395-416  
 GSR Weitzer and Kubrin "Misogyny in Rap Music..." pp 453-471

**Week 13**

Tuesday, April 17

Gendered Media, continued  
 GSR Gillam & Wooden "Post-Princess Models of Gender..." pp 471-479  
 GSR Sanford & Madill "Resistance through Video Game Play" pp 489-500

Thursday, April 19

Gendered Media, continued  
 GW pp 416-437  
**Due: Exercise #3** (Activity: Scavenger Hunt)

**Week 14**

Tuesday, April 24

Gendered Politics  
 GW pp 359-374

Thursday, April 26

Gendered Politics, continued  
 GW pp 374-394  
 GSR Cohn "Wars, Wimps, and Women..." pp 608-617

**Week 15**

Tuesday, May 1

Gendered Politics, continued  
*To be announced*

Thursday, May 3

Gender and Social Change  
 Ridgeway & Correll "Limiting Inequality through Interaction"

**Week 16**

Thursday, May 10

**Due: no later than 10:00 AM, Exam #3**