

Sociology of Gender
SOCY 3500-40
Syllabus: Fall 2018

Instructor: Sherri Sasnett-Martichuski
E-mail: sherri.sasnett@colorado.edu

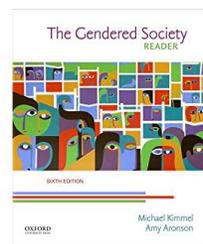
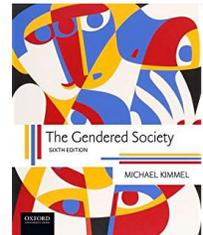
*** Please send your email correspondence from your personal email and not from within the course in Canvas.**

Required Texts

The Gendered Society 6th Edition (2017) by Michael Kimmel. Oxford University Press. ISBN-10: 0190260319 /ISBN-13: 978-0190260316.

The Gendered Society Reader 6th Edition (2017) by Michael Kimmel and Amy Aronson. Oxford University Press. ISBN-10: 0190260378/ISBN-13: 978-0190260378.

**** You need both of these books to complete the course – see Topics and Schedule below.**



Course Description

This course examines how sex and gender shapes the lives of individuals, and how individuals shape notions of what defines sex and gender. Notions of sex and gender work to organize how individuals understand their lives, often making the meanings associated with sex and gender invisible. In other ways, the meanings attached to sex and gender can seem “natural.” This class will examine how we understand explanations of gender, and how we construct and interact with gendered identities and gendered institutions. We will examine the social construction of both sex and gender and explore how our notions of sex and gender have been interpreted and determined.

Communication:

Check your account (Canvas) regularly for announcements relevant to the class. **As noted above, please send any email correspondence from your personal email and not from within the course on Canvas to ensure that I receive your email.** I will read and respond to emails Monday through Friday from 8-5. **Please include “SOCY 3500” in the subject line of all email correspondence.** This will ensure that your email gets top priority! I will respond to all email within 24 hours (excluding weekends and holidays).

Discussion:

Discussion posts are not a requirement of this class - however, I will post discussion topics throughout the semester to address questions and concerns with the topics we are covering. I also post answers to questions that are sent to me via email so that everyone can benefit from the dialogue - much like

questions asked in the “in-person” classroom environment. I do not post names or email addresses - everything that I post will be from my perspective. I encourage everyone to engage in this process. Ask questions, offer answers, throw out ideas. Online classes can feel isolating, and this does not have to be the case. Engage with your classmates (and with me) if you do not understand a topic or if you would just like to hash something out regarding the material. It is easy for me to address questions before a quiz or exam - not *after* a quiz or an exam is opened.

Class Environment - Netiquette

All students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment. Due to the nature of the online environment, these are some things to remember:

- Always think before you write. In other words, without the use of non-verbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
- Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
- Never use all caps. This is the equivalent of yelling in the online world. Only use capital letters when appropriate.
- Make sure that you are using appropriate grammar and structure.
- Treat people the same as you would in face-to-face interactions. It is easy to hide behind the computer and in some cases it empowers people to treat others in ways they would not in person.

Technology Requirements

You need a consistent, high-speed Internet connection to view the videos and the other content in this course. When you take quizzes, I recommend you use either a desktop computer or a laptop in a quiet location with a secure connection. **I do NOT recommend using an iPad or other mobile device to take a quiz or an exam.** If you have access to a high-speed wired connection, that's preferable to a wireless connection. I also recommend that you have the latest versions of Adobe Flash, Adobe Reader, and QuickTime installed on your computer.

Microsoft Windows

- Windows XP (Service Pack 2), Vista, or Windows 7 and above
- Minimum 2GB RAM
- High speed internet connection: 500 kbps or above (Cable, DSL, FiOS)
- Working soundcard and speakers/headphones
- Sun Java Runtime Environment (JRE)

Macintosh

- Mac OS X (Lion 10.7 and above)
- Minimum 2GB RAM
- High speed internet connection: 500 kbps or above (Cable, DSL, FiOS)
- Working soundcard and speakers/headphones
- Sun Java Runtime Environment (JRE) - I use Safari and it works fine for me, most of the time.

Course Objectives

This course has measurable course objectives. Weekly quizzes are focused on concepts and becoming familiar with the subject material (reading material), see attached Bloom Taxonomy, level 1 (Knowledge) and level 2 (Comprehension). As you progress through the course and increase your knowledge of the topic, objectives will become more challenging and be written from a level 3 (Application), and level 4 (Analysis) position. As you continue to increase your knowledge of the topic, the objectives are focused more on levels 5 (Synthesis) and level 6 (Evaluation). This means, as you move through the course, the quizzes and exams will become more challenging. The papers assigned are designed to meet level 3-6 objectives. The assigned papers are designed to measure your ability to analyze, synthesize, and evaluate the course material.

Below is an example of measurable objectives using Bloom's Taxonomy Verbs (attached).

- Define the basic elements of the assigned readings. Level 1
- Explain the importance of each component the assigned readings. Level 2
- Apply concepts. Level 3
- Examine/Analyze and apply course material. Level 4 and 5
- Evaluate, apply and assess course material. Level 6

Lecture Slides

Since we do not meet face-to-face, I post weekly lecture slides to help guide you through the readings. The slides are not meant to be comprehensive – you still need to read the material to do well on the exams. I include questions on the slides that will help you do well on the quizzes and exams. If you have questions about the material included on the slides, post the questions in the discussion forum or send me an email and I will post the answers to your questions in the discussion forum (anonymously, of course). Online classes can be difficult and this is one way I hope to encourage a discourse. Some of the readings can be dense and having a “discussion” about the material is often helpful.

Grading:

There are 2 papers, 11 quizzes (the lowest score will be dropped), and 3 exams during the semester. **There are no “make-up” assignments or extra credit opportunities in this class.** Grades will be determined on a “points” basis.

11 Quizzes = 10 pts each for a total of 100 pts (lowest quiz score will be dropped)
3 Exams = 100 pts each for a total of 300 pts
2 Papers = 50 pts each for a total of 100 pts
Total Class Points = 500

Grades will be assigned as follows:

| | | | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 93-100 | 90-92 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | <60 |

Quizzes and Exams:

There are 11 multiple choice reading quizzes (approx. weekly), each worth 10 points. The lowest quiz score will be dropped. The quizzes are delivered online - this is an online class. You need a reliable Internet connection. Quizzes will become available on the Thursday of the week listed in the syllabus and remain open for 48 hours. There are 10 randomized, multiple-choice questions on each quiz. No two quizzes will have the same questions. You will have 15 minutes to take the quizzes. You will have a 48-hour window of availability to take the quiz, BUT you will only have 15 minutes to complete the quiz once you have started the quiz. You will see one question at a time, and you must answer the question before you move forward to the next page (i.e., you cannot go backwards).

There are 3 multiple-choice exams, each worth 100 points. Once again, you need a reliable Internet connection. Each exam will consist of 25 randomized, multiple-choice questions. No two exams will have the same questions. You will have 40 minutes to take the exam. You will have a 48-hour window of availability to take the exam, BUT you only have 40 minutes to complete the exam once you have started the exam. You will see one question at a time, and you must answer the question before you move forward to the next page (i.e., you cannot go backwards).

While this may seem like “open note” testing, you will not have time to look up questions during the quizzes and exams. It is also up to you to keep up with the time. You will be locked out of the quizzes and exams when your time runs out.

And, once again, YOU NEED TO BE SOMEWHERE WITH A RELIABLE INTERNET CONNECTION! You can only access the quizzes and exams once, and if your Internet drops, you will be locked out of the test. If your home Internet connection is not reliable, you need to go somewhere else to take the exam (e.g., the library).

Papers:

There are 2 papers required in this class. This assignment is an opportunity to demonstrate your mastery/understanding of the material. There are three opportunities (section 1, 2, and 3) to select from - pick two (your choice). Once you have selected the section/s that interest you, focus on a current event (for example, an issue covered in the New York Times, Washington Post, the Atlantic, Boomerang, etc.).

Next, using the concepts covered in the section you selected, analyze the issue and develop an argument for how the issue can be understood using a sociological framework. **You must use a minimum of four concepts - failure to clearly use 4 concepts will result in “0” for the assignment.** All of the concepts must be clearly defined (in your own words) and used appropriately. Concepts are listed at the end of each chapter (key terms).

The papers are due the same week as the section exams (by Saturday at 6:00). If you wait until the last section to write your second paper, the paper is due at the same time as the final exam (Exam 3). There will be a dropbox available for paper submissions. You need to plan ahead for how you are going to write your papers. Thought papers are designed to test your knowledge of the assigned material. Failure to demonstrate knowledge of the material will result in failure.

Length and Format

800-1000 words, double-spaced.

Use 11-point font, Times New Roman with 1-inch margins.

Put your name at the top of the first page; no cover page is necessary.

Put page numbers on all pages.

Citations

Simply cite the source of your topic in parentheses (e.g., New York Times, Title, Date) and the page number of the concepts/sources of the material used (from the book) in parentheses. A source is necessary - there must be a foundation for your argument! For the analysis portion of your papers, refer only to sources/concepts we have used in class. You do not need to provide a separate reference list - do not use information that you have found “online”.

Grading Rubric for Papers:

| | |
|--|--------|
| Grammar, formatting, and structure (intro, supporting paragraphs, conclusion) <i>Papers should have a clear and concise introduction outlining the argument and concepts used in the paper.</i> | 10 pts |
| Correct introduction and use of concepts <i>*Failure to use 4 concepts will result in a “0.”</i> | 20 pts |
| Comprehensive analysis of topic (using concepts) <i>A comprehensive analysis clearly defines the issue using the sources/concepts from class and offers a discussion of how to better understand the issue from a sociological perspective.</i> | 20 pts |

Topics and Schedule:

| Date | Topic/Reading | Read (textbook) | Read (reader) | Online |
|-------------|--|------------------------|----------------------|---------------|
| 08/29 | Chapter 1 - Introduction | 1-16 | xi-xviii | |
| | Quiz (quizzes are open Thurs. - Sat.) | | | Quiz 1 |
| 09/02 | Chapter 2 – Ordained by Nature | 19-57 | | |
| | Anatomy and Destiny | | 1-25 | |
| | Quiz (quizzes are open Thurs. - Sat.) | | | Quiz 2 |
| 09/09 | Chapter 3 – Spanning the World | 58-86 | | |
| | Cultural Constructions of Gender | | 27-62 | |
| | Quiz (quizzes are open Thurs. - Sat.) | | | Quiz 3 |
| 09/16 | Chapter 4 – So, That Explains It | 87-113 | | |
| | The Psychology of Sex Roles | | 63-105 | |
| | Quiz (quizzes are open Thurs. - Sat.) | | | Quiz 4 |
| 09/23 | Chapter 5 – Social Construction | 114-148 | | |
| | Social Construction of Gender Relations | | 129-163 | |
| | Exam (exams are open Thurs. - Sat.) | | | EXAM 1 |

| Date | Topic/Reading | Read (textbook) | Read (reader) | Online |
|-------------|--|----------------------------|--------------------------|----------------|
| 09/30 | Chapter 6 – The Gendered Family | 151-203 | | |
| | The Gendered Family | | 165-205 | |
| | Quiz (quizzes are open Thurs. - Sat.) | | | Quiz 5 |
| 10/07 | Chapter 7 – The Gendered Classroom | 204-233 | | |
| | The Gendered Classroom | | 207-233 | |
| | Quiz (quizzes are open Thurs. - Sat.) | | | Quiz 6 |
| 10/14 | Chapter 8 – Gender and Religion | 234- 259 | | |
| | The Gender of Religion | | 235-259 | |
| | Quiz (quizzes are open Thurs. - Sat.) | | | Quiz 7 |
| 10/21 | Chapter 9 – Separate and Unequal | 260-310 | | |
| | The Gendered Workplace | | 275-309 | |
| | Quiz (quizzes are open Thurs. - Sat.) | | | Quiz 8 |
| 10/28 | Chapter 10 – Gender and Politics | 311-342 | | |
| | The Gender of Politics | | 311-335 | |
| | Quiz (quizzes are open Thurs. - Sat.) | | | Quiz 9 |
| 11/04 | Chapter 11 – The Gendered Media | 343-370 | | |
| | The Gendered Media | | 337-372 | |
| | Exam (exams are open Thurs. - Sat.) | | | EXAM 2 |
| 11/11 | Chapter 12 – Gendered Intimacies | 373-395 | | |
| | Gendered Intimacies | | 373-421 | |
| | Quiz (quizzes are open Thurs. - Sat.) | | | Quiz 10 |
| 11/18 | FALL BREAK | | | |
| 11/25 | Chapter 13 – The Gendered Body | 396-447 | 469-497 | |
| | Quiz (quizzes are open Thurs. - Sat.) | | | Quiz 11 |
| 12/02 | Chapter 14 – The Gender of Violence | 448-481 | 501-529 | |
| TBD | Final Exam | | | EXAM 3 |

Disability Statement:

If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 330 Knight Hall.

Academic Honesty:

UW Regulation 6-802. The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated [from the University Catalog]. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at: <http://www.uwyo.edu/generalcounsel/new-regulatory-structure/index.html>)

The instructor may make changes to the syllabus as the course proceeds. If necessary, these changes will be announced to the class. Substantive changes made to the syllabus shall be communicated in writing to the students.

Bloom's Taxonomy Action Verbs

| Definitions | Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|---------------------------|---|---|--|--|--|--|
| Bloom's Definition | Remember previously learned information. | Demonstrate an understanding of the facts. | Apply knowledge to actual situations. | Break down objects or ideas into simpler parts and find evidence to support generalizations. | Compile component ideas into a new whole or propose alternative solutions. | Make and defend judgments based on internal evidence or external criteria. |
| Verbs | <ul style="list-style-type: none"> • Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State | <ul style="list-style-type: none"> • Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate | <ul style="list-style-type: none"> • Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write | <ul style="list-style-type: none"> • Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test | <ul style="list-style-type: none"> • Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write | <ul style="list-style-type: none"> • Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value |