STATE UNIVERSITY OF NEW YORK at STONY BROOK
Department of Sociology
Fall 2015

Sociology of Gender: Soc/WST 247:01
M,F 1:00-2:20      ESS 001

Getting Help from Your Professor: Prof. Wicks
1. after every class in the classroom (for simple issues)
2. during Office Hours in Room SBS N433, Wednesdays, 11:10-12:50 and
   Wednesdays 2:15-3:45, and by appt.
3. by calling 632-7729 during Office Hours (no voice mail)
4. by leaving a phone message at the Sociology Department – 632-7700
5. by emailing: Linda.Wicks@stonybrook.edu

Getting Help from Your Graduate TAs:
Dana Reynolds
1. after every class in the classroom (for simple issues)
2. during Office Hours in SBS (Room S428) Tuesdays and Thursdays,
   6 – 8pm and Fridays, 12 – 1pm, and by appt.
3. by leaving a phone message at the Sociology Department– 632-7700
4. by emailing: Dana.Reynolds@stonybrook.edu

Joseph Marchia
1. after every class in the classroom (for simple issues)
2. during Office Hours in SBS (Room N419), Tuesdays, 1-3:00,
   Thursdays, 1:30-4:30, or by appt.
3. by leaving a phone message at the Sociology Department– 632-7700
4. by emailing: Joseph. Marchia@stonybrook.edu

Getting Help from Your Undergraduate TA:
Anneliese Marcojohn
1. after every class in the classroom (for simple issues)
2. by appointment
3. by emailing: anneliese.marcojohn@stonybrook.edu
COURSE DESCRIPTION

During the early days of this course, we will consider how flexible gender can be by looking at the life story of a man who has experienced both pregnancy and childbirth. We will then consider a wide spectrum of theories that attempt to explain the differences between men and women in society. As the course progresses, you will come to understand the virtues of the sociological insights into how gender and gender inequality are socially constructed. You will come to understand that the family, the classroom, religion, the media, politics, and the workplace are major social institutions that help polarize and sustain the differences between women and men, and, at the same time, you will realize that gender inequality maintains these important social institutions.

LEARNING OBJECTIVES

1. Understand how gender infiltrates all aspects of social life and plays a significant role in the lives of all individuals.
2. Understand that the construction of gender is complex. Be able to apply the various theories (as presented in class and in readings) that help us understand gender.
3. Understand that gender takes different forms in different societies, but is present in all societies.

REQUIRED READING

2) Various Articles posted on Blackboard

Books of Interest (not required):
1) Beatie, Thomas, Labor of Love; the story of one man’s extraordinary pregnancy, Seal Press, 2008.
2) Sandberg, Sheryl, Lean In: women, work and the will to lead, 2013.
**GRADES**

Your final grade will be based on the following:

- Exam 1: 25 points
- Exam 2: 27 points
- Final Exam: 30 points
- Homework 1: 4 points
- Homework 2: 7 points
- Attendance: 7 points

Total = 100 points

Final grades will be based on the following point system:

- A = 100-94
- A- = 93-90
- B+ = 89-87
- B = 86-84
- B- = 83-80
- C+ = 79-77
- C = 76-74
- C- = 73-70
- D+ = 69-67
- D = 66-60
- F = Below 60

Extra credit is available to students who attend various activities that will take place this semester on campus. Detail will be announced both in class and on Blackboard.

Grades are earned. They are based on performance. Final grades will not be adjusted to accommodate your GPA, graduation, future participation in university activities, job opportunities, personal misfortune, and so on.

**EXAMS**

All exams will be multiple choice. Expect between 40 and 50 on Exams 1 and 2, and about 60 or 65 on the Final Exam.

The exams will be based on both the readings and class materials. The final exam will emphasize the new materials covered after Exam 2, but will include some basic questions about materials covered earlier in the semester.

Students are expected to take exams with the class, as scheduled. If you know that you will not be able to take an exam as scheduled, you MUST contact Prof. Wicks BEFORE the scheduled exam time. Taking a make-up is not a right, it is a privilege. If Prof. Wicks grants you this privilege, she will email you to inform you that you may take a make-up exam. She will then instruct you to contact the TA of your choice to set the time and date. The TA will administer the exam, hand-grade it, and post the grade in Blackboard's Grade Center.
HOMEWORK (HW)

During the term, you will submit two homework assignments. For both due dates, see the Course Schedule, below. PLEASE MAKE SURE YOU KNOW WHAT PLAGIARISM IS BEFORE YOU START YOUR HOMEWORK ASSIGNMENTS (See “Ethics” below.) The last pages of this syllabus provide directions for both homework assignments.

ATTENDANCE

Regular attendance is mandatory, and it is assumed that every student will exercise personal responsibility. Once the add/drop period is over, attendance will be taken daily, based on a seating chart. If you get to class after the sign-in sheet has passed your seat, you will be considered absent, so plan on being on time for class every day. Once you sign in, you are expected to remain in your seat until the class is dismissed. If you leave early, you run the risk of being marked absent. Signing in for someone else or asking someone to sign in for you is unethical. If you sign in for someone else or there is reason to believe you encouraged someone else to sign in for you, you will be reported to the University's Judiciary Committee for academic dishonesty.

For this class, you will be able to select your seat, but once the seating chart is finalized, you are expected to use only your assigned seat. You may elect to change your seat during the semester, but you must clear it with our TA. We reserve the right to change your seat, especially if you are disruptive to the everyday business of this class.

Poor attendance will significantly affect your final grade.

We know that at times, a student cannot avoid being late for class, but keep in mind that when you enter the classroom late, you disturb everyone. You also disturb everyone when you leave early. Once you are in the classroom, you are expected to remain seated until class is dismissed. If you start to make arriving late or leaving early a habit, you will be asked to see Dr. Wicks. If you fail to do so within ten days after being asked, you run the risk of losing all attendance points. If early departures become a group problem, attendance may be taken more than once during a class and each student will be expected to sign in each time in order to be considered present.

Students who are absent four classes or more will receive zero points towards attendance. Students absent three or fewer classes will receive all seven points for attendance. This is a winner-take-all, loser-take-none scenario. There will be no exceptions to this policy unless you can document your participation in a University activity, such as a sport, or you get clearance from the Dean's Office or DSS. Why you are absent is your personal business, and there is no need to explain your absences. A note from a doctor does not excuse your absence. If you fall into poor attendance, or
anticipate an attendance problem, please see Prof. Wicks. Because this policy will be strictly enforced, you are advised to keep in mind that the permitted three absences are not vacation days! They are intended to help you cope with the unexpected, such as illness, emergencies, transportation problems, personal obligations, etc. Please keep track of your attendance so you know where you stand. You are welcome to ask a TA to check on the number of your absences. The number of absences we have on record for you will be posted around mid-term to ensure that we are in agreement.

**CLASS PARTICIPATION**

Even though our class is large, you will be encouraged to ask thoughtful questions and contribute insightful ideas. If your contributions are outstanding, that is, especially insightful, you might receive up to five bonus points towards your final grade. These bonus points will be at my discretion and they are non-negotiable. They will be awarded at the end of the semester to students who I feel have made outstanding contributions during the term. The awarded points will not appear on Blackboard.

**FILMS**

From time to time, carefully selected films will be shown in this class. All films are part of the class curriculum, and the information they convey must be given careful consideration. All electric devices, including computers, must be turned off during films. **NO ONE** will exit the classroom during the showing of a film for any reason, except medical. If you leave for a medical reason, you will be asked to document your reason with a note from a medical doctor. Otherwise, anyone who exits the classroom during the showing of a film risks losing all attendance points for the semester.

**DISABILITIES**

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services (DSS) at (631) 632-6748 or [http://studentaffairs.stonybrook.edu/dss/](http://studentaffairs.stonybrook.edu/dss/). They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: [http://www.sunysb.edu/ehs/fire/disabilities.shtml](http://www.sunysb.edu/ehs/fire/disabilities.shtml)

**ETHICS**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/.

All behaviors that interfere with other students' learning are unacceptable, and it is expected that you will exercise personal responsibility regarding this matter. Disruptive behaviors may entail sanctions, such as having your assigned seat changed. **Random talking aloud will not be tolerated.** Please see one of our TAs or Dr. Wicks if you are disturbed by noisy students who sit near you. In such cases, we will both protect your rights and protect your confidentiality.

You have the right to privacy when taking exams, and it is expected that you will protect other students' rights to privacy. As per University regulations, plagiarism is unacceptable, as it is academically dishonest. Make it your business to know what plagiarism is so you can avoid it. Plagiarism is when you present someone else's work as your own. This means that if you work so closely with another student, for example, on the homework assignment, that the final products are very similar, you have plagiarized! If you take ideas from the internet or a publication without citing the source, you have plagiarized. Signing in for someone else on an attendance sheet, or encouraging someone to sign in for you, constitutes academic dishonesty. Suspected instances of academic dishonesty will be reported to the Office of Judicial Affairs.

**ELECTRONIC DEVICES**
There will be no need for electronic devices during this class. **NO ONE WILL USE OR DISPLAY ANY DEVICES AT ANY TIME.** This includes telephones, laptops and tablets, etc.

Any student who disrespects this expectation will be asked to drop the course.

**CLASS NOTES**
Plan on taking notes the old fashioned way, with pen and paper. To make this easier, all PowerPoint presentations will be posted early enough for you to print them out, bring them to class and write notes on them, if you find that helpful.
## Course Outline

*The readings are due the day they appear on this syllabus.*

### Part 1: Introduction to the Course:

<table>
<thead>
<tr>
<th>M, 8/24</th>
<th>Welcome to Soc/WST 247:01</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 class</td>
<td></td>
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</tbody>
</table>

### Part 2: Studying Gender:

<table>
<thead>
<tr>
<th>F, 8/28, M, 8/31</th>
<th>What is gender? Why do we study it? Gender Inequality, Sexism, The Flexibility of Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 classes</td>
<td>Read: Textbook, Chapter 1</td>
</tr>
</tbody>
</table>

**HW1:** Due Next Class - Sexism Cartoons (See next to the last page of this syllabus.)

### Part 3: Explaining Gender:

<table>
<thead>
<tr>
<th>F, 9/4, F, 9/11</th>
<th>The Biological Construction of Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 classes</td>
<td>NO CLASS M, 9/7</td>
</tr>
</tbody>
</table>

| **** HW1 due F, 9/4 **** Accepted F, 9/11 for half credit **** |

**Read:** Textbook, Ch 2

**Article:** Testosterone Rules by Robert Sapolsky

**Film:** Brain Sex

<table>
<thead>
<tr>
<th>M, 9/14, F, 9/18</th>
<th>The Cultural Construction of Gender</th>
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</thead>
<tbody>
<tr>
<td>2 classes</td>
<td>READ: Textbook, Ch 3</td>
</tr>
</tbody>
</table>

**Article:** Sex and Temperament in Three Primitive Societies by Margaret Mead

**Rituals of Manhood by Gilbert H. Herdt**

<table>
<thead>
<tr>
<th>M, 9/21</th>
<th>The Psychological Construction of Gender</th>
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</thead>
<tbody>
<tr>
<td>1 class</td>
<td>Read: Textbook, Ch 4</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
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<td>------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>F, 9/25</td>
<td>EXAM 1</td>
</tr>
<tr>
<td>M, 9/28, F, 10/2</td>
<td>Social Construction of Gender</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>M, 10/5, F, 10/9</td>
<td>The Gendered Family</td>
</tr>
<tr>
<td>M, 10/12 and F, 10/16</td>
<td>The Gendered Classroom</td>
</tr>
<tr>
<td>M, 10/19</td>
<td>Gender and Religion</td>
</tr>
<tr>
<td>F, 10/23, M, 10/26 and F, 10/30</td>
<td>The Gendered Workplace</td>
</tr>
</tbody>
</table>
3 classes

**Read:** Textbook, Ch 9

*Article:* The Glass Escalator by Christine Williams

*Film:* Makers (Vol2, Women in Business, or Women in War, about 55 mins.), and, Half the Sky (Disc2, scene 9, Kenya, Economic Development)

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**M, 11/2, F, 11/6**  
**Gender and Politics**  
2 classes

**Read:** Textbook, Ch 10

*Film:* Makers (Vol2, Women in Politics, about 55 mins.)

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******* M, 11/9 ***** EXAM 2 *******

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**F, 11/13 and M, 11/16**  
**The Gendered Media**  
2 classes

**Read:** Textbook, Ch 11

*Film:* Killing Me Softly

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**Part 5: Gendered Interactions**

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**F, 11/20 and M, 11/23**  
**The Gendered Body**  
2 classes

**Read:** Textbook, Ch 13

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**NO CLASS F, 11/27**

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**M, 11/30**  
**Gendered Intimacies: Friendship and**  
1 classes

**Read:** Textbook, Ch 12

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**F, 12/4**  
**The Gender of Violence**  
1 class
Read:  Textbook, Ch 14
      Article:  Are Women Tough Enough for Military Combat? By Lucinda J. Peach

Film:  Sin by Silence, and, Half the Sky (Disc1, scene 2 Sierra Leone: Women and Violence)

F, 12/4  Wrap-up

W, 12/16, 2:15PM  Final Exam - in our regular classroom
      No one may enter the exam room after the first student has exited.
Homework 1

This assignment requires you to demonstrate your understanding of sexism by collecting four cartoons that exhibit sexism. You may get the cartoons from any source, as long as they do not all come from the same source. You must balance them, so that two disadvantage men and two disadvantage women. After each cartoon, type a couple of sentences that explain why you consider it sexist. Here are two samples. Be sure to use the presented format. Please don’t submit your work with the cartoons taped or glued to the page. Instead, consider using a copy machine.

Name __________________________

Source: Vanity Fair Magazine, July 2013 (painting by Norman Rockwell, 1947)
Disadvantaged: Men

This cartoon presents males as wanting to take risks, of trying to be macho, but actually being very afraid. They really aren’t brave. Their bravado is a fake! Jokes like this belittle masculinity and make it nearly impossible for men to feel comfortable with who they really are.

Source: www.jokes.com
Disadvantaged: Women

This cartoon reminds us that men make progress and women don’t! In fact, woman are, apparently, not the same species as men. Indeed, they are lowly creatures! How sexist! When women make progress, men make progress and vice versa. Today, women are highly integrated into society and men and women are making great strides towards equality.

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**HOMEWORK2**
This is a writing assignment.

Please use:

- 12 font or larger
- double-line spacing
- single pages that are stapled together

If you don’t use these, your paper will not be read.

The purpose of this paper is to demonstrate your understanding of the explanations for gender that are both presented in our textbook and presented in class.

Start your paper by stating the four main perspectives. Then write about each one individually in a short paragraph…. one short paragraph for each perspective. Each paragraph should give a brief (perhaps two or three sentences) description of the theoretical perspective you’re considering, followed by your own thoughts about the perspective. That is, does the perspective actually do much to help you understand gender by presenting the strengths and/or weaknesses of each perspective in a couple of sentences.

In a final paragraph, identify the perspective that helps you the most to understand gender differences, and explain why/how it helps you… that is, what the theoretical perspective means to you.

For the due date and how many points an outstanding paper is worth towards your final semester grade, see the class syllabus.

Be sure to type in your name at the top of the paper before you submit it. No need to type in your SBU ID number (The number is confidential.)

We’ll probably need around two weeks before the grades appear in Blackboard’s Grade Center. When we post them, we will let you know who graded your work. Once you have this information, you can conference with the grader if you want to. Please do this during office hours with ten calendar days after the posting.