SOCI 4310 Online: Sociology of Gender
Spring 2018

Professor: Dr. Rachel M. Schmitz
Contact: rachel.schmitz@utrgv.edu
Office Hours: MW 11 a.m. – 12 p.m.
Office Location: ELABN 338

Classroom: ONLINE
Duration: 1/16/18 – 5/10/18

Required Texts:

Additional Readings: Required readings are on Blackboard.

Important: Contact me at my UTRGV email address. DO NOT use the Blackboard messaging system.

This course can be applied towards the Gender & Women's Studies Program Minor or Undergraduate Certificate. If you have questions about the program, please ask your professor or visit the website http://www.utrgv.edu/gwstudies/.

Course Aims and Scope
Welcome to Sociology of Gender! In this course, students will be introduced to a wide variety of issues in the field of the sociology of gender related to sexuality, gender and identity. This course will span the spectrum of topics related to all genders. This includes women, men, intersex, transgender and others. Throughout the course, you will attain the following markers of sociological knowledge:
- Explore contemporary debates surrounding issues related to sex and gender from a global perspective.
- Examine the variety of theories used to explain gender inequality, sexual identity, gendered interactions and more.
- Develop a gender lens and consciousness and apply it to your everyday lives.
- Challenge preconceived notions about the social world and so-called common sense explanations for social phenomena.
- Cultivate and improve scholarly skills such as critical thinking and writing abilities.
- Recognize and analyze the structural advantages/disadvantages of varying social positions (i.e. race/ethnicity, class, gender, ability, sexuality and age).

Course Format
This class consists of lectures, active learning activities, collaborative class discussions and writing assignments. It is the student’s responsibility to complete each module’s requirements by the due date and stay current with readings. The success of discussions depends upon each student’s active engagement and participation. Students are expected to contribute to discussions through thoughtful, respectful input and attentive responses.

Course Expectations
- Read the syllabus carefully and make note of important deadlines.
• Be respectful of others’ opinions, backgrounds and experiences. An open environment for discussion is essential to learning.
• Be positive, willing and prepared.
• Emulate academic honesty. Cheating or plagiarism will result in a failing grade.
• Follow deadlines for assignments and tests. I will send out reminders when appropriate, however the final responsibility for due dates remains with the student.
• Turn in all assignments on time. Late assignments will not be accepted.
• Please follow all writing guidelines in this syllabus when writing your assignments.
• Check Blackboard and your school email regularly for updates and announcements.
  ○ It is your responsibility to make sure the university has your correct email on file.

Modules
Students will complete one Module every week. These Modules consist of lecture PowerPoints, Blackboard readings, Activities and/or Discussion Boards related to the corresponding chapters. Make note of the listed deadlines.
  • Carefully review each PowerPoint lecture and take notes.
    ○ Watch the embedded videos and consider the discussion questions.
  • Read the assigned readings for each module.
  • Complete the module’s Activity (if applicable).
  • Complete the module’s Discussion Board (if applicable).

Course Grade Breakdown
Student grades will be assessed through the following:

<table>
<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Discussion Board Participation</td>
<td>20</td>
</tr>
<tr>
<td>Active Learning Reflections</td>
<td>30</td>
</tr>
<tr>
<td>Writing Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Final Project</td>
<td>40</td>
</tr>
<tr>
<td>Three Exams (30 points each)</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
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</table>

Grading Scale
A = 200-179   B = 178-159   C = 158-139   D = 138-119   F = 118 & below

Discussion Board Participation – 20 points
Discussion is vital to learning the concepts of this course. Students should read all assigned course materials for each module. Bi-weekly participation points will be given for making meaningful contributions to 5 Discussion Board topics.
  • You will be assigned to a Discussion Board Group with other students.
  • By the deadline, you will respond to the question/topic in your group.
  • By the deadline, you will then respond to a classmate’s post.
  • Quality answers will provide a meaningful response by critically analyzing the question/response and go beyond simply agreeing or disagreeing. BE SPECIFIC.
Active Learning Evidence & Reflections – 30 points
Students will participate in 6 weekly active learning activities for each module, for which they will provide evidence and write a short reflection of the experience. Directions for these active learning activities are described in the corresponding modules.
- Follow the instructions for completing each activity.
- If noted in the directions, provide evidence of the activity’s complete.
- Write a one-paragraph reflection of what you learned from the activity.

Writing Assignment – 20 points
Students will complete one small writing assignment in the course to develop academic writing skills and apply concepts learned in class to everyday life. In-depth guidelines are posted on Blackboard. Late assignments and emailed assignments will not be accepted.

Gendered Scavenger Hunt (Copelton 2013)
- Students will locate items from a list as they relate to gender in our world. For each item, you will answer the corresponding question and discuss it in terms of what you have learned in class. More information to come.
- Due Date: 3/2/18

Final Project – 40 points
Visualizing Gender Assignment (Sargent and Corse 2013)
- Gender is a basic category of social life. You will create a digital photo essay of gender in everyday life from a performative and interactionist perspective – “doing gender” (West and Zimmerman 1987). The photo essay should focus on yourself or other people “doing gender,” or potentially challenging or “undoing” gender (Deutsch 2007). It involves (1) taking photographs that illustrate “doing” or “undoing gender” and (2) writing an essay response for each photograph.
- Due Date: 4/27/18

Exams – 90 points
Three exams (30 points each) will be administered in this course to assess student learning. Each exam will consist of true/false, multiple choice and essay questions. Each exam will include material covered since the previous exam. The final exam is NOT cumulative.
- Exam availability dates are posted in the schedule and module.
- You will have 90 minutes to complete each exam once you start.
- The exam dates are listed in the course schedule.

Writing Guidelines
- Late and emailed work will not be accepted.
- Use proper grammar and proofread.
- Upload all assignments on Blackboard.
- Use 12 pt., Times New Roman font.
- Use 1” margins on all sides.
- Double-space papers.
- Use proper citation techniques for all cited material (ASA, APA or MLA).
  - Plagiarism is not allowed and will result in a failing grade.
  - Choose a style and be consistent.
• Failure to follow these guidelines will result in a loss of points.

Class Environment
While subjects in this course are interesting and socially relevant, they may also be controversial. As a class, we will cooperate to foster an open, respectful environment for discussion. Hate speech and disrespectful language/behavior will not be tolerated. Students who are disrespectful will be notified and will not receive any participation/activity points for that activity. Offensive language is considered disruptive behavior. If you become emotionally overwhelmed by class content, please contact Counseling and Psychological Services at 956-665-2574.

Record Keeping
You are expected to retain all graded assignments that are returned to you for your records. I will retain all other graded assignments for one year. If you have concerns about your grade, please make them known to me before that time so they can be resolved.

Students with Disabilities
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

Mandatory Course Evaluation Period
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available 4/11/18-5/2/18.

Student Resources
• Writing Center - Student Academic Center (STAC) 3.119, 956-665-2538, wc@utrgv.edu.
• Learning Center – Learning Assistance Center (LEAC) 100, 956-665-2585.
• Academic Advising Center - Southwick Hall, Rm 101A, 956-665-7120, academicadvising@utrgv.edu.
• Hauser Communication Lab – Resource for students to practice interviews and public speaking. ELABS 172, utrgvhauserlab@gmail.com, https://hauserlab.appointy.com/default.aspx.
• Purdue Online Writing Lab (OWL) - https://owl.english.purdue.edu/owl/. Great for citation assistance.
• Full-time enrolled students can download and install Microsoft Office 365 for free following the instructions posted here: http://www.utrgv.edu/it/how-to/pro-plus-software/index.htm.
Personal Identities
Gender is central to the lives of many students, and not all students go by their legal name or find that the information in the University system does not accurately portray their identity. If you wish, please send me an email and let me know what your preferred name and pronouns are. For example, I prefer to be called Dr. Schmitz or Rachel, and my pronouns are her & she.

Academic Integrity
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in academic/scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Academic/scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Given that academic/scholastic dishonesty harms the individual as well as the integrity of the University, policies on academic/scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). Ignorance of these rules, regulations, and guidelines is never considered an “excuse” for engaging in academic/scholastic dishonesty. All academic/scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, and Violence
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

Tentative Class Schedule
All readings should be completed for each module. Chapter readings from your textbook, Gender, are designated as “G.” All outside readings can be found on Blackboard under “Required Readings” and are designated as “BB.” I reserve the right to make changes to the schedule as needed. Changes will be announced on Blackboard and sent via email.

<table>
<thead>
<tr>
<th>Week (Module)</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due Date (by midnight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/16-1/19</td>
<td>Syllabus Sociology of Gender</td>
<td>G: Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Date</td>
<td>Description</td>
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<tr>
<td>Activity 1: “Gender Attitude and Belief Inventory”</td>
<td>1/19</td>
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</tbody>
</table>
| G: Chapter 2  
BB: “Boys vs. Girls” | 1/22-1/26 | Ideas |
| Activity: Workshop on Citation Techniques | 1/26 | |
| G: Chapter 3  
BB: “Beauty Beyond a Size 16” | 1/29-2/2 | Bodies |
| Discussion Board 1: Nature vs. Nurture Debate | 1st post: 1/31  
Response: 2/2 |  |
| G: Chapter 4  
BB: “Doing Gender” | 2/5-2/9 | Performances |
| Activity 2: Walk Like a Man, Talk Like a Woman | 2/9 | |
| BB: “Transitioning Out Loud and Online” | 2/12-2/16 | Intersections |
| G: Chapter 5  
Response: 2/16 |  |
| Discussion Board 2: Analyzing Current Events through an Intersectional Lens |  | |
| EXAM 1 (Chapters 1-5) | Open 2/15-2/18 | |
| G: Chapter 6  
BB: “Who is a Real Man? The Gender of Trumpism” | 2/19-2/23 | Inequalities |
| Activity 3: Writing a Nonsexist/racist/classist TV Ad | 2/23 | |
| G: Chapter 7  
BB: “Walking Like a Man?” | 2/26-3/2 | Inequalities |
| ASSIGNMENT DUE – GENDER SCAVENGER HUNT | 3/2 | |
| G: Chapter 8  
BB: “Playing but Losing: Women’s Sports after Title IX” | 3/5-3/9 | Institutions |
| Discussion Board 3: Gender Segregation in Sports | 1st post: 3/7  
Response: 3/9 |  |
<p>| SPRING BREAK NO CLASSES | 3/12-3/16 | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Activity/Chapter/Assignments</th>
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</table>
| 10   | 3/19-3/23 | Change                | G: Chapter 9  
BB: “Stay-at-home Fatherhoods”                                                               |
|      |         |                        | Activity 4: Evolution of Gender Norms                                                         | 3/23 |
| 11   | 3/26-3/30 | Sexualities           | G: Chapter 10  
BB: “US Attitudes toward Lesbian and Gay People are Better than Ever”                        |
|      |         |                        | Discussion Board 4: Sexual Racism Debate                                                       | 1st post: 3/28  
Response: 3/30 |
| 11   |         |                        | EXAM 2 (Chapters 6-10)                                                                         | Open 3/29-4/2 |
| 12   | 4/2-4/6  | Families              | G: Chapter 11  
BB: “We are Family”                                                                              |
|      |         |                        | Discussion Board 5: Gender Inequality in Unpaid Work                                             | 1st post: 4/4  
Response: 4/6 |
| 13   | 4/9-4/13 | Work                  | G: Chapter 12  
BB: “What Gender is Science?”                                                                   |
|      |         |                        | Activity 5: Gender wage gap analysis                                                            | 4/13 |
| 14   | 4/16-4/20 | Politics             | G: Chapter 13  
BB: “Bathroom Battlegrounds and Penis Panics”                                                   |
|      |         |                        | Activity 6: Documenting sexism in politics                                                      | 4/20 |
| 15   | 4/23-4/27 | Conclusions           | VISUALIZING GENDER PAPER DUE                                                                     | 4/27 |
| 16   | 4/30-5/4  | Conclusions           | EXAM 3 (Chapters 11-13)                                                                        | Open 4/30-5/6 |