

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only

Number 150

Action Approved

Date 12-13-90

UWUCC Use Only

Number \_\_\_\_\_

Action \_\_\_\_\_

Date \_\_\_\_\_

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Sexual Inequality in Human Societies (S0354)

DEPARTMENT Sociology - Anthropology

CONTACT PERSON Dr. Kay Snyder

II. THIS COURSE IS BEING PROPOSED FOR:

Course Approval Only

Course Approval and Liberal Studies Approval

Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Marian S. Chait  
Department Curriculum Committee

Thomas Morish  
Department Chairperson

Rebel  
College Curriculum Committee

Joyner  
College Dean\*

Chad Decker  
Director of Liberal Studies  
(where applicable)

\_\_\_\_\_  
Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted  
to LSC \_\_\_\_\_  
to UWUCC \_\_\_\_\_

Semester/Year to be  
implemented Fall 1990

Date to be published  
in Catalog \_\_\_\_\_

Revised 5/88

[Attach remaining parts of  
proposal to this form.]

# SEXUAL INEQUALITY IN HUMAN SOCIETIES

## Sociology 354

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Fall, Semester, 1990  
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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**

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.**

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?       yes       no**

**If so, which General Education course(s)? \_\_\_\_\_**

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

|  | Primary                             | Secondary                           |
|--|-------------------------------------|-------------------------------------|
| <b>A. Intellectual Skills and Modes of Thinking:</b>   |                                     |                                     |
| 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2. Literacy--writing, reading, speaking, listening   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3. Understanding numerical data  | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 4. Historical consciousness  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5. Scientific inquiry  | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 6. Values (ethical mode of thinking or application of ethical perception)  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 7. Aesthetic mode of thinking  | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>C. Understanding the Physical Nature of Human Beings</b>  | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>D. Certain Collateral Skills:</b>   |                                     |                                     |
| 1. Use of the library  | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 2. Use of computing technology   | <input type="checkbox"/>            | <input type="checkbox"/>            |

**PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES?** Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

**What are the strategies that your department will use to assure that basic equivalency exists?** Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

Liberal Studies Form -- 4

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

**PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?**

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

SEXUAL INEQUALITY IN HUMAN SOCIETIES  
SO 354

Part II. Which liberal Studies Goals Will Your Course Meet?

A. Intellectual Skills and Modes of Thinking

The course, "Sexual Inequality in Human Societies," provides students with several intellectual skills. These skills are: (a) inquiry, abstract logical thinking, critical analysis and synthesis; (b) literacy; (c) historical consciousness; (d) scientific inquiry; and (e) values and ethics. Subsequent sections detail how these goals are met.

A1. By alerting students to the social forces which shape gender experiences and identity, this course encourages inquiry and critical thinking. 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. This course 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 go beyond commonly held assumptions to analyze a variety of recent social scientific literature on sex and gender.

A2. This course has been proposed as a writing-intensive course (see accompanying proposal). This course contributes to literacy through its emphasis on extensive and varied writing assignments, as well as on reading and class discussion (see course syllabus for further details on reading assignments and the importance of class discussion).

A4. Most course topics are presented in their historical context, thereby contributing to students' development of historical consciousness. Historical perspectives are presented on such topics as the social construction of knowledge, gender and work, gender and families, the division of labor, and on issues of change.

A5. Throughout the course, in both readings and in class, issues will be addressed through social scientific inquiry. Theoretical questions will be analyzed in the light of social scientific research and evidence. Students will be challenged to look at the type of evidence available to substantiate alternative theoretical perspectives, and to analyze whether the conclusions drawn by various authors are appropriate to the type of evidence presented.

A6. This course confronts major ethical issues in illustrating how the dominant theoretical perspectives in sociology have traditionally provided an incomplete portrayal of society by ignoring gender issues. In so doing, we sensitize students to their own biases about sexual inequality, gender stereotypes, the situations faced by Third World and poor women, etc. Students become more aware of their own prejudices and how such prejudices influence their behavior, how sexual inequality has had an impact on them personally, and how groups and individuals have combatted injustice. By understanding more fully the nature of sexual inequality, students should be better equipped to make ethical personal choices and to work toward creating the types of work environments, families, intimate relationships and larger society that they desire. Examinations and other written assignments often require students to take a position, and to logically defend their arguments with concrete evidence.

B. This course helps students acquire "a body of knowledge essential to an educated person." The traditional boundaries of social scientific knowledge are expanded in this course as we incorporate materials that reflect the perspectives and realities of women as well as men--including the realities faced by women of color, poor women, lesbians, etc. By emphasizing how various types of men and women face different realities and are affected by social forces, we encourage students to learn more about their own and other societies

Part III. Does Your Course Meet the General Criteria for Liberal Studies?

A. This course is taught by a single instructor.

B. This course deals specifically with the position of women (as well as men) in society. As evident in the syllabus, every segment of the course focuses on the perspectives and contributions of women, as well as on gender issues more generally. Additionally, I have made a

concerted effort throughout the course to incorporate materials on ethnic and racial minorities. Andersen's book, Thinking About Women, and Kimmel and Messner's book, Men's Lives, were selected for inclusion in the course because they both explicitly focus on the diversity in gender experiences--including the experiences of racial and ethnic minorities. Every chapter of Andersen's book incorporates materials on minority women, and most of the articles in Kimmel and Messner's book do the same for minority men (some articles, such as Staples article on "Stereotypes of Black Male Sexuality," focus exclusively or primarily on minority men). Fuentes and Ehrenreich's book, Women of the Global Factory, focuses explicitly on women of color in the Third World.

C. This course will always include at least one substantial work of nonfiction. Hochschild's book, The Second Shift: Working Parents and the Revolution at Home, has been widely praised as a path breaking book on gender issues which contains important insights on the sharing of housework and child care. As noted in response to the previous question, other books have been selected for inclusion in the course because they highlight the diversity of gender experiences--including the perspectives of men and women of color, Third World women, etc.

D. This course is not intended to be an introduction to the field of sociology as a whole, but an example of the ways in which sociological perspectives and analysis are applied--namely to the examination of the position of women and men in society. This course is suitable for a broad student audience: the class is not required for sociology majors, nor does it require students to use complex statistical techniques or analysis that might more appropriately be reserved for majors. . The course has wide appeal to students interested in the position of women and men in society. Students with any background in social science, or any interest in understanding the situation of women and men in society can take the course without being at a major disadvantage compared to sociology majors.

E1. "A6" above answers this question by describing how this course confronts the major ethical issues which pertain to the subject matter.

E2. As evident in the syllabus and the proposal to identify "Sexual Inequality" as a writing intensive course, this course repeatedly



encourages students to define and analyze problems faced by women and men in society, to evaluate available solutions, and to make personal choices about gender issues.

E3. This course requires students to communicate knowledge and to exchange ideas through both writing and speaking. As evident in the proposal for this course to be writing-intensive, numerous and varied writing assignments are given. This is not primarily a lecture course: the structure of the course and the method of evaluation encourage high levels of class participation.

E4. According to Macionis (Sociology, p. 2), the sociological perspective "involves detaching oneself from familiar explanations of the social world in order to gain new insight that at first may seem somewhat strange." In challenging students' common perspectives and assumptions about gender issues, this course will encourage students to think creatively about a wide range of gender issues.

E5. This course encourages students to apply theoretical questions to personal experience. Even while taking the course, many students report that they apply this new knowledge and new insights to their everyday life, and to analyzing the world around them. We expect students to use these insights after they complete their formal education at IUP, as they respond to gender issues and make choices in their personal lives.

E6. Current issues, thoughts, institutions and events are widely discussed in this course. To cite one example: When we examine gender and the family, we not only analyze reasons why families have changed in the United States (e.g., changing occupational opportunities for women, changes in how women perceive themselves), but we also examine how new family structures such as dual career households or female-headed households affect patterns of gender inequality in the United States. Similar examples could be cited for nearly every topic on the course syllabus.

## CHECK LIST -- LIBERAL STUDIES; ELECTIVES

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### Knowledge Area Criteria which the course must meet:

- ✓ Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- ✓ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- ✓ Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- ✓ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Liberal Studies Elective Criteria which the course must meet:

- ✓ Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- ✓ Not be a technical, professional, or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.