

LSC # 29  
 Action Approved  
12-6-90

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor Ray Snyder Phone - 7635 or -2730  
 (X) Writing Workshop? (If not at IUP, where? when? Fall, 1988 \*)  
 (X) Proposal for one W-course (see instructions below)  
 (X) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENTAL COURSE

- ( ) Department Contact Person \_\_\_\_\_ Phone \_\_\_\_\_  
 ( ) Course Number/Title \_\_\_\_\_  
 ( ) Statement concerning departmental responsibility \_\_\_\_\_  
 ( ) Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- ( ) Professor(s) \_\_\_\_\_ Phone \_\_\_\_\_  
 ( ) Course Number/Title \_\_\_\_\_  
 ( ) Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Ray Snyder  
 Department Chairperson Thomas Noveck  
 College Dean Robert Joyce  
 Director of Liberal Studies Chad Oshroff

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.  
 Please number all pages.

\*I have ~~been~~ also attended both follow-up writing workshops. Additionally, I have <sup>been</sup> invited twice to speak at IUP's Writing Workshops about the ways I have integrated writing into my courses.

**WRITING SUMMARY:  
SO 354 "Sexual Inequality in Human Societies"**

SO 354 (Sexual Inequality in Human Societies) is proposed for identification as a "W" course. The course is generally taught every Fall semester, and is also being proposed as a Liberal Studies Elective. Most students in the class are juniors and seniors, although some are sophomores. Students are drawn from a variety of majors; class size is limited to 25. The course will count toward a major in General Sociology or a major in certain concentrations within Clinical Sociology, as well as toward a minor in Women's Studies.

There are five basic types of writing which occur in this class:

**1. WRITING FOR EVALUATION**

There are three examinations in the course. Exam questions tend to be fairly broad, interpretive questions that ask students to tie together materials from that particular one-third of the course. Special emphasis is given to relating the readings to in-class activities (including discussions, small group exercises, simulation games, and films), as well as to students' personal experiences and views. Students write their answers during a 1-1/2 hour class period, but they have copies of a larger number of essay questions for study ahead of time. In grading the examinations, organization and clarity count for one-fifth of the student's grade, but students are not expected to produce fully edited prose. Each exam is worth 20 percent of a student's grade. (See attachments for an example of a typical examination, as well as the grading criteria for exams.)

**2. WRITING TO STIMULATE HIGH QUALITY CLASS (OR SMALL GROUP) PARTICIPATION AND INVOLVEMENT**

One-fifth of each student's grade is based in the quality of his/her class participation or involvement in the course. Students are expected to contribute meaningfully to ongoing activities, rather than necessarily talking a great deal. Often class participation will involve writing assignments in response to particular assigned readings or class activities. Students will generally be assigned some writing every week (either in-class or out): for example, on various occasions students will be asked to prepare a writing assignment related to a particular reading or course topic to bring to class, to write brief reactions during class to a film or class exercise, to summarize what has occurred during a small group discussion, to add a postscript to their original writing assignment based on insights gained during a small group discussion, or to prepare comments to share with the class. In terms of the latter assignment, students are asked twice

during the semester to share (both orally and in writing) a personal issue or struggle related to sexual inequality that has emerged for them in doing the readings or being involved in class this semester. Students are to indicate how this issue or struggle became evident (or more evident) through course materials, and why it is important to them. (See the attached syllabus for further detail on this assignment.) These various types of assignments stimulate quality class participation by assuring that students will be prepared to discuss the assigned readings and class activities, so that even reticent students will have a chance to formulate their responses to a particular topic and can be expected to participate in class discussions or small group activities. Consequently, discussions will be more focussed, more lively, and of higher quality. I will record whether a student has adequately completed each of these various written assignments as part of the evaluation of the quality of the student's class participation and involvement in the course, but letter grades will not be assigned to these writing assignments. For each of these assignments that is completed adequately (whether written outside of class or during class), I will record a check mark; check minuses or check plusses will also be given if warranted based on the type of assignment or the quality of the work..

### 3. WRITING TO ENHANCE READING

Frequently the writing assignments are designed to enhance reading. As noted above, some of the written assignments in preparation for class are done in response to particular readings (see attachments for an example of this type of assignment). Additionally, each student will submit a writing portfolio, which will include the three writing assignments that the student feels best reflects his/her capabilities and what he/she has learned during the semester. The three assignments contained in each student's writing portfolio are to include postscripts which make clear how the particular writing assignment relates to relevant readings as well as to other course materials throughout the semester--regardless of whether this was required in the original assignment. (Note that students are encouraged to revise writing assignments, as necessary, from when they were originally turned in so that the assignments reflect student's best work. Postscripts are to include insights students gained into this particular topic from subsequent course readings and class activities.) Each student's writing portfolio is worth 20 percent of a student's course grade, and will be evaluated by similar criteria to the exams.

#### 4. WRITING TO STIMULATE THOUGHT, CREATIVITY, OR TO SUMMARIZE KEY POINTS

After viewing a film or participating in a simulation or small group exercise, students may be asked to summarize what they felt were the main insights they gained from the class activity, as well as how they gained this insight. In other cases, a small group may be asked to summarize in writing the results of a brainstorming session or the types of comments that emerged from small group discussions. Other assignments to stimulate thought and creativity may include: writing a description of one's ideal society in terms of gender issues, summarizing sex role messages received from each parent, etc. (see attachments for an example of this type of assignment). Such assignments help to reinforce the idea that each student's reactions to a film or class activity are important to consider, and that students can learn from other students. Additionally, they help to focus thought so that subsequent class discussion is improved. Such assignments are part of one's grade for the quality of class participation, and may also be used as part of a student's writing portfolio.

#### 5. WRITING TO INTEGRATE COURSE MATERIALS WITH PERSONAL EXPERIENCE

One of the goals of this course is to increase personal awareness of gender issues, and how these issues have an impact on one's personal life. Writing assignments throughout the course will be designed to relate broader theoretical questions and course readings to personal experience. Exam questions frequently ask students to compare and contrast their personal experiences (and the experiences of other people they know) with the theories and findings described in course readings and other course materials. Various writing assignments ask students to draw on their personal experiences and their personal viewpoints: for example, one assignment asks students to describe the sex role messages they received from each parent; another asks students to describe their views about the choices they would make in a long-term intimate relationship (in terms of the division of household tasks, care of children, etc.); and, a third asks them to describe a personal issue or struggle related to sexual inequality that has emerged for them in doing the readings or in being involved in class activities during the semester (see attachments for an example of this type of written assignment). As a follow-up to many of these assignments, students will have an opportunity to compare and contrast their experiences (and frequently add a postscript to their original writing assignment) with those of other class members through small group discussions. Assignments such as these reinforce the idea that gender issues have an impact on all of us in our personal lives, but that the type of impact varies from person to person. They also raise broader sociological

issues as students begin to realize that their experiences and views may differ from other students in the class depending on one's sex, race, ethnicity, social class background, etc. Through such assignments, students often realize more profoundly than would otherwise be the case that their experiences may or may not be similar to those cited in the research literature, and they can begin to explore the factors that may have influenced their own gender experiences. Such assignments also reinforce the idea that we have much to learn from one another as we realize the connection between our experiences and those of other people. Such assignments are part of one's grade for the quality of class participation, and may also be used as part of a student's writing portfolio.

# SEXUAL INEQUALITY IN HUMAN SOCIETIES

## Sociology 354

Dr. Kay Snyder  
Fall, Semester, 1990  
Office: 331 Sutton Hall  
Office Phone: 357-7635  
Home Phone: 349-8873

Office Hours:  
Monday 9:00-11:30  
Tuesday 9:00-9:30  
Wednesday 1:15-3:15  
All By Appointment  
Other Times By Appointment

### COURSE OBJECTIVES

This course will consider the position of women and men in society. Gender differences are learned so early, and are so built into the structure of society, that people often mistakenly think these differences are part of nature itself. Yet while there are biological differences between the sexes, much of what we assume about gender is a product of culture and history.

In this course we will examine various theoretical questions to gain a deeper understanding of sexual inequality: What is the nature of sexual inequality, and what forms does it take presently? What are the consequences of sexual inequality for individuals, and for society more generally? How is a world of two genders socially constructed and maintained? Why are gender stereotypes so persistent? In pursuing these questions, we will focus primarily (but not exclusively) on contemporary U.S. society. We will cover a variety of specific issues such as sexism and the social construction of knowledge, sex role socialization, gender and paid work, gender and family relationships, gender and health, gender and deviance, and issues of change. Throughout the course we will discuss the processes and politics of change in the current situation faced by men and women.

A second purpose of this course is to increase personal awareness. Throughout the course we will continually relate theoretical questions to personal experience. We will consider the impact that sexual inequality has had on each of us personally, for example, and explore alternative patterns of development. By understanding more fully the nature of sexual inequality, we will be better equipped to make personal choices and to work toward creating the types of work environment, families, intimate relationships and larger society that we desire.

## COURSE MATERIALS

The following books are available in the bookstore:

Margaret L. Andersen, Thinking About Women: Sociological Perspectives on Sex and Gender, Second Edition (New York: Macmillan, 1988).

Michael S. Kimmel and Michael A. Messner, Men's Lives (New York: Macmillan, 1989).

Annette Fuentes and Barbara Ehrenreich, Women in the Global Factory (South End Press, 1983)

Arlie Hochschild, The Second Shift: Working Parents and the Revolution at Home (New York: Viking Penguin, 1989)

## REQUIREMENTS

Class attendance is expected, and assignments will build in this expectation. For most students, course grades will be based on the following:

1. **THREE IN-CLASS EXAMS.** You will answer two essay questions for each exam, which I will select from a longer list of essay questions handed out in class prior to the exam date. On each exam you will be expected to tie together materials from that particular one-third of the course. Special emphasis will be given to relating the readings to in-class activities (including discussions, small group exercises, simulation games, and films), as well as to your personal experiences and views. Answers will be graded according to the following criteria: (1) organization of ideas and clarity of writing; (2) accuracy (demonstrated understanding of relevant course materials; accurately describes arguments and broad themes as relevant); (3) thoroughness (completeness of analysis; uses specific examples and concrete detail to defend arguments; does not over generalize; notes examples that provide exceptions to your argument as well as those that substantiate it; answers all parts of the question), (4) diversity (number and range of relevant arguments/examples incorporated into your analysis), and (5) creativity/insight (has some of you in it; makes perceptive points that go beyond the obvious).

2. THE QUALITY OF YOUR CLASS PARTICIPATION/INVOLVEMENT IN THE COURSE. This does not mean that you must talk a lot; in fact, I do not consider it a positive contribution to the class if someone dominates discussion or is insensitive to others. What I am concerned about is that you contribute meaningfully to ongoing activities, through discussions of the readings, small group exercises, bringing in relevant materials to share with the class, etc. Among other things, you are expected to be prepared by the time of the class session on each of the course topics to discuss the assigned readings for that class session, and also to share with the class the issues that you felt emerged in doing the readings. Often class participation will involve writing assignments in response to particular assigned readings or class activities. Students will generally be assigned some writing every week (either in-class or out): for example, on various occasions students will be asked to prepare a writing assignment related to a particular reading or course topic to bring to class, to write brief reactions during class to a film or class exercise, to summarize what has occurred during a small group discussion, to add a postscript to their original writing assignment based on insights gained during a small group discussion, or to prepare comments to share with the class.

As will be discussed further in class, everyone is expected to participate in the personal sharing which we will do in class on October 24 and December 12. In addition to each person sharing orally with the class, you are asked to write down on a sheet of paper (to be turned in during that class session) a personal issue or struggle related to sexual inequality that has emerged for you in doing the readings or being involved in class activities this semester. You are to indicate how this issue or struggle became evident (or more evident) through course materials, and why it is important to you. You need to make clear in both your personal sharing (as well as in your written assignment on the same topic) how what you have to say both relates to you personally and how it relates to relevant course materials. Certainly feel free, if you want, to write more personally and confidentially in your written assignment than what you might want to say in class. At certain other times during the semester, I will ask you to come to class prepared to contribute to the class in some specified way (more about this in class).

3. THE QUALITY OF YOUR WRITING PORTFOLIO. Throughout the semester, as I noted above, you will be asked to do various



writing assignments (usually fairly brief) in response to particular assigned readings or class activities. I will record whether you have adequately completed each of these assignments as part my evaluation of the quality of your class participation/involvement in the course, but I will not be assigning letter grades to these written assignments. For your writing portfolio, you are to select the THREE writing assignments that you feel best reflect your capabilities and what you have learned in this course. The three assignments contained in your writing portfolio are to include postscripts which make clear how each writing assignment relates to relevant readings as well as to other course materials throughout the semester--regardless of whether this was required in the original assignment. You are encouraged to revise writing assignments, as necessary, from when they were originally turned in so that the assignments reflect your best work. Postscripts are to include insights you gained into this particular topic from subsequent course readings and class activities. Your writing portfolio will be evaluated by similar criteria to the exams.

Each of the three in-class exams, the quality of your class participation/involvement, and the quality of your writing portfolio will each account for one-fifth (20%) of your course grade. In cases where your exam scores improve over the semester, your third exam will be weighted most heavily.

### **A NOTE ON ATTENDANCE**

Since a knowledge of in-class activities will be necessary for participating meaningfully in class and doing well both on exams and on other writing assignments, attendance is very important and expected. Do not take this course unless you are prepared to keep up, to be part of ongoing activities, and to complete all work on time.

### **A PERSONAL COMMENT**

In a course of this nature, it is essential that each of us express as honestly and openly as we can our own personal feelings and views in class discussions as well as in written work. Since sexual inequality affects us all very deeply in our personal lives, each of us will probably have real emotional reactions to some of the topics dealt with in this course. I hope that each of us will express our disagreements and any emotional reactions we are having to ideas discussed (e.g., anger, hurt, resentment, defensiveness, confusion, discomfort, etc.). I will try to identify my own feelings and express

my personal reactions, and I hope that each of you will do likewise both in class discussions and written work. I would rather that you say and write what you actually feel rather than to gloss over areas of disagreement or to pretend agreement with what I or the books' authors argue. Hopefully, you will also acknowledge the issues on which you are confused or unsure of your own views as well, and try to confront these issues. I encourage questioning, disagreement, and an open examination of the various issues raised in the course.

## **READING ASSIGNMENTS**

(NOTE: Readings should be completed before the class session for which they are assigned, since everyone is expected to come to class prepared to discuss the assigned readings and also to share with the class the issues they felt emerged in doing the readings. Frequently this will involve doing some written preparation for the class in response to a particular assigned reading or class activity.)

Sept. 5:     **INTRODUCTION**

Sept. 12:   **SOCIOLOGICAL AND FEMINIST PERSPECTIVES ON SEX & GENDER**

Andersen, Thinking About Women, ch. 1 (pp. 3-22)

Readings from Kimmel and Messner, Men's Lives:

    Kimmel and Messner, "Introduction," pp. 1-13

    Pleck, "Men's Power with Women, Other Men, and Society: A Men's Movement Analysis," pp. 21-29

    Goode, "Why Men Resist," pp. 43-58

    Astrachan, "Dividing Lines," pp. 63-72

Sept. 19:   **SEXISM AND SOCIAL CONSTRUCTION OF KNOWLEDGE**

Andersen, Thinking About Women, ch. 2 (PP. 23-45)

Readings from Kimmel and Messner, Men's Lives:

    Donnerstein and Linz, "Mass Media Sexual Violence and Male Viewers: Current Theory and Research," pp. 488-501

    (cartoon) Feiffer, "What's Manly," pp. 16-17

    Ehrenreich, "A Feminist's View of the New Man," pp. 34-43

**Sept. 26: SEX ROLE SOCIALIZATION**

Anderson, Thinking About Women, ch. 4 (pp. 72-99)

Readings from Kimmel and Messner, Men's Lives:  
(cartoon) Groening, "The Road to Manhood," p.126  
Pleck, "Prisoners of Manliness," pp. 129-138  
Thorne, "Girls and Boys Together....But Mostly Apart:  
Gender Arrangements in Elementary Schools," pp.  
138- 153  
Sabo, "'Pigskin, Patriarchy, and Pain," pp. 184-186

**Oct. 3: SEX, BIOLOGY, AND CULTURE**

Andersen, Thinking About Women, ch. 3 (pp. 46-71)

Readings from Kimmel and Messner, Men's Lives:  
Steinmen, "If Men Could Menstruate," pp. 30-31  
Staples, "Stereotypes of Black Male Sexuality: The  
Facts Behind the Myths," pp. 465-470  
Stoltenberg, "Pornography and Freedom," pp. 482-488  
Rochlin, "The Heterosexual Questionnaire," pp. 504-505  
Kinsman, "Men Loving Men: The Challenge of Gay  
Liberation," pp. 505-518

**Exam #1 will be given during the second half of  
class on Wednesday, October 3**

**Oct. 10: WOMEN INTERNATIONALLY: THE GLOBAL MARKET**

Annette Fuentes and Barbara Ehrenreich, Women in the  
Global Factory (South End Press, 1983), in entirety

**Oct. 17: GENDER, WORK, AND THE ECONOMY**

Andersen, Thinking About Women, ch. 5 (pp. 103-146)

Readings from Kimmel and Messner, Men's Lives:  
(Cartoon) Trudeau, "Doonesbury," pp. 220-221  
Astrachan, "Men and the New Economy," pp. 241-245

**Oct. 24: GENDER, FAMILIES, AND HOUSEHOLDS**

Andersen, Thinking About Women, ch. 6 (pp. 147-184)

Readings from Kimmel and Messner, Men's Lives:  
Ewing, "The Civic Advocacy of Violence," pp. 393-398  
Sidel, "But Where are the Men?," pp. 530-540  
Weiss, "Men and Their Wives' Work," pp. 540-550  
Kimmel, "Egalitarian Husbands,," pp. 550-558

**Personal Sharing By All During Class Wed., Oct. 24**

Oct. 31: **GENDER, FAMILIES, AND HOUSEHOLDS 2**

Hochschild, The Second Shift, ch. 1-8 (pp. 1-127)

Nov. 7: **GENDER, FAMILIES, AND HOUSEHOLDS 3**

Hochschild, The Second Shift, ch. 9-17 (pp. 128-270)

**Exam #2 Given During Class Wednesday, Nov. 7**

Nov. 14: **GENDER, HEALTH, AND REPRODUCTION**

Andersen, Thinking About Women, ch. 7 (pp. 185-221)

Readings from Kimmel and Messner, Men's Lives:  
Alda, "What Every Women Should Know About Men,"  
pp. 294-295  
Harrison, Chin, and Ficarotto, "Warning: Masculinity  
May be Dangerous to Your Health," pp. 296-309  
Kimmel and Levine, "Men and Aids," pp. 344-354

Nov. 28: **GENDER, CRIME, AND DEVIANCE**

Andersen, Thinking About Women, ch. 9 (pp. 250-283)

Readings from Kimmel and Messner, Men's Lives:  
Connell, "Masculinity, Violence and War," pp. 194-200  
Beneke, "Men on Rape," pp. 399-405  
Brownmiller, "When Men are the Victims of Rape," pp.  
431-432

Dec. 5: **WOMEN AND MEN: ISSUES OF CHANGE 1**

Andersen, Thinking About Women, ch. 10 (pp. 287-319)

Readings from Kimmel and Messner, Men's Lives:  
Thompson, "A New Vision of Masculinity," pp. 586-591

Pleck, "The Contemporary Man," pp. 591-597  
National Organization for Changing Men, "Statement of  
Principles," pp. 597-598

Dec. 12: **WOMEN AND MEN: ISSUES OF CHANGE 2**

Andersen, Thinking About Women, ch. 11 & Conclusion  
(pp. 320-361)

Brod, "Fraternity, Equality, Liberty," in Kimmel and  
Messner, Men's Lives

**Personal Sharing By All in Class Wed., Dec. 12 &  
Writing Portfolio Turned In**

**Finals Week: Third Exam Given During Scheduled Final  
Exam Period**

**DR. KAY SNYDER**

**SEXUAL INEQUALITY IN HUMAN SOCIETIES (SO 354)**

**STUDY QUESTIONS FOR EXAM #1, FALL SEMESTER, 1990**

I will select two of the following five questions, which you will answer during the second half of class on Wednesday, October 3. Your answers will be graded on the criteria specified on the attached sheet. While you are to refer to each of the materials specified in that particular question, I expect that you will probably rely on certain materials much more extensively than others. Obviously, there are a variety of appropriate ways to integrate a particular class activity into your answer; you will need to decide for yourself what makes sense in terms of the arguments that you are developing. Make sure to indicate the source of your argument when you draw on materials from a particular article or chapter, film, or class activity.

1. What parallels can you draw between American society presently and the Kypseli in terms of perspectives on sex and gender, social construction of knowledge; gender socialization; and sex, biology, and culture--that is, issues considered in this one-quarter of the course? On each of these topics, make sure that you consider in concrete terms how the situation among the Kypseli (as shown in the film) compares to the situation in American society presently. Defend your argument by drawing specific examples from each of the following: the film on "The Kypseli: Men and Women Apart, A Divided Reality," relevant portions of Andersen's book and relevant articles in Kimmel and Messner's book, the exercise on "Sex Role Commandments," and the video on "Men's Lives." [NOTE: You only need to describe those parallels between American and Kypseli culture that are discussed in the readings (or can be related to arguments in the readings), rather than other parallels that were only described in class.]

2. In chapter two of Thinking About Women, Andersen argues that images of women in both popular and academic culture have historically rested on distortions and the exclusion of women and their experiences. What, more concretely and fairly briefly, does Andersen mean by this argument? How can Andersen's argument be illustrated by each of the following readings and class activities: the film, "Still Killing Us Softly," our examination and discussion of magazines, Goffman's analysis of gendered images in the media, the assignment in which students brought in examples of sexism in education presently, the exercise and discussion of "The Imaginary Journey into Matriarchy," Donnerstein and Linz' "Mass Media Sexual Violence and Male Viewers," and Ehrenreich's "A Feminist's View of the

New Man." In each case, make sure to clearly describe the connection between Andersen's arguments and the class activity or reading.

3. Suppose that you met someone who told you that it is natural and inevitable for women to be subordinate to men--due to biological differences between the sexes. How, in concrete terms, would you respond? Drawing upon relevant readings and class activities, what specific and various types of arguments and evidence would you cite to develop a convincing response? In your answer make sure that you draw on as many different relevant arguments as you can from both various chapters in Andersen's book and articles in Kimmel and Messner's book, as well as the exercise and discussion of "The Imaginary Journey into Matriarchy."

4. Some people would argue that our cultural definitions of women and men (of masculinity and femininity) contribute to sexuality being more negative or problematic than it otherwise could be. In what ways and to what extent do you agree or disagree with this argument, and why? In your answer make sure to draw on specific and concrete evidence from Andersen, Donnerstein and Linz' "Mass Media Sexual Violence and Male Viewers," Staples' "Stereotypes of Black Male Sexuality," Stoltenberg's "Pornography and Freedom," Rochlin's "The Heterosexual Questionnaire," and Kinsman's "Men Loving Men: The Challenge of Gay Liberation.

5. Critically compare and contrast your own gender socialization (which encompasses all ages from birth to the present day--at home, at school, or elsewhere) with that described in our readings and various class activities on gender socialization. Describe key themes and research findings in each of the readings on gender socialization and class activities listed below. -- Regarding the same sex: (1) How were your experiences similar? (2) How were your experiences different? --Regarding the other sex: (3) What aspects of their socialization process do you envy? Why? (4) What aspects of their socialization process are you glad you didn't have to undergo? Why? Be specific in discussing themes and research findings in readings and class activities. Defend your argument by drawing on specific materials from **each** of the following: Andersen's chapter on sex role socialization, Pleck's "Prisoners of Manliness," Thorne's "Girls and Boys Together," Sabo's "Pigskin, Patriarchy, and Pain," our examination of children's books and cards, the video on "'Men's Lives,' and the exercise on "Sex Role Commandments."

**GRADING CRITERIA FOR SEXUAL INEQUALITY (SO 354)  
DR. KAY SNYDER**

**Each exam question will be graded according to the following criteria:**

**NAME** \_\_\_\_\_

**Number of Points (50 points possible for each question; 10 points possible for each of the criteria)**

<b>#1</b>	<b>#2</b>	
_____	_____	<b>Clearly Written and Organized</b>
_____	_____	<b>Accuracy</b> (demonstrated understanding of relevant course materials; accurately describes arguments and broad themes as relevant)
_____	_____	<b>Thoroughness</b> (completeness of analysis, uses specific examples and concrete detail to defend argument; does not over generalize; notes examples that provide exceptions to your argument as well as those that substantiate it; answers all parts of the question)
_____	_____	<b>Diversity</b> (number of relevant arguments/ examples incorporated into your analysis)
_____	_____	<b>Creativity and Insight</b> (has some of you in it; makes perceptive points that go beyond the obvious)
_____	_____	_____
_____	_____	<b>Total Points</b> (50 points possible on each question)

**Total Points on Exam = \_\_\_\_\_ (out of 100 possible)**



Dr. Kay Snyder  
SO 354  
Sexual Inequality in Human Societies

**EXAMPLES OF A WRITING ASSIGNMENT TO ENHANCE  
READING**

After reading all the assigned articles for this week:

- (1) List three issues or themes which you feel are important and emerged in the readings.
- (2) What was said in the readings which made each issue evident to you?
- (3) Why do you consider each of these issues or themes important?
- (4) What insight does each issue give you into sexual inequality?

NOTE: Try to go beyond the obvious in listing underlying issues or themes, and emphasize ones that you personally think are important. Remember that an issue or theme refers to an argument developed by an author; it is not the same as stating a "fact" or mentioning a topic from a particular article.

**EXAMPLE OF A WRITING ASSIGNMENT TO STIMULATE  
THOUGHT OR CREATIVITY:  
SEX AND GENDER IN A GOOD SOCIETY**

Write down major features of sex and gender, of being male and female, in a really good society which you would like to see. Assume there are no constraints of money, political power, etc. Think in part what a day in your life would be like: how would your work and leisure time be spent, where would you live and work, who would be involved in your life and the lives of people close to you, how would you and others be rewarded. Consider how both public and private work (including child care, and any unpleasant jobs) would be divided, and how institutions such as the family, the economy, and the educational system would be structured.

NOTE: During class, each person will share his or her ideas with the rest of a small group. Then the group combines the best points of all its ideas and records them on a wall chart. This may take the form of a picture, a graph, or a list of items. When the small groups are finished, they come together and share the main points of their good society with each other. Each group's good society will then be compared and contrasted with ideas developed in the readings.

**EXAMPLE OF A WRITING ASSIGNMENT TO INTEGRATE  
COURSE MATERIALS WITH PERSONAL EXPERIENCE:  
OUR MOTHERS' AND FATHERS' SEX-ROLE COMMANDMENTS\***

**Personal Goal:** To help understand how you learned your sex roles as part of growing up.

**Directions:** List ten commandments you think your mother gave you about how to be a girl/boy or a man/woman.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

List ten commandments you think your father gave you about how to be a girl/boy.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Explanation:** Parents typically offer children a variety of commandments which in turn influence behavior either positively because the commands are accepted, or negatively because they are resisted. Sharing these with others can increase understanding about their origin and their similarity to cultural norms. Note that commandments can become evident through many forms: a parent's words, nonverbal communication, the presents (toys, clothes, etc.) that they buy, how they decorate a child's room, the type of extracurricular activities that they encourage or discourage, the type of chores assigned, the model they provide in interacting with a

spouse, similarities and differences to treatment of siblings of the other sex, etc. Think about the ways in which your both parents were either traditional or nontraditional, and any changes in the messages they gave you as you grew older.

After doing this assignment, students will share their experiences in small groups. An individual's experiences will be compared and contrasted with those of other group members, as well as with research findings discussed in class readings.

\*Adapted from Alice G. Sargent, *Beyond Sex Roles* (West Publishing, 1977).