SOCI 4310 Online: Sociology of Gender
Summer 2017

Professor: Dr. Rachel M. Schmitz
Contact: rachel.schmitz@utrgv.edu
Office Hours: By appointment
Office Location: ELABN 338

Classroom: ONLINE
Duration: 6/5/17 – 7/11/17

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 and collaborative class discussions. 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 input and attentive responses.
Modules
Students will complete one Module every week. These Modules consist of lecture PowerPoints, Blackboard readings, Activities and Discussion Boards related to the corresponding chapters. Make note of the listed deadlines.

• Carefully review each PowerPoint lecture and take notes.
  o Watch the embedded videos and consider the discussion questions.
• Read the assigned readings for each module.
• Complete the module’s Activity.
• Complete the module’s Discussion Board.

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.
  o It is your responsibility to make sure the university has your correct email on file.

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

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<tr>
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<th>Points</th>
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<tr>
<td>Discussion Board Participation</td>
<td>20</td>
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<tr>
<td>Active Learning Reflections</td>
<td>30</td>
</tr>
<tr>
<td>One Writing Assignment</td>
<td>30</td>
</tr>
<tr>
<td>Three Exams (40 points each)</td>
<td>120</td>
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<tr>
<td>Total</td>
<td>200</td>
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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. 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 10 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 answer.
• 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 5 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 – 30 points**

Students will complete one 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.

- **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: 7/7/17

**Exams – 120 points**

Three exams (40 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.

**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.

**Grading Scale**

A = 194-179  B = 178-159  C = 158-139  D = 138-119  F = 118 & below

**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. Students who are disrespectful will be notified 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**
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

**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 accessibility@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 accessibility@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.

**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.
- Purdue Online Writing Lab (OWL) - https://owl.english.purdue.edu/owl/. Great for citation assistance.

**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 preferred 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 in an environment 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.

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<thead>
<tr>
<th>Week (Module)</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due Date (by midnight)</th>
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<tbody>
<tr>
<td>1</td>
<td>6/5-6/9</td>
<td>Syllabus</td>
<td>G: Chapter 1 Activity 1: “Gender Attitude and Belief Inventory”</td>
<td>6/7</td>
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<td>Sociology of Gender Ideas Bodies</td>
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<td>Activity: Workshop on Citation Techniques</td>
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<td>G: Chapter 2</td>
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<td>BB: “Boys vs. Girls”</td>
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<td>G: Chapter 3</td>
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<td>BB: “Beauty Beyond a Size 16”</td>
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<td>2</td>
<td>6/12-6/16</td>
<td>Performances Intersections</td>
<td>G: Chapter 4</td>
<td>6/14</td>
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<td>BB: “Doing Gender” Activity 2: “Walk Like a Man, Talk Like a Woman”</td>
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<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Discussion Board(s)</td>
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| 2    | 6/12-6/18 | “Transitioning Out Loud and Online” | G: Chapter 5  
BB: “The Feminization of American Immigration” |
| 2    | 6/12-6/18 | Discussion Board 2: Analyzing Current Events through an Intersectional Lens | 1st post: 6/14  
Response: 6/16 |
| 2    | 6/14-6/18 | EXAM 1 (Chapters 1-5) | Open 6/15-6/18 |
| 3    | 6/19-6/23 | Inequalities Institutions | G: Chapter 6  
BB: “The Hearts of Boys” |
| 3    | 6/19-6/23 | Activity 3: “Writing a Nonsexist/racist/classist TV Ad” | 6/21 |
| 3    | 6/26-6/30 | Change Sexualities | G: Chapter 8  
BB: “Walking Like a Man?” |
| 4    | 6/26-6/30 | G: Chapter 9  
BB: “Stay-at-home Fatherhoods” | BB: “Playing but Losing: Women’s Sports after Title IX”  
Discussion Board 3: Gender Segregation in Sports |
| 4    | 6/26-6/30 | Activity 4: Gender Neutral Dating | 6/28 |
| 4    | 6/26-6/30 | Discussion Board 4: Sexual Racism Debate | 1st post: 6/29  
Response: 6/30 |
| 4    | 6/26-6/30 | EXAM 2 (Chapters 6-10) | Open 6/29-7/2 |
| 5    | 7/3-7/7 | Families Work Politics | G: Chapter 11  
BB: “We are Family” |
| 5    | 7/3-7/7 | Activity 5: Gender wage gap analysis | G: Chapter 12  
BB: “What Gender is Science?”  
Activity 5: Gender wage gap analysis | 7/5 |
| 5 | G: Chapter 13  
BB: “Bathroom Battlegrounds and Penis Panics” |
|---|---|
| 5 | Discussion Board 5: Gender Inequality in Unpaid Work  
1\textsuperscript{st} post: 7/6  
Response: 7/7 |
| 6 | 7/10-7/11 Conclusions  
Visualizing Gender Paper  
7/10 |
| 6 | EXAM 3 (Chapters 11-13)  
Open 7/7-7/11 |