

**Professor Mary Kirby Diaz
Sociology-Anthropology Department
Women, Men, & Social Change - SOC240
Spring 2003**

Table of Contents

Office Location.....	3
Office Hours.....	3
Office Phone Number.....	3
E-mail Address.....	3
FAX Address.....	3
Course Description.....	3
Course Objectives.....	3
Course Requirements.....	3
Educational Philosophy & General Class Expectations.....	4
Cluster 1 - Learning Sociology.....	4-5
Cluster 2 - Engaging in Sociology.....	5-6
Cluster 3 - Producing Sociology.....	6
Late Day.....	6
Required Text.....	6
Recommended Book.....	6
Course Outline.....	7
Class Policies, Expectations, and Codes.....	8 -11
Sample Chapter Assessment	12 Personal
Grade Sheet.....	13

Office Location: Hale 219

Office Hours: Mondays and Wednesdays, 2:00-4:00; Tuesdays 2:00-3:00

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Course Description: This course sociologically and cross-culturally examines gender roles, with a special focus on the interrelationships between men and women over time - sociologically, anthropologically and historically. Special attention will be paid to examining the roots of present day gender stratification and cross-gender relationships.

Course Objectives:

To examine, learn, and increase awareness of how cultural variables can/do influence feminine/masculine development

To further an awareness of changes in gender values and gender roles as a result of changes in technology in societies.

To further an awareness of the changes in gender roles and values in society and of the problems which these changes can and do cause, especially with respect to women's and men's gender and work roles and their relations to gender bias, role discontinuity, role conflict, role incongruence, and role discrepancy.

To further an awareness of gender roles in American society today and to gain an appreciation of evolving gender roles from aboriginal society to present-day society.

To further an awareness of differences in gender roles and the effects of same in different cultural groups, thus expanding a student's awareness of multi-cultural diversity in our society today.

To enhance the student's ability to integrate assigned readings, assigned writings, and assigned visual materials with theories and concepts presented in class, class media presentations, possible field trips, and class discussions.

Final Grade/Course Requirements:

Cluster 1 - Learning Sociology: 10 assessments @ 10 max	100 points max
Cluster 2 - Engaging with Sociology - Short Papers & Assignments	75 points max
Participation _____	25 points max
Cluster 3 - Producing Sociology: Videotape Theory Papers	100 points max
_____	300 points max ÷3=100 total=A

Final Grade Computation: Your final grade is based on the percentage of the maximum *total number* of points distributed *across all three clusters*, that you have successfully completed. A Personal Evaluation Form is provided on page 14 to help you keep track of your progress in this course. 270/+ points = A 240 points = B 210 points = C

255 points = B+ 225 points = C+ 195 points = D+ 180 points = D
179/less points = F

Educational Philosophy and General Class Expectations:

As we approach the twenty-first century, college graduates must be prepared not only for the new methods of technology in use, but also for the society and culture of the twenty-first century. At major sociology conferences, large corporations repeatedly ask college professors to emphasize certain skills in class in order to better prepare students for corporate life. These are: the ability to work smoothly in groups, write clearly, and speak clearly. You will practice these skills throughout this course.

At the same time, new research on learning has evolved to mesh with new methods of teaching. My role as “Professor” now more often includes facilitator, mediator, resource, nurturer, tutor -as well as lecturer; the role is simultaneously active, reactive, pro-active. I no longer see the need for asking students to take two tests and attend class only to listen to a lecture and perhaps ask a question. Over the many years I have been teaching I have learned that you generally understand most of the reading material you have to learn without additional lecturing. What you often need more than lectures on assigned material is to learn additional material that will “flesh out” and deepen your knowledge and understanding of the material you have read. You also need a more secure atmosphere that will allow you to test the ideas, concepts, and theories you have been learning. As a result, here you will often be testing new ideas and observations at a small group level, then, if we have the time, we will discuss it *en masse*, in a larger class grouping.

What is this course like? Class sessions emphasize both subject content and application to problem-solving. I deliver a few formal lectures; mostly, though, there are informal lectures (on topics you decide, through your questions and comments). Sessions often include informal lectures, class discussions, group reports, experiential exercises, and videotapes in addition to assigned work and input from me. There is a lot of short writing, and you will be speaking informally in class. Therefore, your final grade will reflect your work in a variety of assignments, which include short papers, in-class activities, field work, and short research projects.

This course *is* a lot of work and is no “easy A”. If this sounds uncomfortable; if you need the structure of rows, two tests, and no participation (or very limited participation), this is *not* the course for you. If you are uncomfortable in courses where your work is measured in ways beyond the traditional exam and/or uncomfortable or unwilling to work in groups, this is not for you. If you find the future exciting, scary, challenging, this *is* the course for you!

Course Requirements:

Cluster 1 - Learning Sociology: Chapter Assessments.

A Chapter Assessment is a typed or printed review of the chapter that enables me to ascertain your learning of the material in that chapter. Chapter Assessments contribute 1/3 of

your final grade. There are ten chapters in your text, and there is one assessment due for each chapter. These are assigned in lieu of one exam. Bring your completed Chapter Assessments with you to class on their respective due dates. Each properly completed Assessment is worth a maximum of ten points, for a maximum total of 100.

For those completing **all ten**, I will **double the best** of the ten, and **drop the lowest** of the ten. The **minimum** length is 1-1/2 pages, hand-printed; one page, typed and double-spaced. I will collect them at the beginning of class,¹ and we may use questions chosen at random for class discussions and informal lecture topics.

I do not read script; your chapter Assessments must be hand-printed or typed. Hand-written Chapter Assessments will be returned unevaluated (without a grade). The first time this happens, you will be allowed to resubmit your work without penalty. Subsequent hand-written Chapter Assessments will be returned with a grade of "0", no re-submission.

After you have read and skimmed each chapter, answer the questions listed in the Chapter Assessment Sample, which appears at the end of the syllabus. **In order to receive full credit for a Chapter Assessment, you must follow the format that appears in the Chapter Sample.** This format enables me to clearly see your understanding of each chapter that you read.

Cluster Two -Engaging with Sociology: Class Participation.

It's not enough to read the text and write about what you have read; you must be able to manifest your learning by showing your ability to become engaged with the material presented in class. Your ability to become engaged with the material is also called participation and represents the second cluster of evaluations. This second cluster contributes another 42% of your final grade.

This cluster is comprised of a series of short projects and assignments, some of which are completed in class, while others are completed at home. There may also be other written assignments beyond those delineated in the syllabus. These also contribute to the overall Class Participation grade. It is your responsibility to complete all such assignments and to turn them in punctually.

If you expect to receive a class participation grade, you must not only attend all classes, but also must be prepared to take part in class by having completed assignments beforehand. You must also exhibit a willingness to actively and cooperatively contribute and participate in class and all class activities. Also, since a large part of your final grade is also determined by group work in class, there are points awarded for all group participation. Scribes can earn per session, as well.

For all class work, remember: If you are not prepared, you will not be permitted to participate for full credit. After all, you won't be prepared for it, and will not be able to contribute adequately to the class's task. As far as group work is concerned, permitting you to participate would penalize those who are prepared and on time, thus lowering their group participation scores, and general group work scores. Additionally, if you are habitually late for group work, you may receive a lower grade for group participation, since you may have missed significant portions of group time, and/or hindered the group's completion of its tasks. During group work, any your/group's behavior that is disruptive, distracting, or rude, hindering other/your team's work will not be awarded group participation points. Of course, you must also exhibit willingness to actively and cooperatively participate in teams.

Caveat: In past semesters, sometimes groups have requested that particular members be ejected from teams because of their lack of preparation/participation/and/or inability to work with others.

Where groups have provided me with sufficient evidence of this, those students have been moved into new group formations.

Cluster 3 - Producing Sociology: Videotape-Theory Papers

This semester you will view eight videotapes designed to facilitate your understanding of societies and time periods that are, for the most part, outside your experience. In the class following each videotape, I will present you with theories that will help you to understand better the behaviors manifested on each tape. From each presentation of videotape and theory, you will be assigned a short paper that will use the theories presented in class to help us to understand and explain the behaviors we saw in the videotape. This cluster of papers will substitute for an exam.

Each videotape-theory paper has the same question: Using the society presented in videotape number _____, explain masculine and feminine behaviors, roles, and cultures, using one of the theories reviewed in class. Tell why you think the theory you chose is the best explanation. (I will tell you which theories to choose from for each videotape in class.).

Each paper should be at least one full page in length, two full pages maximum. Papers longer than 2 full pages will not be evaluated beyond the second page. Papers must be typed or word-processed. Papers that are not typed will be returned, unevaluated and ungraded, no re-submission permitted. No more than one short paragraph can be used to summarize the videotape. (Three sentences maximum!) The bulk of your paper should be on theory. Use the videotape's examples to support your thesis. As stated above, each paper is worth a maximum of 10 points: 8 for contents and 2 for structure.

Your total points for this cluster will be derived at by calculating the percentage of 80 points you have earned. For example: Student A earned 54 points; $54/80=.675= 68$ (D+). Student B earned 65 points; $65/80=.81= 81$ (B). Student C earned 72 points; $72/80=.90= 90$ (A).

Late Day: 5/5/02. It is your responsibility to turn in all assignments punctually. However, I will accept a total of any three late papers for the entire semester, to be turned in together on Late Day. Your first late will be for full credit, no penalty; the remaining two will be for **half-credit**. If you have previously turned in late work it will be saved until Late Day, and will count as a Late Day paper. This means that if you have already turned in two late papers prior to Late Day, I will only accept one late paper on Late Day. If this date changes, you will be informed well ahead of time. This is the last day I will accept late course work.

Required Text: Women and Men: Cultural Constructs of Gender. Nancy Bonvillain. Prentice Hall: Upper Saddle River, New Jersey. 3rd edition. 2001.

Recommended Book: For those who have not completed Introduction to Sociology (SOC122), you will find it helpful to have an *Introduction to Sociology* text near your desk. I suggest you borrow one from a friend or the Library for the semester.

Course Outline

1	1/27	Introduction to course; Syllabus; Goals
2	1/29	Review of the Basics Ch 1 Assessment due
3	2/3	Visuals - Paradigms and Scientific Studies

4	2/5	Videotape 1 - Foraging Societies; Ch. 2 Assessment due
5	2/10	Lecture - Theory Review
6	2/12	VT-Theory Essay 1 Due; Chapter 3 Assessment due Videotape 2 - Pastoral Societies
7	2/17	Lecture -Theory Review (Pastoral & Horticultural)
8	2/19	VT-Theory Essay 2 Due ; Videotape 3 - Horticultural Societies
9	2/24	In-Class Activities - Gender Role Exploration VT-Theory Essay 3 Due
10	2/26	Stratified Economies; Chapter 4 Assessment due
11	3/3	Videotape 4 - Ancient Agricultural Societies Chapter 5 Assessment due
12	3/5	Lecture Theory Review; VT-Theory Essay 4 Due
13	3/10	In-Class Work: Ancient Greece and Rome
14	3/12	Mid-Semester - Chapter 9 Assessment due In-Class Activity - Partnership/Religion and Language
15	3/17	Lecture: Medieval European Society
16	3/19	In-Class Work: Medieval Europe
17	3/24	Videotape 5 - How Women Got the Vote/Industrialization Chapter 6 Assessment due
18	3/26	Lecture: Theory Review
19	3/31	VT-Theory Essay 5 Due ; Videotape 6 - Strange Relations
20	4/2	Lecture: Theory Review
21	4/7	Videotape 7 - Sex & Social Dancing VT-Theory Essay 6 Due
22	4/9	Traditional Love and Marriage: Theories and Research Chapter 10 Assessment due
23	4/23	VT-Theory Essay 7 Due ; Divorce and Marriage (continued)
24	4/28	Is Biology Destiny?; Chapter 8 Assessment due
25	4/30	Impact of Work on Women's and Men's Lives
26	5/5	Videotape 8- Zoned for Slavery; Chapter 7 Assessment due
27	5/7	Lecture: Theory Review
28	5/12	VT-Theory Essay 8 Due Case Study Due SASE and Course Evaluations

All dates and assignments are subject to change. Where possible, announcement of any such changes will be made at least 24 hours prior to the due date. Check the daily agenda posted on the board for specific dates and assignments.

General Academic/College Expectations, Policies, and Rules:

Please familiarize yourself with the College's Code of Conduct. This is the basic guide for conduct on Campus and in class.

A Note on Academic Papers: It is important that all papers be completed in standardized academic format; you want your **ideas** to stand out, not the fanciness of the font or the color of the paper. Unless you have been instructed otherwise by your instructors, set your word

processing program to the default margins and double-space. Triple-spaced or 2½ spaced papers are not acceptable. Acceptable academic fonts include the Times New Roman, Courier, Garamond, or Helvetica with a 12 point pitch. I realize that many of you are fond of the Arial font, but it's not appropriate for academic papers.

Plagiarizing and cheating are violations of the College Code; they carry severe penalties. Whenever you copy something word for word it must be placed in quotation marks and referenced. If you paraphrase, you must cite the source. Whenever you use someone else's words and ideas you must reference/cite/quote. If you don't, you are plagiarizing, and there are penalties.

The first time you plagiarize you will be warned. Your work will be returned unevaluated; you will be permitted to re-submit. The second time you will receive a zero, no re-submission. The third time you will receive an "F" for the course and will be reported to the Dean of Students.

It's important to re-read your papers critically. Check your spellings, grammar, usage, verb-tense agreement, etc., prior to turning in your papers. Such common errors as spelling errors, homonymic errors, errors in grammar, too lengthy summary, no reference page, too short, too long, poor introduction or poor conclusion, lack of integration between topics (remember: everything is connected.), lack of focus, problems with organization and flow, writing style (first person usage; wordiness, informal language.), failure to follow instructions, etc., are commonly found errors that cost students points. You could also fail to earn points due to incomplete discussion of a particular topic; failure to use sociological vocabulary; inappropriate/incorrect sociological vocabulary. It's important to find and correct your own errors. It makes your papers look professional, and makes you look professional, too.

Homework should be done at home - not during class. Group participation should be done before class, by yourself. Copying/cooperatively completing homework assignments, tickets, mods, etc., is *cheating*. It's self-serving, dishonest, and unfair to expect others to do your work for you.

Class attendance is essential but it's not enough to ensure a good grade. You are expected to read and analyze assigned material before class, for attending all classes, and actively participating in all class activities and exercises. I expect that you will attend and participate in class on the days work is assigned.

All dates and assignments are subject to change. For valid information regarding all definite due dates, including unit reviews, surveys, case studies, homework, Chapter Reviews and exams, consult the daily agenda, posted on the chalkboard in class.

Assigned reading material/homework is considered preparation for class. If you have not prepared for class, you cannot expect to learn as much - or have as high a final grade - as those who have prepared.

Come to class prepared to work. Students consistently tell me that class work is smoother, better, more fun, more interesting, for them when they have previously done the required work.

If you are not prepared to turn in your Chapter Assessment at the **beginning** of class, you can

turn it in **after** class by 5:00 p.m. on the date due, or **e-mail** it **the same day** without losing points.ⁱⁱ

Chapter Assessments and other homework completed during class time will not be graded; Class time is, after all, for class work, and assessments are to be completed outside class. No eating, drinking, and smoking in class.

Turn off the cell phones, the beepers, and the Walkman and portable CD's. Consider yourself at work; no personal calls allowed.

Guests are not permitted in class without the professor's permission.

If you are a parent, make appropriate childcare arrangements **outside** class.

Any student whose behavior is not conducive to a positive learning environment (rude, distracting, disruptive) may be asked to leave class and may be permitted to return only at the professor's discretion.

Class discussions are not talk shows! During class discussions, be sure to keep your comments "to the topic". Also, be aware that some words that may not offend us in a movie do offend us in a face-to-face discussion, especially with people we see often.

If you are absent, it is your responsibility to contact me just as you would your employer. It is your responsibility to find out about missing class work, assignments, etc. You can either contact me or a reliable classmate. Absences not only mean missed classes, they also mean missed opportunities for following the overall class content and for social interaction with other students during class exercises.

Non-attendance does *not* automatically result in a withdrawal from class. This *is* a bureaucracy. You must bring me a withdrawal form to sign by the withdrawal deadline date for the Spring 2003 semester. I will not sign withdrawal forms after that date.

Attendance is taken at each class. If you are late, you must inform me immediately after the completion of that late class, and I will record your presence. Informing me after that day will not result in a changed roster. Consistent lates (and absences) may result in a lower participation score.

Generally if you have two or more absences, no grade for participation may be earned. This also holds for those whose behavior is disruptive, distracting, or rude, thereby preventing others/ you from learning, or the professor from teaching. In addition, if you are habitually late you can expect to receive a lower grade for participation, since you may have missed significant portions of class time.

Don't interrupt others when they are speaking; let them finish.

Don't ask me about grades, work due, etc., during class. See me before/after class or during

office hours.

Don't complete work for other courses, letters to your friends, your nails, your make up, in class. It's rude and it's cheesy.

If you must leave early on a particular day let me know before class and sit near the door so you won't distract/disrupt others.

Over the course of the semester, I will be receiving many papers from you. I will probably receive about 500 papers over the course of the semester from all students, combined. Once I have read, assessed, and recorded your papers, I return them to you. **It is your responsibility to keep all your papers until you've received your transcript. It will be incumbent on you to provide documentation of any errors in grading you believe I have made.**

You are expected to complete all course work within the semester.

You are expected to take considerable responsibility for your own learning. If you are not comfortable in courses where your work is measured in ways other than just exams and/or are uncomfortable or unwilling to work in groups, this is not the course for you.

Class sessions emphasize both subject content and application to problem-solving. Sessions often will include class discussions and experiential exercises in addition to the input from assigned work and the professor.

If you require special accommodations, please see me before the end of the first week of classes. Bring the appropriate form from the ODS.

For the course you should see me during office hours or contact me as early as possible in the semester. -

This course's grading system is not a complicated one. It's based on the total number of points you earn, divided by three.

Do not assume that I curve grades. WYEIWYG. (What You Earn Is What You Get.)

All course work must be completed by May 12, 2003.

I do not negotiate final grades.

My expectation is that you are mature, bright enough to have been accepted into College, and motivated enough to read and prepare for class assignments and class work. You are expected to take considerable responsibility for initiating your own learning. You are expected to read and analyze assigned material *before* class, for attending *all* classes, and *actively participating* in *all* class activities and exercises. I expect that you will attend and participate in class on the days work is assigned.

Sample Chapter Assessment:

(Remember: Don't do these in narrative style (as an essay); do them exactly as this is formatted, so I can clearly see that you are learning. Be sure to include the labels, so I know which statement answers what question!)

Jan Smith (Never forget to put your name to your work!)

Women and Men in Society, Chapter 1. (Text Title, Chapter Title, Chapter #)

Summary: (This section should be only 3 sentences.) This chapter is an introduction to the text, and to the subject of women's and men's interrelationships in society, based on level of technology. It explains the need for such research and study, and describes the various modes of subsistence we will be studying. Lastly, it reviews how technology has influenced each gender differently, and how we have been unknowingly affected by it.

Assessment:

Key Glossary Term: Gender Construct. It's key because the entire course is about gender constructs. (Why this term?)

Basic Question: (The chapter's theme in one question.) How does technology influence men's and women's gender roles?

Weakest Link: (What's the worst part of the chapter?) The introduction to the chapter was vague, and the poem they used really didn't belong there. It was a time-waster.

Strongest Link: (What's the best part of the chapter; the most interesting and well-written?) The strongest part of the chapter was the section on how technology influences gender roles. It encouraged me to think about gender role, and what influences it.

Thinking I tem of Interest: (What interesting minor thing made you think more?) The boxed insert on women's and men's different gender roles in Iran really made me think about the differences between our two societies, and how different our gender expectations are.

Heavy Learning: (What didn't you know before? At least 3 items, in less than 5 sentences.)

I didn't know that technology influenced gender roles.

I didn't know there was a difference between gender role and sex role.

I never really thought much about gender roles, and how they differ from society to society and change over time.

Sociological Importance: (Why is this chapter important to sociologists?) Well, because it shows one of the major jobs for sociologists - studying the differences between men and women.

Importance to Non-Sociologists: (Why is this chapter important to people not in the field of sociology?) It explains what gender roles are, and how they change over time. It helps to understand people and history.

Gender Sociology: (If you were a sociologist, what topic from this chapter would you like to research?)

Well, I am majoring in construction management, so, I'd like to do a study of the presence - or lack of presence - in women in the field of construction. I'd also like to study the differences between what women and men want in a house - what's the same and what's different.

It's all about me: (What does this chapter contribute to a better understanding of your life?) This chapter helps me to understand why my grandparents and parents are so different from me and my friends when it comes to what men and women are like.....

Questions/Issues: (After reading this chapter, is there anything that you would like to review in class?)

I'm not too sure about the concept of gender segregation. Could you review this in class?

Spring 2003

SOC240 - Women, Men, & Social Change

Personal Grade Sheet

Cluster 1 - Learning Sociology - Chapter Assessments - 100 points maximum

10 Assessments @ 10 points maximum = 100, max.

(*If I complete all 10, Professor will double the best and drop the lowest assessment grade. If I complete 9 or less, my grade for this cluster will be the total of all assessments completed.)

Chapter 1 _____	Chapter 2 _____
Chapter 3 _____	Chapter 4 _____
Chapter 5 _____	Chapter 6 _____
Chapter 7 _____	Chapter 8 _____
Chapter 9 _____	Chapter 10 _____
Best Assessment _____*	_____.

Cluster 2 - Engaging in Sociology - Participation - 75 points maximum

In-Class Projects, additional homework assignments, In-Class activities.

Ancient Greece/Rome Project - 10 points maximum	_____
Medieval Europe Project - 10 points maximum	_____
Short, in-class exercises - total 55 points maximum**	_____

Cluster 3 - Producing Sociology - 8 Videotape/Theory Essays @ 10 points maximum, each = 80 points maximum

VT1 _____	VT2 _____
VT3 _____	VT4 _____
VT5 _____	VT6 _____
VT7 _____	VT8 _____

N.B. Professor may add another 0-25 points for class participation, not included in this listing.

Total of Clusters 1-3 = _____ ÷ 3 = _____ (This is your final grade for the course.)

ⁱIf your Assessment is not completed; if you were late or absent, see **Course Expectations**, below, or read the section on **Late Day**.

ⁱⁱ Please note: I generally do not print hard copies of e-mailed chapter Assessments; I read them, then assign and record a grade. I suggest you make your own copy from your E-mail software.