

GENERAL INFORMATION

PROFESSOR INFORMATION



Instructor: Katherine Lineberger, PhD (pronouns she/her)
Phone: (305) 348 - 0352
I check my course voicemail every business day throughout the semester and usually reply within 48 hours (business days) of receipt.

Office Hours: By appointment

E-mail: *Please message me using Canvas Inbox.*
I check my course related email in Canvas every business day throughout the semester and usually reply within 48 hours (business days) of receipt.

Please note: Due to a high volume of voicemails/emails, my general policy for email is to respond only to emails which relate to the course content (e.g. questions/comments related to sociology of gender) and questions which cannot be answered by any other available course-related resource (e.g. FIU Tech Support, the Course Syllabus, In-class announcements, emails, etc.). **If I experience an overload of emails, it may take many days before I can respond, if at all.**

COURSE DESCRIPTION AND PURPOSE

An examination of women's and men's roles, statuses, and life opportunities in society. Consideration of current theories of gender inequality.

The Sociology of Gender provides an examination of women's, men's, and gender variant persons' roles, statuses, and life opportunities in society and reviews classic and contemporary theoretical perspectives on gender. The course challenges the notion that gender is limited to women's experiences and examines the latest work in biology, anthropology, psychology, and sociology. The course analyzes the gendered worlds of family, education, and work and includes discussions related to gender and friendship, love, sexuality, and violence.

COURSE OBJECTIVES

[University Core Curriculum](#)

This course satisfies the following University Core Curriculum requirement for Social Science Group One (state-required) [Group Two (FIU-required)]:

Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view. Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

It is supported by the following learning outcomes for the course:

At the end of the course, students will be able to:

1. Identify, define, summarize, and discuss a variety of theories, research, and concepts related to the study of gender.
2. Identify, compare, contrast, illustrate, discuss how *gender is a social construct and an institution that is tied to larger social phenomena, power relations, and local and global inequalities*, ranging from economics, politics, religion, education, globalization, etc.
3. Identify and illustrate examples of the interactions between gender and social structures (e.g. the media, family, religion, education, etc.).
4. Apply knowledge of sociology of gender in creative and written, investigative and comparative assignments.
5. Apply sociological theories, concepts, and research to your own gendered world.

Skills practiced in this course:

1. Team building and maintenance
2. Self and Peer review
3. Professional writing

IMPORTANT INFORMATION

POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

COURSE COMMUNICATION

Communication in this course will take place *via the Canvas Inbox and Announcements*. Check out the [Canvas Conversations Tutorial](#) or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

TECHNICAL REQUIREMENTS AND SKILLS

One of the greatest barriers to taking an online course is a *lack of basic computer literacy*. By computer literacy we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Privacy Policy Statements for Partners and Vendors:

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [Turnitin](#)
- [Respondus LockDown Browser](#)
- [ZOOM](#)

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit the LMS Accessibility webpage for more information: [Canvas](#)

For additional assistance please contact FIU's [Disability Resource Center](#).

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is participating in plagiarism.

Learn more about FIU's [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

PANTHERS CARE / COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

If you need to bend my ear to express some personal troubles or feelings, I am happy to listen. Sometimes being heard is all we need to lessen or even lay down our burden. I can assure you that anything we talk about will be kept confidential by me, within the bounds of law. Sometimes we need more than this, so I want to tell you about services that are available for all students here at FIU:

If you or a classmate experience feelings or events in life that are difficult to deal with, like racism, sexism, political bullying, or other inhumane treatment, *Panthers Care* is a safe and helpful website to seek encouragement and help. When we experience these types of words and behavior, we need assistance and support as we work through them. Please contact Panthers Care, for yourself or any classmate you believe might need assistance.

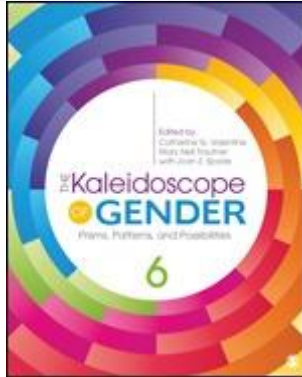
Finally, [Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings to all of us at one time or another. Professional

counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

PROCTORED EXAM POLICY

This course does not require a proctored exam.

TEXTBOOK



The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities Sixth Edition

Edited by:

- [Catherine G. Valentine](#) - Nazareth College, USA
- [Mary Nell Trautner](#) - University at Buffalo, SUNY, USA
- [Joan Z. Spade](#) - The College at Brockport, State University of New York

April 2019 | 616 pages | SAGE Publications, Inc.

ISBN: 9781506389097 Electronic Version

ISBN: 9781506389103 Paperback

Additional required readings and films can be linked through the course website in each lesson.

The text is required for the course and we will use it immediately, so please don't hesitate in purchasing or renting your book.

COURSE PREREQUISITES

There are no prerequisites for this course.

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. Nonetheless, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students. *Please be confident of your abilities before you commit to this course. Always contact tech support if you run into technical problems or questions.*

Students are expected to:

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting an introduction (and a picture, please!) in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Canvas
- **Interact** online with instructor, teaching assistant(s), and peers
- **Review** and follow the course calendar
- Log in to the course **at least 3 times per week**
- Respond to **emails/messages/announcements** within **2 business days, unless otherwise requested.**
- Submit assignments by the corresponding deadline

The instructor will:

- Log in to the course **daily on business days.**
- Respond to **emails/messages** within **2 business days, when possible (please see above).**
- Grade assignments within **7-10 days** of the assignment deadline.

COURSE REQUIREMENTS

Course Requirements

There are several activities within each lesson to assist you in building knowledge of the Sociology of Gender. Eight lessons are organized on a bi-weekly basis. *Most students can expect to spend 8-10 hours per week on the course.*

Individual Assignment-Syllabus Quiz

REQUIRED BY August 4, 2022 at 11:59 pm FOR EVERYONE! STUDENTS WHO FAIL TO PASS THE SYLLABUS QUIZ WITH 100% ACCURACY BY August 4 WILL BE ADMINISTRATIVELY DROPPED FROM THE COURSE.

You will take a quiz based on the course requirements and the use of course technology. *The purpose is to ensure that you clearly understand the course requirements and how to use the course online tools.* You will gain access to the remaining course materials once you have passed the quiz with 100% accuracy.

Grading: This assignment is worth 2% of your total grade.

Individual Assignment-Bi-Weekly ZOOM Sessions

For each Lesson, I will conduct a 1 one-hour online discussion/activity related to one of the current topics. The objective of these meetings is to *provide opportunities for us to more fully unpack the concepts, issues, and research covered in the course, as well as to maintain a "Course Housekeeping" dialogue throughout the semester.* The meetings also provide you with the opportunity to demonstrate the knowledge you have gained and to ask questions related to the course material. *Online discussions provide time during each lesson for you and me to have direct, live interaction.* Each discussion is recorded and the recordings are posted on the course website immediately after each meeting.

You have **2-3 options** in this assignment:

1. You may **attend and participate** in the meetings,
2. You may watch the meeting recordings and **take a short quiz** related to the information shared and discussed. The quiz will be posted within 2 business days of the meeting, or

3. You may do both.

NOTE: Canvas will drop your lowest 6 grades in this assignment.

Please review the rubric for Attendance/Participation in ZOOM sessions.

ZOOM SESSION SCHEDULE		
Session	Date	Time
1	August 23	5:30 pm
2	September 6	5:30 pm
3	September 20	5:30 pm
4	October 4	5:30 pm
5	October 18	5:30 pm
6	November 1	5:30 pm
7	November 15	5:30 pm
8	November 29	5:30 pm

ZOOM Session Attendance/Participation Rubric

Category	0 %	80%	12-14% 1 or fewer objectives met, poor quality	14-16% 2-3 objectives met, average quality	16-18% 3-4 objectives met, good quality	18-20% all 4 objectives met at the highest level
ATTENDANCE	Does not attend	Attends	<ol style="list-style-type: none"> 1. Questions and comments reveal engagement with the material under study. 2. Discusses outside material which relates to the topic under study. 3. Answers questions that are asked by instructor. 4. Is professional in interactions with others. 			
PARTICIPATION						
TOTAL						

Grading = This assignment is worth 20% of your total grade.

Individual Assignment-Quiz Yourself/Study For Exams

Multiple choice questions for each lesson are pooled and offered for practice. “Quiz Yourself” can be found within each Lesson’s module.

Grading: This assignment is worth 8% of your total grade.

Individual Assignment-Exams

In order to mitigate any issues with your computer and online assessments, it is very important that you take the *Practice Quiz from each computer you will be using to take your graded quizzes and exams*. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

All assessments will auto-submit when (1) the timer runs out OR (2) the closing date/time is reached, **whichever happens first**. For example, if a quiz has a closing time of 5:00 pm but the student begins the exam at 4:55 pm, the student will only have 5 minutes to complete the quiz.

Within each lesson is an exam which covers the material in that lesson. *Exams provide the opportunity for you to gauge your growing knowledge about the Sociology of Gender, including vocabulary, summarizing major areas of research, and application of theoretical perspectives/concepts.* Exams are structured within the following parameters:

1. Thirty minutes is allotted for twenty-five randomly assigned questions (taken from the quiz pool). *Exams exceeding their deadline will be considered **late** and not accepted.*
2. You are required to download and utilize **Respondus Lockdown Browser** for taking exams online. The browser and instructions for using it are provided here:
 - A. Review the [Respondus LockDown Browser Instructions](#) on how to install, access your assessments and view your grades.
 - B. After installing the browser, please take the **Practice Quiz** to familiarize yourself with the testing environment and to ensure that you have downloaded the Respondus Lockdown Browser correctly.
3. Exams will **only** be reset with an emailed report from FIU Online technical support.
4. There are no make-up exams.

Grading: *This assignment is worth 15 percent of your total grade.*

Individual Assignment-Final Short Essay Exam

In addition to the Lesson 8 exam, at the end of term, there will be a Final Short Essay Exam. Questions will be drawn from Discussion Questions. Each student will be given one random question from the list of questions and will have 75 minutes to complete their short essay (about 3-5 paragraphs/300-500 words/about 1 page). Students are expected to be both thorough and concise in their writing. Please see the *Final Short Essay Rubric* for more information about this important exam.

FINAL SHORT ESSAY EXAM RUBRIC

Qualities being Assessed	Points Possible				
	90-100%	80-90%	70-80%	60-70%	0-60%
	Superior	Very good	Good	Needs Work	Poor Quality
1. Essay addresses all parts of the question thoroughly and accurately. 2. Essay identifies, defines, and provides relevant examples of key concepts and	Essay meets all of the criteria; is excellent in every way.	3-4 of criteria met.	2-3 of criteria met.	1-2 of criteria met.	Few, if any criteria met or no submission

theoretical perspectives. 3. Essay is well organized, professional in tone, and reflects the student's knowledge of the sociology of gender. 4. Essay is well-written, with accurate spelling, punctuation, and grammar.					
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Grading: This assignment is worth 5 percent of your total grade.

Group Contract (Group Assignment) & Self/Peer Review Surveys (Individual Assignments)

The working world requires the skills and abilities related to group/teamwork. Group/Teamwork is never as perfect as we imagine we could do by ourselves. This will always be the case. Most employment requires a certain level of skill working in teams. Please treat group assignments as an opportunity to build group working skills.

Groups will fill in a contract, identifying each member's strengths and commitment to tasks. Issues such as timing and scheduling will be outlined and signed by all group members. Also, to help group members to identify their strengths and weaknesses, and hopefully so they improve in future assignments, an anonymous survey will be filled out by each member of the group, two times during the semester. The survey asks each group member to identify the specific strengths and weaknesses in both their own work and for each other group member in accomplishing the assigned tasks.

If troubles arise in the group, students must address these through the group contract and self/peer review assignments.

IMPORTANT NOTE: Groups are programmed to provide students with everything they need to collaborate and complete assignments within Canvas. If groups do not do their work in Canvas and choose to utilize another, outside program (e.g. WhatsApp) in which to work together, *I will be unable to assist if problems arise between group members.* Investigation of group problems requires access to group records, which I do not have with outside programs. In addition, there are privacy considerations that bar me from investigating an outside-Canvas group. Please keep this in mind as you create your group contract and organize yourselves for group assignments.

Grading: These assignments are worth (Group contract) 5% and (Self/Peer Reviews) 2.5% X 2= 5% of your total grade, respectively.

Group Assignment: Question Development (QDA)

Several groups are available in the course. Students may self-enroll into a group of maximum of 4 persons.

A number of materials are used in this course to study the sociology of gender, each filled with a variety of concepts, histories, outlines of theoretical systems, and more. Each of these materials contributes an

important perspective to an overall understanding of the sociology of gender. Each of these materials also is required to complete assignments throughout the course. *One of the highest demonstrations of learning is the ability to craft a good question about it.*

Your group will create multiple choice questions from the resources in each lesson.

Questions can be of three types:

- a. *Definition of Key Terms*
- b. *Summary of Key Ideas*
- c. *Critical Thinking/Application Questions*

Please see additional handouts (QD Assignment Handout & Rubric) on the course website to assist you in completing this assignment. *Grades on Group assignments are assigned to the whole group.*

Grading: This assignment is worth (2.5% each X 8) 20% of your total Grade

Question Development Assignment Schedule

LESSON 1

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (8 questions):

1. Kaleidoscope, Chapter (6 readings-1 question each)
2. Lecture 1
3. Lecture 2

LESSON 2

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (8 questions):

1. Kaleidoscope, Chapter 2 (5 readings-1 question each)
2. Lecture 3
3. Lecture 4
4. Video: "The Urgency of Intersectionality"

LESSON 3

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (8 questions):

1. Kaleidoscope, Chapter 3 (5 readings-1 question each)
2. Lecture 5
3. Video: "Tough Guise 2: Violence, Manhood, and American Culture"
4. Video: "Transgender Basics: Gender Identity Project"

LESSON 4

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (7 questions):

1. Kaleidoscope, Chapter 4 (5 readings-1 question each)
2. Reading: "10 Ways the Beauty Industry tells You Being Beautiful Means Being White"
3. Lecture 6

LESSON 5

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (7 questions):

1. Kaleidoscope, Chapter 5 (5 readings-1 question each)
2. Lecture 7
3. Video: "Killing Us Softly (2016)"

LESSON 6

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (7 questions):

1. Kaleidoscope, Chapter 6 (5 readings- 1 question each)
2. Lecture 8
3. Video: "God Loves Uganda"

LESSON 7

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (10 questions):

1. Kaleidoscope, Chapter 7 (6 readings-3 questions due)
2. Lecture 9
3. Lecture 10
4. Kaleidoscope, Chapter 8 (6 readings-3 questions due_
5. Lecture 11

6. Lecture 12

LESSON 8

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (10 questions):

1. Kaleidoscope, Chapter 9 (5 readings-4 questions due)
2. Lecture 13
3. Kaleidoscope, Chapter 10 (5 readings-4 questions due)
4. Video: "TED Talk-Michael Kimmel: Why Gender Equality is Good for Everyone-Men Included"

QUESTION DEVELOPMENT RUBRIC

Variable Being Graded	Points Possible				
	13.5-15	12-13.5	10.5-12	9-10.5	9-0
	Superior	Very good	Good	Needs Work	Poor Quality
Delivery of Questions 1. Grammar & spelling are outstanding. 2. Resource(s) from which the questions are drawn are clearly stated within the question. 3. Instructions of assignment were followed <ul style="list-style-type: none"> a. one of each type of question b. 1 question for each lesson resource c. Multiple Choice/True-False, Multiple answer 	Questions meet all of the criteria.	4 of criteria met.	2-3 of criteria met.	1-2 of criteria met.	Few, if any criteria met or no submission
	76.5-85	68-76.5	59.5-68	51-59.5	51-0
	Superior	Very Good	Good	Needs Work	Poor Quality
Question Quality & Rigor 1. Questions and answers are clearly and unambiguously stated. 2. Questions measure the outcomes (e.g. to	Questions meet all of the criteria.	4 of criteria met.	2-3 of criteria met.	1 of criteria met.	Few, if any criteria met or no submission

define, to summarize, to think critically) 3. Questions avoid clues as to what the correct answer is. 4. When possible, avoid “all of the above,” “none of the above.” 5. Questions are indicative of knowledge in the subject.						

Group Assignment: DISCUSSIONS

There are eight (8) Discussion assignments throughout the semester, each of which relates to or covers material reviewed during that section of the course. In addition, the discussion assignment requires that your group examine Sociology of Gender in relation to one of a number of social variables, perspectives, and problems. Discussions can be found within each Lesson module. Discussions 1-7 will require 2 peer reviews of other groups’ posts. Canvas will alert you when your peer reviews have been assigned as peer reviews will begin after each discussion due date. This feedback from peers, as well as grading, will help everyone to improve their discussion grades throughout the semester. *The Discussions assignment provides an opportunity for you to build confidence, skills, and strategies in applying what you learn in Sociology of Gender. They build research, professional writing, and teamwork skills, which are necessary for contemporary employment.*

- Questions are assigned which relate to each lesson. In answering the questions, your group must utilize and cite the course materials. Your group must provide definitions and examples, and especially write about the ways in which the material is relevant to your own life/lives and experience. Please write as if you were answering the question from a classmate, a friend, or family member. Be thorough and specific.
- Please utilize the Discussion Rubric to help you complete this assignment.

Discussion Rubric

Qualities being Assessed	Points Possible				
	100%-90%	90%-80%	80%-70%	70%-60%	60%-0%
	Superior	Very good	Good	Needs Work	Poor Quality

<ol style="list-style-type: none"> 1. Post addresses all parts of the question thoroughly and accurately. 2. Post identifies, defines, and provides relevant examples of key concepts and theoretical perspectives. 3. Post is well organized, professional in tone, and reflects the student's knowledge of Sociology of Gender. 4. Post is well-written, with accurate spelling, punctuation, and grammar. 	Post meets all of the criteria; is excellent in every way.	3-4 of criteria met.	2-3 of criteria met.	1-2 of criteria met.	Few, if any criteria met or no submission.
					/100%

Grading: This assignment comprises (2.5% X 8) 20% of your total grade.

Grading

Course Requirements		Percent	
<i>Syllabus Quiz</i>		5%	
<i>ZOOM Sessions</i>		20%	
<i>Quiz Yourself/Study for Exams</i>		5%	
<i>Exams</i>		15%	
<i>Final Short Essay Exam</i>		5%	
<i>Group Contract (5%)/Peer Reviews (5%)</i>		10%	
<i>QDA Assignment</i>		20%	
<i>Discussions</i>		20%	

Letter Grade	Percent	Letter Grade	Percent
A	95 - 100	C+	75 - 79
A-	90 - 94	C	70 - 74
B+	85 - 89	D	60 - 69
B	83 - 84	F	< 60
B-	80 - 82		

Extra Credit

No extra credit is offered in this course.

Missed or Late Assignments

Excepting religious holidays and/or dire circumstances (which should be reported to the Disability Resource Center), under no circumstances will missed or late assignments (including exams) be accepted. On the bright side, ***you may work as far ahead as you can or wish!***

COURSE CALENDAR

Course Objectives: Using the textbooks, lectures, and course content students will be able to:

1. Identify, define, summarize and discuss theories, research, and concepts related to the sociology of gender.
2. Describe examples of the interactions between gender and social structures (e.g. the media, family, religion, education, etc.).
3. Apply sociological theories, concepts, and research to your own gendered world.

LESSON 1 Objectives: Introduction & Social Constructionist Perspectives on Gender

1. Identify, define, and summarize the requirements of the course.
2. Form and organize a group to complete group assignments.
3. Identify, define, and discuss a variety of the foundational concepts/issues in a study of the sociology of gender.
4. Give examples of and discuss the reasons why and ways that gender is a kaleidoscope and a prism.
5. Identify and define the main concepts of, summarize, and critique social constructionist theories of gender.

Module & Topic	Readings & Tasks	Assignments due September 4, 11:59 pm
<p>August 22-September 4</p> <p>Introduction to Course & Lesson 1</p> <p><i>Introduction to the Sociology of Gender & the Social Constructionist Perspective</i></p> <p>NOTE: Jan. 25th is MLK Day- school is closed</p>	<ol style="list-style-type: none"> 1. Familiarize yourself with the course & its components 2. Prepare your computer for the course (Browser check, download Respondus, Practice test, etc.) 3. Identify and enroll in a group. Organize yourselves for and complete the first group assignments. 4. Zoom meeting/Take Quiz 5. Read: Kaleidoscope, Chapter 1 6. Review: Lecture 1 7. Review: Lecture 2 	<ul style="list-style-type: none"> • Syllabus Quiz! REQUIRED FOR EVERYONE! STUDENTS WHO FAIL TO PASS THE SYLLABUS QUIZ WITH 100% ACCURACY BY September 4 WILL BE ADMINISTRATIVELY DROPPED FROM THE COURSE. • Attend/participate or take Quiz on Zoom session • Group Contract • Question Development (QDA) • Discussion 1 • Quiz Yourself /Study for Exam 1 • Exam 1

Lesson 2 Objectives: The Intersectionality of Gender/ Biosocial Perspectives on Gender

1. Summarize, give examples of, and discuss the limitations of biosocial perspectives on gender.
2. Identify and define terms related to the biosocial perspective on gender.

3. Define, give both local and global examples of, and discuss the concept of intersectionality.

Module & Topic	Readings & Tasks	Assignments due September 18, 11:59 pm
September 5-18 Lesson 2 <i>The Intersectionality of Gender and Biosocial Perspectives on Gender</i> NOTE: September 5 is Labor Day-University Closed	1. Zoom meeting/Take Quiz 2. Read: Kaleidoscope, Chapter 2 3. Review: Lecture 3 4. Review: Lecture 4 5. View: Video: “The Urgency of Intersectionality”	<ul style="list-style-type: none"> • Attend/participate or take Quiz on Zoom session • Question Development (QDA) • Discussion 2 • Quiz Yourself /Study for Exam 2 • Exam 2

LESSON 3 OBJECTIVES: Gender and Culture

1. Provide examples of and discuss ways in which media culture impacts gender identity.
2. Define culture and summarize ways in which culture constructs gender.
3. Compare and contrast local and global examples of gendered and transgendered behaviors, activities, responsibilities, cultural constructs, etc.

Module & Topic	Readings & Tasks	Assignments due October 2, 11:59 pm
September 19-October 2 Lesson 3 <i>Gender and Culture</i>	1. Zoom meeting/Take Quiz 2. Read: Kaleidoscope, Chapter 3 3. Review: Lecture 5 4. View: Video: “Tough Guise 2: Violence, Manhood, and American Culture” 5. View: Video: “Transgender Basics: Gender Identity Project”	<ul style="list-style-type: none"> • Attend/participate or take Quiz on Zoom session • Question Development (QDA) • Discussion 3 • Self/Peer Review Survey 1 • Quiz Yourself /Study for Exam 3 • Exam 3

LESSON 4 OBJECTIVES: Gender Socialization and Psychoanalytic Perspectives on Gender

1. Explain what it means to “learn” and “do” gender.
2. Define, provide examples of, and discuss gender socialization.
3. Provide examples of and discuss the consequences of gender transgression.
4. Identify a variety of gender psychoanalysts and summarize their theories.
5. Compare and contrast socialization and psychoanalytic perspectives on gender.
6. Reflect on and assess your and your groupmates’ work in the class so far.

Module & Topic	Readings & Tasks	Assignments due March 6, 11:59 pm
October 3-16 Lesson 4	1. Zoom meeting/Take Quiz 2. Read: Kaleidoscope, Chapter 4 3. Read: Reading: “10 Ways the Beauty Industry tells You Being Beautiful Means Being White”	<ul style="list-style-type: none"> • Attend/participate or take Quiz on Zoom session • Question Development Assignment • Discussion 4 • Quiz Yourself/Exam Practice

<i>Gender Socialization and Psychoanalytic Perspectives on Gender</i> NOTE: Week of Feb. 28 Spring Break	4. Review: Lecture 6	<ul style="list-style-type: none"> Exam 4
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LESSON 5 OBJECTIVES: Gender, Marketing, and Media

1. Define corporate capitalism, provide examples, and summarize ways in which it affects gender.
2. Summarize ways in which gender is marketed and describe the consequences of this.
3. Identify and provide examples of ways in which American media culture impacts the masculinities and femininities of other cultures.

Module & Topic	Readings & Tasks	Assignments due October 30, 11:59pm
October 17-30 Lesson 5 <i>Gender, Marketing, and Media</i>	1. Zoom meeting/Take Quiz 2. Read: Kaleidoscope, Chapter 5 3. Review: Lecture 7 4. View: Video: “Killing Us Softly (2016)”	<ul style="list-style-type: none"> Attend/participate or take Quiz on Zoom session Question Development Assignment Discussion 5 Quiz Yourself/Exam Practice Exam 5

LESSON 6 OBJECTIVES: Gender, Bodies, Sexualities, & Emotions; Gender and Religion

1. Provide both local and global examples of ways in which culture “sculpts” gendered bodies, emotions, and sexualities.
2. Discuss intersections of social location (e.g. race/ethnicity, sexual orientation, etc.) and the gendering of bodies, emotions, and sexualities.
3. Summarize and provide examples of the historic gendering of religion and the changes that have taken place with monotheism.
4. Provide examples of ways the main monotheistic religions are gendered institutions.

Module & Topic	Readings & Tasks	Assignments due November 13, 11:59 pm
October 31 to November 13 Lesson 6 <i>Gender, Bodies, Sexualities, & Emotions; Gender and Religion</i> NOTE: November 11 is Veteran’s Day-University Closed	1. Zoom meeting/Take Quiz 2. Read: Kaleidoscope, Chapter 6 3. Review: Lecture 8 4. View: Video: “God Loves Uganda”	<ul style="list-style-type: none"> Attend/participate or take Quiz on Zoom session Question Development Assignment Discussion 6 Peer Review, Discussion 5 Quiz Yourself/Exam Practice Exam 6

LESSON 7 OBJECTIVES: Gender in Work; Gender in Intimate Relationships

1. Summarize, discuss, and provide examples of gender inequalities in paid and unpaid labor.

2. Explain the construction and maintenance of gender within both paid work and unpaid work.
3. Identify and summarize complex intersections of race, ethnicity, social class, etc. with gender in work and identify and discuss the outcomes of these intersections.
4. Identify and discuss ways in which social norms shape gender in intimate relationships.
5. Discuss the concept of family and identify a variety of family forms.
6. Identify and discuss the main reasons for the feminization and juvenilization of poverty, both locally and globally.
7. Define Intimate Partner Violence and identify characteristics of batterers.
8. Explain the concept of “blaming the victim” and identify a variety of reasons why it’s difficult to leave a violent relationship.

Module & Topic	Readings & Tasks	Assignments due November 27, 11:59 pm
<p>November 14-27</p> <p>Lesson 7</p> <p><i>Gender and Work; Gender in Intimate Relationships</i></p> <p>NOTE: November 24-26 is Thanksgiving</p>	<ol style="list-style-type: none"> 1. Zoom meeting/Take Quiz 2. Read: Kaleidoscope, Chapter 7 3. Review: Lecture 9 4. Review: Lecture 10 5. Read: Kaleidoscope, Chapter 8 6. Review: Lecture 11 7. Review: Lecture 12 	<ul style="list-style-type: none"> • Attend/participate or take Quiz on Zoom session • Question Development Assignment • Discussion 7 • Quiz Yourself/Exam Practice • Exam 7

LESSON 8 OBJECTIVES: Enforcing Gender; Gender and Social Movements

1. Identify and discuss a variety of local and global forms of gendered social control.
2. Identify and discuss the consequences of both local and global forms of gendered social control.
3. Define aggression, identify and provide examples of different types and the goals of aggression.
4. Identify, summarize, and describe the limitations of explanations about the relationship of masculinity and violence.
5. Identify and discuss both local and global trends and social movements bringing about gender-related social change.

Module & Topic	Readings & Tasks	Assignments due December 4, 11:59 pm
<p>November 28-December 4</p> <p>Lesson 8</p> <p><i>Enforcing Gender; Gender and Social Movements</i></p> <p>NOTE: Lesson 8 is ONE WEEK long.</p>	<ol style="list-style-type: none"> 1. Zoom meeting/Take Quiz 2. Read: Kaleidoscope, Chapter 9 3. Review: Lecture 13 4. Read: Kaleidoscope, Chapter 10 5. View: Video: “TED Talk-Michael Kimmel: Why Gender Equality is Good for Everyone-Men Included” 	<ul style="list-style-type: none"> • Attend/participate or take Quiz on Zoom session • Question Development Assignment • Discussion 8 • Quiz Yourself/Exam Practice • Self/Peer Review Survey 2 • Exam 8 • Final Short Essay Exam

