ANTHROPOLOGY, GEOGRAPHY, SOCIOLOGY
Sociology of Gender
SOC330.001
Fall 2017

INSTRUCTOR: Dianne Dentice, Ph.D.
EMAIL: denticede@sfasu.edu (preferred method of communication)
OFFICE: LAN330
PHONE: 468-2241
OFFICE HOURS: M-W: 1:00-2:00; TR 2:00 – 4:00; Friday by appt.
DEPARTMENT: Anthropology, Geography, Sociology
CLASS LOCATION: G78 (Ferguson Bldg.)
CLASS MEETING TIMES: TR 12:30 to 1:45

Required Text

Course Description: In this course we explore the impact of gender stratification and gender roles on attitudes and behavior of women and men in everyday life.

Sociology program learning outcomes include the following:

1. The student will be able to identify, compare, and contrast sociological classical and contemporary theories.
2. The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.
3. The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.
4. The student will be able to apply sociological knowledge and skills to a variety of settings.
5. The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.
6. The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.
7. The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

<table>
<thead>
<tr>
<th>PLOs</th>
<th>Supported Course Objective SLO # or NA (not applicable)</th>
<th>Skill Level Basic, Intermediate, Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO1</td>
<td>1, 6</td>
<td>I</td>
</tr>
<tr>
<td>PLO2</td>
<td>7, 8</td>
<td>I</td>
</tr>
<tr>
<td>PLO3</td>
<td>2</td>
<td>I</td>
</tr>
<tr>
<td>PLO4</td>
<td>3</td>
<td>I</td>
</tr>
<tr>
<td>PLO5</td>
<td>4,5</td>
<td>I</td>
</tr>
<tr>
<td>PLO6</td>
<td>6</td>
<td>I</td>
</tr>
<tr>
<td>PLO7</td>
<td>NA</td>
<td>I</td>
</tr>
</tbody>
</table>

**Student learning outcomes for this course include the following:**

1. Students will compare and contrast theories associated with gender and gender relations.
2. Students will be able to differentiate between biological and cultural constructs of gender.
3. Students will be able to explain what the social construction of gender relations means.
4. Students will define and discuss gender inequality.
5. Students will be able to identify gender stratification within social institutions.
6. Students will identify gender diversity and discuss it within the framework of social hierarchies.
7. Students will identify ways in which gender changes throughout the life course.
8. Students will identify and critique embedded gendered organizational structures that create and perpetuate gender inequality in the workplace.

**COURSE FACTS**

This class is a flipped class which means that your Learning Modules contain the bulk of information you need to do well in this class. Each Learning Module corresponds with a specific topic and includes scholarly sources, readings, videos, and other material you should engage with before coming to class for lecture. Your tests will each be administered online. You will accomplish your group projects online. You will participate in three discussion assignments online. Because I give a window of time to get your tests and discussions done, there will be no makeups on these assignments unless you have experienced a catastrophic event that is documented by the Office of Student Rights and Responsibilities. Some flexibility is built in to this course because of my emphasis in online engagement. With that flexibility comes responsibility on behalf of the student to be ready to discuss assigned readings on the days we meet face to face for lecture.

**ACCEPTABLE STUDENT BEHAVIOR**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and
may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. The SFA policy for Acceptable Student Behavior can be accessed at: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

**ATTENDANCE REQUIREMENTS**

Students who consistently miss class do not do as well as other students who are engaged with the course materials, the instructor, and their fellow students. I do not give extra points for attendance (that is your responsibility). At the end of the semester I do reflect on whether a student missed an excessive number of classes. If that student is a point or two away from a higher grade, I will not give that student the benefit of the doubt. You are all adults now and it is up to you to make the most of your college experience. All of your tests will be online and there will be some flexibility regarding scheduling so no one should miss a test in this course. The SFA policy for Attendance Requirements can be accessed at: http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf

**ADDING/DROPPING A COURSE**

Click on the following link for directions about how to add or drop a course during the semester: http://www.sfasu.edu/policies/course-add-drop_6.10.pdf

**EXAMS**

You will have a total of four exams in this course. The exams are worth 100 points each. They will all be administered online, including the final. The final exam is cumulative and will be posted online @ 8:00 AM on December 12 and it will close on Thursday December 15 @ 5:00 PM. Since all these exams are online and there is a window of time to complete them, **there will be no retakes on the final**. If you miss one of the earlier exams, you must have verified documentation that is filed with the Office of Student Rights and Responsibilities.

**BLOGS**

You will have three blog assignments during this course. Each blog is worth a total of 25 points. Your individual post is worth 20 points. You will also respond to a classmates’ most for a total of five points. All posts must be substantive and demonstrate to me that you have read your assignments. Your response to a classmate’s post will not earn any points if you simply state “I totally agree with you on that point” or “I feel that your post
was really good.” Your blog assignments will be posted D2L. **There is no makeup for a missed blog. I have posted examples of good posts and responses in the Getting Started Module of this course.**

**POSITION PAPERS**

During the semester you will write one five page, double-spaced position paper. Instructions and a grading rubric will be posted in your Getting Started Module. I will provide a list of possible topics dealing with gender specific issues and you will select the one that interests you the most to write about. I have also posted a style guide for writing a position paper in the Getting Started Module. We will fully discuss this the second week of class.

**GRADING SCALE**

Exams x 4 (100 pts each) 400 points  
Blogs x 3 (25 pts. each) 75 points  
Group projects 100 points  
TOTAL: 575 points

Grading Rubric: 517 to 575 = A; 460 to 516 = B; 402 to 459 = C; 345 to 401 = D; F < 345

**WITHHELD GRADES POLICY**

*The Grade of WH.* Ordinarily, at the discretion of the instructor and with the approval of the department chair, a grade of WH will be assigned only if the student cannot complete the course work due to unavoidable, documented circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Note that a grade of WH is given at the discretion of the course instructor and department chair. Both must agree that a WH is appropriate. Furthermore, only students who have completed almost all of the course work will be considered for a grade of WH. The SFA policy for Withheld Grades can be accessed at the following link: [http://www.sfasu.edu/policies/course-grades.pdf](http://www.sfasu.edu/policies/course-grades.pdf)

**ACADEMIC INTEGRITY**

Participants in this course will adhere to the SFA Academic Integrity Policy (A-9.1). Details of the policy are described online at [http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html](http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html).
DISABILITIES ACCOMMODATIONS

Check with the Office of Disability Services to determine any necessary course adaptations or accommodations. Please make an appointment with me via email during the first week of class to discuss your needed accommodations. “The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services, Human Services Building, Room 325, Voice: 936-468-3004, TDD: 936-468-1004; FAX: 936-468-1368 or online at http://www/sfasu.edu/disabilityservices/index.htm.”

DISCLAIMER: This syllabus represents a “best” plan for the course; but, as with most plans, it is subject to change. Any changes will be announced by email or in lecture. A course calendar with due dates is posted in the Getting Started Learning Module in D2L.

August 29
First Day of Class

August 31
Read Learning Module 1 & Chapter 1 of your text

September 5
Finish Lecture

September 7
Read Learning Module 2 & Chapter 2 of your text

September 11
Finish lecture

September 14
Blog 1 due

September 19
Read Learning Module 3

September 21
Finish lecture

September 26
Exam #1

September 28
Read Learning Module 4 & Chapter 6 of your text

October 3
Read Learning Module 5 & Chapter 5 of your text

October 5
Blog 2 due

October 10
Read Learning Module 6

October 12
Exam #2

October 17
Learning Module 7 & Chapter 3 of your text

October 19
Blog 3 due

October 24
Read Learning Module 8

October 26
Finish lecture

October 31
Read Learning Module 9 and Chapter 8 of your text

November 2
Exam #3

November 7
Read Learning Module 10 and Chapter 10 of your text

November 9
Finish lecture

November 14
Read Learning Module 11

November 16
Finish lecture

HAPPY THANKSGIVING
November 28
Read Learning Module 12 and Chapters 4 & 9 of your text

November 30
Position papers are due in D2L @ 10:00 PM

December 4, 2016
Review for final exam

December 11
Final exam opens @ 8:00 AM

December 14
Final exam due @ 5:00 PM