

**WOMEN, MEN AND SOCIAL CHANGE**  
**SOC 105**  
**COURSE SYLLABUS**

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**COURSE DESCRIPTION:** This course will examine the ways gender affects one's social roles and status in our society, and the way one learns those roles. We will analyze, with a sociological perspective, gender roles within the contexts of family, education, economics and our political social institutions, explore ethnic differences that pertain to gender roles, learn how those role definitions have changed over history and speculate as to what might change in the future.

**LEARNING OBJECTIVES:** Students will: 1) develop a sociological understanding of the concept of gender; 2) understand how roles and status are affected by gender; 3) become familiar with the history of sexism in America; 4) understand the intricate process of learning gender role; 5) understand the consequences of gender roles and sexism for individuals within the family, the legal system, at work, and at school; 6) gain perspective on ethnic differences in the ways gender is defined and experienced.

**ACADEMIC INTEGRITY:** It is the student's responsibility to be aware of behaviors that constitute dishonesty. Cheating on exams, plagiarism, falsification of information, or submitting a paper you did not write, will result in failure of the course and being punished to the full extent allowable under the academic regulations at Northeastern Illinois University. In you use any information from outside sources, you must acknowledge those whose idea or writing it is.

**REQUIRED TEXTS:**

Kramer, Laura The Sociology of Gender. 2nd. Edition Roxbury Publishing Company, 2005

Segal, Marcia Texler, and Martinez, Theresa. Intersections of Gender, Race and Class Roxbury Publishing Company, 2007

Collins, Gail. America's Women Harper Collins, 2003.

**STUDENT RESPONSIBILITIES:** 1) Regular and on-time attendance is mandatory. Sign the attendance sheet at every class. Do NOT leave early. 2) Read all assigned materials before the class in which they will be discussed. 3) All papers must be typed, double spaced, at least a 12 font. Spelling, grammar and sentence structure are important. NO LATE PAPERS WILL BE ACCEPTED, FOR ANY REASON. 4) All cell phones and pagers must be turned off during class.

## **METHODS OF EVALUATING STUDENTS ' PROGRESS**

1. 2 Reaction Papers: 15% each=30%
2. Journals: 10% (1 per week)
3. Group Presentation: 25%
4. Research paper: 25%
5. Participation: 10%

## **TOPICS AND READING ASSIGNMENTS**

September 1: Introduction, Getting To Know Each Other, Defining Terms, A Brief History

**Kramer, ch. 1**

**Segal, Introduction**

**Movies: Seneca Reflections-Celebrating 150 Years of Women's Rights  
The F word**

September 8: Culture and Gender

**Kramer, ch. 2**

**Segal: #2, 7**

**Collins, chapters 1-4**

**Movie: Gender: The Enduring Paradox**

September 15: Culture and Gender

**Segal: #10, 14, 15, 21, 30, 59, 60**

**Movie: A Matter of Honor**

September 22: How Do We Learn Gender Roles?

**Kramer, ch. 3**

**Segal: # 28, 46**

**Movie: Beyond Killing Us Softly**

September 29: Socialization and Male Aggression

**Segal, #20**

**Movie: Tough Guise**

- October 6: Gender and the Family  
**Kramer, Ch. 4**  
**Segal. #3**
- October 13: The First Wave  
**Collins, Ch. 5-14**  
**Movie: Iron Jawed Angels**
- October 20: Gender and Education  
**Kramer, Ch. 5**  
**Segal, #5, 11, 16**  
**\*\*\*REACTION PAPER DUE\*\*\***
- October 27: The Second Wave  
**Collins, Ch. 15-18**
- November 3: Gender, Work and Economics  
**Kramer, Ch. 6**  
**Segal, #1, 13, 32, 41**  
**Movie: The Life and Times of Rosie the Riveter**
- November 10: The Third Wave  
**Segal: #17, 22, 25, 33, 34, 36, 37, 64**  
**\*\*\*REACTION PAPER DUE\*\*\***  
**Collins, Ch. 19**
- November 17: The Politics of Gender  
**Kramer. Ch. 7**  
**Segal: #49, 48, 49, 51,**
- November 24: Gender and the Legal System  
**Kramer, ch.8**  
**Segal: 12, 29, 35, 56, 62, 64**
- December 1: **FINAL GROUP PROJECTS**
- December 8: What does the Future Hold?  
**Kramer, Ch. 8**  
**RESEARCH PAPER DUE**
- December 15: Class Celebration

## **JOURNALS**

Journal entries are REACTIONS to articles in the Segal book. They must be submitted electronically each week BEFORE class. You may react to any or all of the articles that are assigned for that week's class, and the entry should be at least half a page in length. We will begin each class session with your reactions to the reading.