

Men and Women in American Society, Section 3
Monday, Wednesday, & Friday, 11:40 AM - 12:30 PM
BB308

Instructor: John T. Lang

Office Hours: MWF 10:00am-11:20am, 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).

Ordered at the [Temple University Bookstore](#) and the [Zavelle Bookstore](#) but you can also find it at [Amazon](#) or your [favorite bookseller](#).

GRADING

You must complete all parts of the course to avoid an F. In other words, blowing off a movie reaction 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:

10 points = Movie reaction 1	20 points = Exam 1
10 points = Movie reaction 2	20 points = Exam 2
15 points = Presentation	25 points = Exam 3

Movie Reactions – 20 points

There are two required movie reactions; each is worth 10 points. You can pick any 2 of the movies shown in class. The reactions (350-500 words) should contain four parts, with each clearly marked:

- *Summary*. (150-200 words) Articulate what you understand to be the main points or arguments of the movie. You should imagine yourself explaining the movie to someone who has not seen it, but you want to make sure your summary makes clear that you have thought about the movie as it relates to men and women in American society.
- *Reaction* (200-300 words). Discuss specifically your reaction to the movie, whether as a whole or in terms of particular points about which you have opinions. You might, for instance, consider why you found the movie's arguments convincing (or not), how the movie

connects with material from lecture or other readings, or how the movie provides insight (or not) into experience of your own. I want a well-articulated thought of your own about the movie, not a repeat of the Summary section.

- *For discussion* (1-2 sentences). Provide one briefly-stated idea connected to the reading for what might make an interesting topic for class discussion. This does not need to be ornately presented and can be completely redundant with something you present in the Reaction section of your response.
- *Overall assessment* (1-2 words). Tell me if you think I should show this movie in future versions of this course. Simply write whether you “recommend keeping,” “neutral,” or “recommend dropping” the movie. Providing an overall judgment is required. You will not receive full credit if it is omitted, but its purpose is solely for providing feedback to me.

To be considered on time, you must submit your essay in hard copy at the start of class. Late papers will be severely penalized for each day late. Make sure to include your name and section number at the top of your work. Your paper should be typed, double-spaced, using 11 or 12-point font, and 1 inch margins on all sides. Edit your work to make sure it is free of errors in grammar, spelling, and punctuation. Please staple all of your pages together before submitting your essay.

Presentation – 15 points

In class on January 28, students will sign up for their presentation date; we will discuss the assignment more fully at that time. Beginning on February 6, students will lead class discussion on that day’s assigned readings. In your presentation, 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 20-25 minutes long, which we will follow with a 20-25 minute discussion.

Exams – 65 points

The exams are multiple-choice, and are not cumulative. In total, they are worth 65 points. Exams will cover the readings, movies, and lectures. I do not give extra-credit assignments, nor will I allow make-ups on the exams without a superb, legitimate explanation (bring me medical records, phone numbers of surviving relatives, etc.). Weddings, personal holidays, oversleeping, Septa problems, etc. are not acceptable excuses for missing exams. Drop the course now if there is a conflict between the test days and your personal schedule. The make-ups are essay tests, consisting of several questions. Since these tests must replace a huge percentage of your total grade, the answers for the make-ups must be extremely thorough to warrant a high grade. It is not to your advantage to miss my scheduled tests.

FINAL GRADES

Do NOT count on a curve. I will assign letter grades for the entire course as follows:

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

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.

JANUARY

- 22nd Welcome to the class
- 25th How to present. No reading due.
- 28th Presentation signup; group meeting.

30th 📖 My Life in Pink

FEBRUARY

- 1st 📖 My Life in Pink (**Reaction Due 2/8**)
 4th [Last day to drop]
 Disch, Preface & Introduction (xiii-xv & 1-28)
 6th Disch, "It's Not Just about Gender" (29-31)
 Espada, "The Puerto Rican Dummy and the Merciful Son" (31-41)
 8th Collins, "The Past is Ever Present" (48-62)
 11th Atkin & Rich, "J.A.P.-Slapping" (67-70)
 McIntosh, "White Privilege and Male Privilege" (71-76)
 13th Shaheed, "Controlled or Autonomous" (76-81)
 Johnson, "Patriarchy, the System" (91-99)
 15th Review for Exam 2. Bring questions.
 18th **EXAM 1. Bring pencils. Be on time.**
 20th 📖 Tough Guise
 22nd 📖 Tough Guise (**Reaction due 2/29**)
 25th Disch, "Gender Socialization," (109-112)
 Lorber, "The Social Construction of Gender" (113-120)
 27th Messner, "Boyhood, Organized Sports, and the Construction of Masculinities" (120-137)
 29th Disch, "Education" (346-353)
 Kimmel, "What about the Boys?" (361-375)

MARCH

- 3rd hooks, "Black and Female" (388-394)
 5th Disch, "Embodiment," (155-161)
 Saltzberg & Chrisler, "Beauty is the Beast" (162-172)
 7th 📖 Still Killing Us Softly 3 (**Reaction Due 4/17**)
 10th No Class – Enjoy Spring Break
 12th No Class – Enjoy Spring Break
 14th No Class – Enjoy Spring Break
 17th Thompson, "A Way Outa No Way: Eating Problems among African-American, Latina, and White Women" (176-190)
 19th 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)
 21st Coventry, "The Tyranny of the Esthetic" (203-212)
 24th 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)
 26th Review for Exam 2. Bring questions.
 28th **EXAM 2. Bring pencils. Be on time.**
 31st 📖 Paris is Burning

APRIL

- 2nd 📖 Paris is Burning (**Reaction Due 4/9**)
 4th Disch, "Communication" (212-214)
 Tannen, "You Just Don't Understand" (216-221)

- 7th Petrie, "Real Men Don't Cry..." (221-226)
Douglas & Michaels, "The New Momism" (226-238)
Byrd, "Claiming Jezebel" (239-247)
- 9th Lee, "The New Girls Network" (248-256)
Zimmerman, "Where are the Women" (252-256)
- 11th 🖱️ Playing Unfair (**Reaction Due 4/18**)
- 14th Disch, "Sexuality" (257-263)
Stoltenberg, "How Men Have (a) Sex" (264-274)
- 16th Sabo, "The Myth of the Sexual Athlete" (274-278)
Saxon, "Reproductive Rights: A Disability Rights Issue" (279-285)
- 18th Disch, "Families," (299-303)
Rubin, "The Transformation of Family Life" (304-313)
- 21st Collins, "Bloodmothers, Othermothers, and Women-Centered Networks" (314-320)
- 23rd Gerson, "Dilemmas of Involved Fatherhood" (321-330)
- 25th Lorde, "Man Child" (331-336)
Ybarra, "I am a Man" (337-340)
- 28th Graff, "What is Marriage for?" (341-345)
- 30th Disch, "A World That is Truly Human," (595-597)
Ward & Marable, "Toward a New Civic Leadership," (613-621)

MAY

- 2nd Arditti, "Women's Human Rights" (627-642)
- 5th Review for the final exam. Bring questions.

FINAL EXAM - FRIDAY, MAY 9, 11:30 AM - 1:30 PM

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