

Men and Women in American Society
Course 1696, Section 003
Tuesday & Thursday, 5:00 PM to 6:30 PM
Wachman Hall (CC), Room G002

Instructor: John T. Lang

Office Hours: Tuesday & Thursday, 1:30-2:30pm, and by appointment

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INTRODUCTION

The course examines gender roles in the United States. We will talk about how children learn to be boys and girls within their families, through play, from the media, and in schools. We will also discuss the way men and women learn to interact together in personal relationships and work. In doing so, we will challenge many taken-for-granted assumptions about both “feminine” and “masculine” behavior. This course, therefore, will be both a personal and intellectual endeavor. Upon completion of the course, you will be able to critically examine and evaluate how class, race, and sexuality intersect with gender in shaping the distribution of resources, power, and privilege in U.S. society.

“Heaven help the American-born boy with a talent for ballet.”

—Camille Paglia

“As far as I'm concerned, being any gender is a drag.”

—Patti Smith

REQUIRED READING

Disch, Estelle. 2005. *Reconstructing Gender: A Multicultural Anthology, Fourth Edition*. New York: McGraw-Hill. (Paperback ISBN: 978-0072997422).

You can find it at [Amazon](#) or your [favorite bookseller](#), including the [Temple University Bookstore](#).

GRADING

You must complete all parts of the course to avoid an F. In other words, blowing off your proposal means you will fail this course, even if you have perfect grades on everything else. I do not give extra-credit. I will base your final grade on the following:

5% = Participation	5% = Proposal
20% = Presentation	10% = First Draft
25% = Critical Paper	15% = Peer Review
	20% = Final Draft

Participation – 5%

Getting an “A” in class participation will require you to be present, attentive, and prepared. I do NOT take official attendance, but after the first few weeks, I will know if you are absent. It is smart to pay attention in class and ask relevant questions when needed. I expect you to come to class on time and remain here until class is over. If you miss a class, it is your responsibility to get notes from another student, not from me.

Presentation – 20%

Starting on September 11, one or two students will be responsible for presenting the assigned reading(s) each class. You should NOT present the material written by Disch. You should explain the main arguments of the author. What is the main (research or theoretical) question the author addresses? How does he/she do this? How is gender defined and studied? What are the functions of gender? What are the differences between this author's approach to gender and other approaches we have already covered in this course? What are the main conclusions of the author? In the end of your presentation, you should raise questions for discussion and then lead this discussion. Your presentation should be about 15-20 minutes long, which we will follow with a 20-minute discussion.

Critical Paper – 25%

You will write a 2-3 page analytic response paper on the reading(s) you present. Like your presentation, the response paper should not attempt to summarize the week's readings. Rather, it should engage with and link the readings by discussing a key analytical issue, question, or problem raised by the readings. You must submit your essay through Blackboard/turnitin.com AND in hard copy at the start of class in which you present. Failure to submit by the deadline either through Blackboard or in hard copy in class will constitute late submission. Late papers will be penalized a full letter grade for each day late.

Final Paper – 50% (5% Proposal; 10% First Draft; 15% Peer Review; 20% Final Draft)

We will talk MUCH more about this paper, and all the required steps, throughout the semester. You will write a final paper of 8-10 pages analyzing an aspect of your experience of gender. My aim in this class is to get you thinking critically and asking questions about gender. Thus, I ask you in your paper to think about what your gender means to you, analyze that meaning, and place it within the context of the social institutions and interactions we study in this class. For example, you might analyze your career goals. What assumptions have you made about the possibilities open to you? How do these assumptions reflect changes in the role gender plays in the workplace you've chosen? How do these assumptions challenge the ways that workplace has not changed? This is only an example. I encourage you to think about eating habits, date rape, reproductive rights, friendship, fashion, parenting, and other issues.

CURVE

I may create a curve at the end of the course, once I have recorded all the grades. I will assign letter grades for the entire course as follows:

92.5% and higher = A	72.5% - 77.49% = C
90.0 – 92.49% = A-	70% - 72.49% = C-
87.5% - 89.99% = B+	67.5% - 69.99% = D+
82.5% - 87.49% = B	62.5% - 67.49% = D
80% - 82.49% = B-	60% - 62.49% = D-
77.5% - 79.99% = C+	59.99% and lower = F.

COURSE POLICIES AND PROCEDURES

I will hold you responsible for the information in this syllabus, so I expect you to read it, understand it, and ask questions about anything you don't understand. I do not print the syllabus, so you'll need to get it online.

Readings

Your most basic duty in this class is to read all of the assigned texts. Be sure to read the calendar of class meetings, readings, assignments, and exams. All readings are due on the day they are listed. You must have read them carefully, taken notes, and be prepared to pass a quiz

and discuss them intelligently. Some of the time, I won't cover the readings in class, but the lectures will make more sense if you've done the reading ahead of time.

Incompletes

The University policy on incomplete grades requires that an Incomplete is to be negotiated in advance and include a contract between the student and professor. An Incomplete is not as an extension for a student to catch up on coursework; it reserved for extreme and rare circumstances that prevent a student from completing the final stages of the course.

Academic Integrity

I expect you to be familiar with the Temple University Policy on Academic Honesty in the Student Responsibilities and Rights section of the Undergraduate Bulletin, which defines all forms of cheating and the procedures for dealing with violations. As is always the case, you are responsible for your own work. If you find yourself questioning whether you have documented or cited your sources properly, it is your responsibility to come see me about these issues prior to submitting an assignment. If you are thinking about submitting work that is not your own due to pressure, frustration, perfectionism, or any other reason, please talk to me. I am here to help you resolve these issues before they become a problem for your academic career.

Disability Statement

This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Statement on Academic Freedom

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

CLASS SCHEDULE

The course schedule is tentative and may change slightly. Although I will do my best to keep us on schedule, it is possible that we will make some adjustments during the semester. I will give as much notice - both in class and on the course website - when changes are necessary.

AUGUST

Tues. 8/28 Introduction

Syllabus

Thurs. 8/30 Introduction

Disch, Preface & Introduction (xiii-xv & 1-28)

SEPTEMBER

Tues. 9/4 It's Not Just about Gender

Disch, "It's Not Just about Gender" (29-31)

Espada, "The Puerto Rican Dummy and the Merciful Son" (31-41)

Thurs.9/6 It's Not Just about Gender

Collins, "The Past is Ever Present" (48-62)

Tues. 9/11	It's Not Just about Gender
	Begin Group Presentations Atkin & Rich, "J.A.P.-Slapping" (67-70) McIntosh, "White Privilege and Male Privilege" (71-76)
Thurs. 9/13	It's Not Just about Gender
	Shaheed, "Controlled or Autonomous" (76-81) Johnson, "Patriarchy, the System" (91-99)
Tues. 9/18	Socialization
	Disch, "Gender Socialization," (109-112) Lorber, "The Social Construction of Gender" (113-120)
Thurs. 9/20	Socialization
	Messner, "Boyhood, Organized Sports, and the Construction of Masculinities" (120-137)
Tues. 9/25	Summing Up, Review, & Writing
	Be prepared with questions about your writing
Thurs. 9/27	Final Paper Proposal Due
	Film or TBA
OCTOBER	
Tues. 10/2	Education
	Disch, "Education" (346-353) Kimmel, "What about the Boys?" (361-375)
Thurs. 10/4	Education
	hooks, "Black and Female" (388-394)
Tues. 10/9	Embodiment
	Disch, "Embodiment," (155-161) Saltzberg & Chrisler, "Beauty is the Beast" (162-172)
Thurs. 10/11	Embodiment
	Thompson, "A Way Outa No Way: Eating Problems among African-American, Latina, and White Women" (176-190)
Tues. 10/16	Embodiment
	Silko, "Yellow Woman and a Beauty of the Spirit" (173-175) Haubegger, "I'm Not Fat, I'm Latina" (201-202) Macdonald, "Do you Remember Me?" (197-200)
Thurs. 10/18	Embodiment
	Coventry, "The Tyranny of the Esthetic" (203-212)
Tues. 10/23	Summing Up, Review, & Writing
	Be prepared with questions about your writing
Thurs. 10/25	First Draft Due
	Film or TBA
Tues. 10/30	Embodiment
	Staples, "Just Walk on By: A Black Man Ponders His Power..." (191-194) Kriegel, "Taking It" (194-196) Parker, "For the White Person Who Wants to Know How to be My Friend" (215)

NOVEMBER

Thurs. 11/1	Communication
	Tannen, "You Just Don't Understand" (216-221) Zimmerman, "Where are the Women" (252-256)
Tues. 11/6	Communication
	Disch, "Communication" (212-214) Byrd, "Claiming Jezebel" (239-247)
Thurs. 11/8	Communication
	Petrie, "Real Men Don't Cry..." (221-226) Douglas & Michaels, "The New Momism" (226-238)
Tues. 11/13	Families
	Disch, "Families," (299-303) Rubin, "The Transformation of Family Life" (304-313)
Thurs. 11/15	Families
	Gerson, "Dilemmas of Involved Fatherhood" (321-330)
Tues. 11/20	Peer Review Due
	Film or TBA
Thurs. 11/22	NO CLASS – HAPPY THANKSGIVING
Tues. 11/27	Sexualities
	Disch, "Sexuality" (257-263) Stoltenberg, "How Men Have (a) Sex" (264-274)
Thurs. 11/29	Sexualities
	Sabo, "The Myth of the Sexual Athlete" (274-278) Saxon, "Reproductive Rights: A Disability Rights Issue" (279-285)

DECEMBER

Tues. 12/4	Visions for the Future
	Final Paper Due Disch, "A World That is Truly Human," (595-597) Arditti, "Women's Human Rights" (627-642)

Good luck. I'm looking forward to a great semester.