

223.22 • Men, Women, and Society (3 hrs.)
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Providence College
Fall Session, 2010
Tuesdays & Fridays 9:50
Classroom 1

SYLLABUS

A. Calendar Description of the Course

An interdisciplinary study of meanings attached to being male or female, the process of becoming masculine or feminine as defined by contemporary society, and various Christian perspectives of gender. An examination of gender similarities and differences in both the public workplace and private, intimate relationships is included.

B. Purpose of the Course

Upon completion of this course, the student should be able to:

1. differentiate the biological concept of sex as manifested in maleness and femaleness from the cultural concept of gender as manifested in masculinity and femininity;
2. compare the various theoretical perspectives employed by social scientists to locate and explain gender in its social contexts, and show particular familiarity with feminist theory;
3. demonstrate knowledge of competing Christian perspectives of gender, including specific teachings of the biblical text pertaining to it;
4. outline various dimensions, factors, agents, and processes of the social construction of gender, along with its consequences;
5. identify and describe current patterns and practices of gender in selected social institutions;
6. interpret her or his own gender identity and roles as a female or male in contemporary society and faith communities;
7. express encouragement toward his or her own potential for fulfilling gender relations with individuals of the same and other sex in their personal life;
8. display an appreciation of the complexity and importance of grace-filled gender relations for the personal and social well-being of human life.

Note re. Syllabus:

It is the student's responsibility to retain their course syllabi for use as support for possible future applications to other educational institutions for transfer of credit.

C. Textbooks

REQUIRED:

Pierce, Ronald W., Rebecca Merrill Groothius, and Gordon D. Fee, eds. 2005. *Discovering Biblical Equality: Complementarity without Hierarchy* 2nd ed. Downer's Grove, IL: InterVarsity Press.

All assigned collateral readings are available as PDF documents on the *Sociology at Providence* website; www.provsoc.org.

NOTE: Readings will be available for one week prior and one week after the date on which they are assigned.

RECOMMENDED:

Kimmel, Michael S., Amy Aronson, and Amy Kaler, eds. 2008. *The Gendered Society Reader: Canadian Edition*. Toronto: Oxford University Press.

Nelson, Adie. 2009. *Gender in Canada* 4th ed. Toronto: Prentice-Hall.

Sayers, Dorothy. 2005/1971. *Are Women Human?* Grand Rapids, MI: Eerdmans Publishing.

Siltanen, Janet, and Andrea Doucet. 2008. *Gender Relations in Canada: Intersectionality and Beyond*. Toronto: Oxford University Press.

D. Course Requirements

1. Personal Reflections and Closing Exercise 15% (3 x 5%)

For the two Personal Reflections, write a 2-3 page informal reflection on selected course material that demonstrates your personal interaction with it, and functions as a form of journaling. No further study beyond doing the assigned readings and participating in class discussion is required. Comment on ideas or analyses presented in the preceding section of the course that have interested or impressed you the most, explaining why you think they are significant. In order to develop your reflections meaningfully, you should limit your focus to the topics of one or two classes/readings in the preceding section of the course. For the Closing Exercise, which will be similar to a reflection and discussed in class, instructions will be given in class a week in advance of the due date.

Reflection Paper #1

October 19

Reflection Paper #2

November 12

Closing Exercise

December 10

2. Text Reactions 20%

DUE DATE: October 5

Select five chapters from *Discovering Biblical Equality: Complementarity without Hierarchy* that have not already been assigned as readings for the classes in this course (3, 6, 11, 16, 18, 23, 24, 26, 27), and write a 2-page formal (i.e. 3rd person) critique of each chapter (total = 10 pages). Your reactions should comment on how thorough and persuasive the content was, how it might affect Christian faith communities if applied and lived out, and what the consequences might be.

OR

Select three chapters for reaction as above, plus Dorothy Sayers' *Are Women Human?*

3. Research Paper 25%

DUE DATE: November 26

Write a research paper (8-10 pages, double-spaced, 12 point font) on any relevant topic of your choice, using a formal style of writing (i.e. 3rd person, etc.) and a sociological style of documentation (see "The Bare Basics of ASA Documentation" in your Blackbaud student portal under "Shared Documents" for this course). As a general guideline, you should have approximately the same number of references as there are pages to your paper, and no more than half of the references may be from internet sources other than on-line academic journals, government agencies, or credible public organizations. See also the *Providence College Academic Formation Guide* for general writing guidelines. Topics that are significantly different than those covered in the classes of this course should have prior approval from one of the professors. Your paper should demonstrate that you have done independent research and reading beyond the assigned readings, that you have thought carefully and/or reorganized your topic in an original manner, and that you can express yourself in writing clearly and effectively. It will be graded on the quality of its content (15%), rhetoric (5%), and technical competence (5%).

4. Media Analysis 10%

DUE DATE: November 30

Select a sample of communication from traditional mass media (print, film, or broadcast) or new digital media (internet) that depicts gender in some theoretically interesting way, and write a 3-4 page analysis of it, employing selected concepts from this course. Submit a copy of your sample in photocopy (paper) or digital (CD or DVD) form together with your written analysis.

5. Exams 30% (2 x 15%)

You will write two exams, each worth 15% of the final letter grade, and each consisting of approximately 30 multiple choice questions plus one question requiring a one-page written answer. Each exam will hold you responsible for only but all the material in the lectures and assigned readings covered since the previous exam; the final exam is not comprehensive. See the study help posted under Shared Documents in your Blackbaud student portal entitled “How to Study for and Write Exams.” The dates of the exams are as follows:

Exam #1 October 26

Exam #2 December 14

Any request to reschedule a final exam must be approved by the Academic Committee in accordance with the policy in the College Academic Calendar. (http://www.providencecollege.ca/college/programs/registrars_office/calendar/).

6. Bonus Examples

Students have the opportunity to earn bonus marks for the course beyond the requirements listed above, and thereby improve their final letter grade by as much as half a letter grade. You can do this by submitting a written description and analysis (one page maximum) of an example of one of the principles covered in the material of the course to date that you have encountered in your everyday life. Each example is worth a maximum of 2%, with 2% given for a good example, 1% for a weak example, and 0% for a bad example. Each student is allowed a maximum of 5% for bonus examples. The instructors may also present exemplary examples in class.

E. Grading Summary

1. Grade Components

Personal Reflections & Closing Exercise	15% (3 x 5%)
Text Reactions	20%
Research Paper	25%
Media Analysis	10%
Exams	30% (2 x 15%)

Note: The last date for **Voluntary Withdrawal** from this course is Friday, **Nov. 12**

2. Grading Scale

Final course letter grades and their Grade Point equivalents will be calculated using the following scale:

<i>Percent</i>	<i>G.P.</i>	<i>Quality</i>	<i>Percent</i>	<i>G.P.</i>	<i>Quality</i>
91 – 99 = A+	4.0	Exceptional	67 – 69 = C+	2.5	Satisfactory
85 – 90 = A		Excellent	63 – 66 = C	2.0	Adequate
80 – 84 = A-			60 – 62 = C-		
77 – 79 = B+	3.5	Superior	57 – 59 = D+	1.0	Marginal
73 – 76 = B	3.0	Good	53 – 56 = D		Poor
70 – 72 = B-			50 – 52 = D-		
			< 50 = F	0.0	Failure

F. Course Policies

The full text of the academic policies, procedures and regulations of Providence College can be found online in the Student Handbook (http://www.providencecollege.ca/college/student_life/) and the College Academic Calendar (http://www.providencecollege.ca/college/programs/registrars_office/calendar/).

1. Class Attendance

Full attendance at all classes is expected, because active listening, thinking, and discussing are primary learning experiences in this course. Questions on exams will be designed to reward class attendance and alertness. While the instructors are committed to making the classes as interesting and informative as possible, it is neither their role nor their gift to be entertainers. Students who find themselves struggling with course material are welcome to seek additional individual assistance from the instructors outside the classes, but only if they have demonstrated the self-discipline to attend all the classes they possibly can.

2. ICTs in Class

Student use of electronic information and communication technologies, including laptop computers, is not allowed in class. Anyone found using one will be asked to either put it away or leave the classroom. (If you have a special learning need, please consult with us.) While we deeply regret the inconvenience for note-taking this becomes for those who use their laptops responsibly, too many students in the past have abused ICTs in the classroom, distracting themselves and their classmates, and disrespecting the educational enterprise. Our advanced technologies have by now created a need to regain the ability to give sustained

total attention to a single focus, a life skill now more in need of nurture than the ability to multi-task, though we well realize that banning ICTs does not guarantee it. As partial compensation, we will post the PowerPoint presentations As partial compensation, we will post the powerpoint presentations from the lectures on the Blackbaud student portal under “Shared Documents” for one week after each topic is completed, for you to download if you wish.

3. Academic Integrity

Students are expected to demonstrate academic integrity in all its various forms, and will be held accountable for doing so by the policy on Academic Conduct in the Student Handbook (http://www.providencecollege.ca/college/student_life/). One particularly problematic breach of academic integrity is plagiarism, which is stealing from the ideas and writings of another person and passing them off as one’s own. For an elaboration of the nature, types, and prevention of plagiarism, see the document entitled “Academic Dishonesty: The Problem of Plagiarism in Academic Writing” posted under Shared Documents in your Blackbaud student portal.

4. Late Assignments

Late assignments will be accepted up to one week after their due date, but their grades will be reduced by 10%, which equals one letter grade. Late papers will **not** be accepted more than one week after their due date, and students who do not submit a paper by at most one week after the due date will receive a grade of zero for that component of the course. The instructors will not receive requests for extensions. If you feel an extension is warranted, attach a cover letter to your assignment when you hand it in, explaining why it is late, and a decision will be made by the instructor when your paper is graded. A waiving of the 10% late reduction, or the one week deadline, will be granted only in the cases of personal or medical emergencies as detailed in the cover letter. Computer problems, conflicts with co-curricular activities, competition for library resources, and/or long weekends before or after due dates do not constitute such emergencies. Failure to plan ahead, or to maintain a margin of time for unforeseen events prior to the due date, does not warrant an extension either.

5. Missed Exams

Students who miss an exam are responsible to contact the instructor within one week of the exam date if they still wish to write the exam. Permission to do so will be given to only those students who present evidence, acceptable to the instructor, of medical reasons for having missed the exam. The format of the

exam will be at the discretion of the instructor, with essay questions likely. Students who do not write an exam by at most 2 weeks after the exam date will receive a grade of zero for that component of the course.

G. Class Schedule

The readings appearing beside each class topic are to be read in conjunction with that class. All assigned readings are from either the course text (“Text” = Pierce, Groothuis, & Fee) or are posted in your Blackbaud student portal under “Shared Documents” for this course. The instructors reserve the right to assign additional readings during the course of the term or to alter the schedule of topics as they see fit.

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
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Sept. 14	Orientation to the Course	
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Sept. 17	Introduction to Gender Studies	
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Lucal, Betsy. 2004. “What it Means to be Gendered Me.” In *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*, edited by Joan Z. Sade and Catherine G. Valentine. Toronto: Thomson Wadsworth.

Unit I: Individual Perspectives: Origins and Representations of Gender

Sept. 21	Nature vs Nurture: Determinism vs Constructionism	
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Text Ch. 27, “Nature, Culture, and Gender Complementarity.”

Sapolsky, Robert M. 2008. “Testosterone Rules.” In *The Gendered Society Reader: Canadian Edition*, edited by Michael S. Kimmel, Amy Aronson, and Amy Kaler. Toronto: Oxford University Press.

Sept. 24	Gender Socialization	
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Bordo, Susan. 2006. “Pills and Power Tools.” In *The Production of Reality: Essays and Readings on Social Interaction* 4th ed., edited by Jodie O’Brien. Thousand Oaks, CA: Pine Forge Press.

Sept. 28 Language and Speech Patterns

Kleinman, Sherryl. 2004. "Why I'm Not a Lady (and No Woman Is)." In *Readings in Gender Communication*, edited by Philip M. Backlund and Mary Rose Williams. Belmont, CA: Thomson Wadsworth.

Unit II: Socio-cultural Perspectives: Gender and Culture

Oct. 1 Gender in Cross-Cultural Perspective

Mernissi, Fatema. 2004. "Size 6: Western Women's Harem." In *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*, edited by Joan Z. Sade and Catherine G. Valentine. Toronto: Thomson Wadsworth.

Armstrong, Jeanette. 2009. "Invocation." In *Open Boundaries: A Canadian Women's Studies Reader 3rd ed.*, edited by Barbara A. Crow and Lise Gotell. Toronto: Pearson Prentice Hall.

Oct. 5 Men and Masculinities

Text Reactions Due

Flood, Michael. 2008. "What's Wrong With Fathers' Rights?" In *Men Speak Out: Views on Gender, Sex, and Power*. edited by Shira Tarrant. New York: Routledge.

Gallagher, S. K., and S. L. Wood. 2005. "Godly Manhood Going Wild? Transformations in Conservative Protestant Masculinity." *Sociology of Religion*, 66, 2:135-159.

Oct. 8 **Thanksgiving (classes cancelled)**

Oct. 12 Video: *Tough Guise*

Oct. 15 The Women's Movements

Text Ch. 24, "Feminism and Abortion."

Hancock, Carol L. 1996. "The Social Gospel in a Feminist Voice." In *Nellie McClung: No Small Legacy*. Northstone Publishing.

Unit III: Interactional Perspectives: Gender and Intimate Relations

Oct. 19 Gender and Friendship

Reflection #1 Due

Swain, Scott. 2004. "Covert Intimacy: Closeness in Men's Friendships." In *The Gendered Society Reader 2nd ed.*, edited by Michael Kimmel. New York: Oxford University Press.

Hiebert, Dennis W. 1996. "Toward Adult Cross-Sex Friendship." *Journal of Psychology and Theology*, 24, 4:271-283.

Oct. 22 Gender in Marriage and Parenting

Text Ch. 11, "Mutual Love and Submission in Marriage."

Text Ch. 26, "Marriage as a Partnership of Equals."

Cancian, Fransesca M. 2008. "The Feminization of Love." In *The Gendered Society Reader: Canadian Edition*, edited by Michael S. Kimmel, Amy Aronson, and Amy Kaler. Toronto: Oxford University Press.

Oct. 26 **Exam #1**

Oct. 29 Sexuality: Bodies and Orientations

Text Ch. 23, "Gender Equality and Homosexuality."

Looy, Heather, and Hessel Bouma. 2005. "The Nature of Gender: Gender Identity in Persons who are Intersexed or Transgendered." *Journal of Psychology and Theology*, 33, 3:166-178.

Nov. 2 Sexuality: Relational to Non-Relational

Hollway, Wendy. 2001. "Heterosexual Sex: Power and Desire for the Other." In *Family Patterns, Gender Relations 2nd ed.*, edited by Bonnie J. Fox. Toronto: Oxford University Press.

Jensen, Robert. 2008. "The Cruel Boredom of Pornography." *Last Exit*.

Nov. 5 Gender and Violence

Doe, Jane. 2009. "The Ultimate Rape Victim." In *Open Boundaries: A Canadian Women's Studies Reader* 3rd ed., edited by Barbara A. Crow and Lise Gotell. Toronto: Pearson Prentice Hall.

Nagel, Joane. 2007. "Rape and War: Fighting Men and Comfort Women." In *Sex Matters: The Sexuality and Society Reader*. Stomblor, Mindy, et al. Toronto: Pearson Education.

Nov. 9 Video: *After the Montreal Massacre*

Crass, Chris. 2008. "How Can I Be Sexist? I'm an Anarchist!" In *Men Speak Out: Views on Gender, Sex, and Power*. edited by Shira Tarrant. New York: Routledge.

Unit IV: Institutional Perspectives: Gender and Social Institutions

Nov. 12 Gender in the Workplace

Reflection #2 Due

Ehrenreich, Barbara and Arlie Hochschild. 2009. "Global Woman: Nannies, Maids, and Sex Workers in the New Economy." In *Globalization: The Transformation of Social Worlds*, 2nd ed., edited by D. Stanley Eitzen and Maxine Baca Zinn. Belmont, CA: Thomson Wadsworth.

Nov. 16 Gender in the Media

Gender Ads. 2009. www.genderads.com

Jiwani, Yasmin. 2009. "Erasing Race: The Story of Reena Virk." In *Open Boundaries: A Canadian Women's Studies Reader* 3rd ed., edited by Barbara A. Crow and Lise Gotell. Toronto: Pearson Prentice Hall.

Nov. 19 Video: *Killing Us Softly 3*

Farley, Melissa. 2007. "Prostitution: A Worldwide Business of Sexual Exploitation." In *Seeing Ourselves: Classic, Contemporary, and Cross-cultural Readings in Sociology* 2nd Canadian ed., edited by John J. Macionis, Nijole V. Benokaitis, and Bruce Ravelli. Toronto: Pearson.

Nov. 23 **Class replaced by College Faculty Forum**

Nov. 26 Gender and Religion

Research Paper Due

Text Ch. 6, "Women Leaders in the Bible."

Kavita Ramdas: Radical women, embracing tradition

http://www.youtube.com/watch?v=n9Z_pccScW0

Tennant, Agnieszka. 2006. "What (Not All) Women Want" in *Christianity Today*.

Unit V: Christian Perspectives: Gender and the Bible

Nov. 30 Evangelical Hierarchalism (Wilkinson video)

Media Analysis Due

The Council on Biblical Manhood and Womanhood. 2009. <http://www.cbmw.org/>

Dec. 3 Evangelical Egalitarianism

Text Ch. 3, "Contemporary Evangelicals for Gender Equality."

Text Ch. 18, "... the logic of woman's subordination."

Dec. 7 Jesus and Women

Text Ch. 16, "Biblical Priesthood and Women in Ministry."

Dec. 10 Closing Class Discussion

Closing Exercise Due

Dec. 14 **Exam #2** (Tuesday, 11:00am)