



## **SYD 3804 Sociology of Gender**

Section: RVAA

Internet/Fully Online

Fall Term 2024

### **UCC Category Description**

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This course satisfies the University Core Curriculum for the Social Science - Group Two requirement.

According to this category:

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.

### **Professor Information**

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Dr. Jacquelyn Johnston

**Contact:** [jajohnst@fiu.edu](mailto:jajohnst@fiu.edu)

**Turnaround Time:** 24-48 Hrs.

**Phone:** Please msg me via Canvas for faster response

**Office Hours:**

By Appointment via Zoom

**Additional Notes:**

Please message me using Canvas Inbox.

- I check my course-related email in Canvas every business day throughout the semester and usually reply within 24 hours

## **Course Description and Purpose**

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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.

**SPECIAL NOTICE: This is a short half-semester session. This means that you have elected to take this full semester course in half the time. Expect the workload each week to be the equivalent of 2-3 times the amount of work of one week during a full semester 16 week course!**

**This course is offered in full semester format also, so please take this into consideration when signing up for a session A or B format.**

## **Course Goals**

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This course satisfies the following University Core Curriculum requirement for Social Science 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.

Skills practiced in this course:

1. Critical thinking and research
2. Professional writing
3. Self and Peer review

## **Student Learning Outcomes/Objectives**

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Student learning outcomes allow faculty to assess the level of proficiency in content knowledge and skills that their students acquire in a course.

If the objective meets a special designation, you will see the code after the objective:

University Core Curriculum: UCC

Gordon Rule Writing: GRW

Global Learning: GL

Civic Literacy: CL

- Illustrate examples of the interactions between gender and social structures (e.g. the media, family, religion, education, etc.).
- Demonstrate knowledge of sociology of gender in creative and written, investigative and comparative assignments.

## **Expectations of the Course**

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This is an **online course**, which means **all** of the course work will be submitted for grading online. Expectations for performance in an online course are the same as for a

traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

**Students** are expected to:

- **review the getting started page** located in the course modules;
- **introduce yourself** to the class during the first week by posting a self-introduction in the appropriate discussion;
- **take the practice quiz** to ensure that your computer is compatible with the learning management system, Canvas;
- **interact online** with instructor and peers;
- review and **follow the course calendar** and weekly outlines;
- log in to the course at least **2 times** per week;
- **respond to discussions** by the due date specified;
- respond to emails and/or Canvas messages within **2 days**;
- **submit assignments** by the corresponding deadline;
- **Late work will be accepted; however, I cannot guarantee feedback will be as detailed for assignments and discussions submitted more than one day after the deadline.**

The **instructor** will:

- log in to the course **3-5 times a week**;
- ;respond to discussion postings within **7 days** of the deadline;
- respond to emails and/or Canvas messages within **24-48 hours**;
- grade assignments within **7 days** of the assignment deadline;
- **provide opportunities for rough drafts, revisions and provide detailed feedback.**

# Assignments

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## Reading Quizzes

Each module, students will have the opportunity to review key concepts from that module, including reading and supplemental materials by taking a short quiz (10 points each).

The purpose of the quizzes is to clarify the meanings of the key concepts from the module, thus making the composition of the Required Material Annotation Assignments more effective and efficient. The core concept definitions covered in the quizzes will directly relate to the Material Discussion posts, which serve to help students prepare annotations that can be directly incorporated into the final papers.

- All quizzes will be online.
- Each quiz will be comprised of ten questions worth one point each
- Each student will have two attempts to complete each quiz, and only the best grade earned will be used to calculate your final grade in our course.

## Short Writing Assignments

People learn best when communicating their ideas. Take advantage of our online forums and group discussions to get help, share your momentum, or let people in on your study plan for getting an A in the class. When we all participate, discussions are some of the most effective components to hybrid and online learning.

In this course, you will be asked to complete three short writing assignments per module. Each of these have a specific purpose and will help you develop components for your final project:

1. **Required Material Annotation Assignments (15 points each):** This short writing assignment consists of an annotation entry of the required readings per module. Be

sure to include the key concepts that you think will be relevant to your topic of interest, clearly define the concepts using the information from the reading materials, include in-text citations, and include the sources in a reference list. This will directly contribute to the literature review section and other sections of your final paper. Guidance, help videos and feedback will be provided; for more information refer to <https://library.fiu.edu/citation/annotbibs>

**2. Current Events/Personal Reflection/Discussion (10 points each):** This is a more informal weekly opportunity to work through impressions and personal reflections about the topics covered from that week. Students may earn extra credit in this discussion if they complete significant novel research and share their compelling research with the class (this could be academic articles, primary documents, YouTube links to primary discussions related to the topic, art, music, etc.).

1. To earn full points, **students are required to respond to at least 2 posts by other students** and develop meaningful connections with each other. I encourage discussions to be driven by student experiences, interests, and hobbies where conceptual connections evolve organically; if the discussions do not achieve meaningful exchange by mid-semester, I may create more structured smaller discussion groups to encourage engagement and compelling conversations.

**3. Final Project Development (15 points each):** This is a critical opportunity each week for students to receive feedback on parts of their final papers. This scaffolding approach is based off of strategies that students use in graduate school when developing theses and dissertations, and will help students not only develop their understanding of the course concepts, but also develop their research, critical thinking, and academic writing skills.

## **Final Project**

## **Summary**

The capstone assignment for this course will demonstrate that students have developed a critical understanding of how the sociological approach to gender studies can be used to analyze a specific topic in a specific place. Sociological concepts, contemporary and classic theoretical perspectives on gender will be used to critically unpack a specific topic. Students will use course literature on women's, men's, and gender variant persons' roles, statuses, and life opportunities in society to analyze one of the following:

- Gender classification systems
- Law (historical, present, or proposed legislature)
- Policy (historical, present, or proposed legislature)
- Social trends
- Historical cases
- Local and/or global connections

## **Structure**

Students will draw from the readings from the modules, incorporate the material discussions, and bring together the concepts from the course by exploring a specific topic impacting a specific individual, group, community, or place.

- This assignment must be 1250 – 1500 words (excluding references)
- This assignment is worth 100 points (25% of the total grade)

## **Assignment Objectives**

The objective for this assignment is to demonstrate a strong understanding of the ways to critically explore global change that we have learned this semester, including but not limited to the following concepts: colonialism, globalization, urbanism, economics and trade, environment and the more-than-human, and local politics.

Specifically, this assignment will demonstrate that you can:

- Identify key theories in sociology of gender and be able to relate these to a specific topic, in a specific place
- Summarize, compare and contrast theories, research, and concepts related to the study of gender and how these theories can be used to analyze a specific human experience in relation to the chosen topic and place
- Evaluate the topic and place by drawing from historical information and gender studies theories
- Illustrate the interactions between gender and social structures in depth for this one topic/case
- Conclude with a critical reflection on how this case helps interpret the student's own gendered world

For specific details on the final project, please consult the **Final Project Assignment Sheet and Rubric**.

### **Format**

The Final Project should adhere to formal academic writing standards:

- 12-point font
- One-inch margins all around
- Double-spaced
- Number the pages
- MLA or APA formats accepted (unless student requests a specific other standard style)

### **Assignment Feedback and Comments**

Individualized feedback and opportunities to revise and resubmit assignments is an integral component to this course design. Please make sure to review the feedback for



each of your submissions carefully before proceeding. It is your responsibility to become aware of the interface, access feedback, and heed this input when crafting your revisions and final drafts. Also, please note that Canvas does not alert the professor when you post a comment beside an assignment. Canvas only alerts the professor when a new assignment or draft has been submitted. I will frequently see comments submitted next to assignments and respond, but please do not rely on this form of communication if you have a pressing question or concern -- send a direct message using the Canvas message system or a direct email to jajohnst@fiu.edu

## **Deadlines and Late Submission Policy**

Assignment time frames and submission deadlines are posted weekly and you will have plenty of time to complete these throughout the week and weekend.

This course is structured to give you a variety of ways to earn points. As we proceed, there may be extra credit opportunities.

If you have a specific concern regarding an assignment, **please reach out to me before the deadline**. This is a good habit to get into both for university and the workplace. Professors and bosses are usually much more willing to work with you regarding deadlines if this is planned in advance.

Final Development Assignments that are submitted after the deadlines will be accepted and I will provide feedback on late submissions as much as possible. If you want high caliber feedback, please submit high caliber work on time. I do this so that everyone has a chance to revise the material prior to putting the final paper together.

**To receive complete feedback on the Rough Draft submission and have the opportunity to revise for full points, please make sure you submit the rough draft by the rough draft deadline.**

Let me also share, that I get it. When I was completing my MBA, I had a paper due on the same day as my wedding -- I literally finished and submitted the paper while they were doing my hair for the ceremony! I also took an online exam from a hospital bed the night before I had my daughter! So, I've been there. I get it. Sometimes, if you have WiFi, you can make it happen! Other times, you just need to plan in advance for an extension.

You've committed to this course, so let's make it work! Please do not hesitate to reach out to me about deadlines or any questions.

**Please note that ALL assignments must be received prior to the end of the term.** I reserve the "finals" week to complete all grading so it is impossible for me to receive assignments beyond this period.

For more information, please review the important information about the assignments page.

## **Commitment to Objectivity and Open Discussion**

The ideas included in this course are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. In this course you will be asked to engage with complex ideas and to demonstrate an understanding of the ideas and/or concepts. Understanding an idea does not mean that you are required to believe it or even agree with it. You may decide that certain ideas are worthy of your personal belief while others are not.

Additionally, it is my approach as an instructor to pair academic readings and theories with a range of diverse primary sources. My goal is to include a variety of unique voices from individuals and communities around the world, and bring these voices together in a way that encourages a broadening of perspectives and increased empathy.

## **Assessments**

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Students will earn points by completing a variety of assignments including:

- 6 - Reading Quizzes
- 6 - Required Material Annotation Assignments
- 6 - Current Events/Personal Reflection/Discussion
  - including one Co-Curricular Discussion Assignment

- 6 - Final Project Development Assignments
  - scaffolding assignments where where will submit drafts of parts of the final project for feedback
- Final Project

## Grading

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Grade Breakdown

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Reading Quizzes	6	10	60	15%
Course Materials Annotations	6	15	90	22.5%
Current Events Discussions	6	10	60	15%
Final Project Development	6	15	90	22.5%
Final Paper	1	100	100	32.2%
<b>Total</b>	25	n/a	400	100%

## Textbook and Course Materials

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**The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities**

**Subtitle:** Sixth Edition

**Required/Recommended:** Required

**Authors:** Catherine G. Valentine [Links to an external site.](#) - Nazareth College, USA. Mary Nell Trautner - University at Buffalo, SUNY, USA. Joan Z. Spade - The College at

Brockport, State University of New York

**Publisher:** SAGE Publications, Inc; 6th edition

**Publication Date:** April 15, 2019

**Copyright Date:** April 15, 2019

**ISBN 10:** 9781506389097

**ISBN 13:** 9781506389103

### **Panther Book Pack**

FIU has implemented the Panther Book Pack rental program, which provides your required print and digital course materials at a flat rate of \$20 per undergraduate credit hour. When you registered for your classes this session, you were notified via email of the required course materials that are included in the Panther Book Pack. The Panther Book Pack program applies to all undergraduate credit hours per academic session. I recommend that you review the pricing for all materials across your classes this session compared to the Panther Book Pack flat rate. If the Panther Book Pack is not your best option, you may opt-out up to three days after the add/drop deadline. You may opt back into the Panther Book Pack up to three days after the add/drop deadline. If you do not opt out of the Panther Book Pack rental program, you will be charged \$20 per credit hour and the course materials will be reserved for you for the undergraduate courses for which you are registered. For more details, visit [onestop.fiu.edu/bookpack](http://onestop.fiu.edu/bookpack).

## **Other Course Materials and Open Educational Resources (OER)**

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Links and PDF copies of primary documents will be available through the Module pages.

## **Course Communication**

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**Communication in this course will take place via the Canvas Inbox.** 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. I will respond to all correspondences within 24 hours.

I also accept communication via my faculty email, [jajohnst@fiu.edu](mailto:jajohnst@fiu.edu). I will usually respond within a few days, except on weekends or holidays. For faster responses, please use Canvas Inbox.

The message feature is a private, internal, CANVAS-only communication system. Users must log on to CANVAS to send/receive/read messages. There are no notifications in CANVAS to inform users when a new message has been received; therefore, it is recommended that students check their messages routinely to ensure up-to-date communication.

**In addition, your professor will post course announcements, alerting students of upcoming deadlines, feedback on assignments, and other important information.** Please make sure to read them carefully and get back to your professor immediately if you have any questions or concerns. Please make sure to include detailed questions or explain your concerns so your professor is better prepared to answer them on a timely-manner.

## Schedule

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### Rough Deadlines

Module 1	Due: Sept 1
Module 2	Due: Sept 8
Module 3	Due: Sept 15
Module 4	Due: Sept 22
Module 5	Due: Sept 29
Module 6	Due: Oct 6
Module 7 - Final Project	Due: Oct 13

## Academic Integrity

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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 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 Conduct and Honor Code.

*Academic Misconduct includes:*

### **Cheating**

- The unauthorized use of any materials, information, study aids or assistance from another person on any academic assignment or exercise, unless explicitly authorized by the course Instructor;
- Assisting another student in the unauthorized use of any materials, information, study aids, unless explicitly authorized by the Instructor; and
- Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid;

### **Plagiarism**

- The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the Student's own.
- Assisting another student in the deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own.

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

## Discussion Forums

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Keep in mind that your discussion forum postings will be seen by other members of the course. Care should be taken when determining what to post.

Remember to **use discretion** when posting and/or sending emails. These are FIU accounts and part of the course. Tone and content can be informal if appropriate for the assignment but think of all university communications as **professional** -- get into this habit and it will help you prepare for your future profession.

Keep in mind that your discussion forum postings will be seen by other members of the course. **Care should be taken when composing your discussion content. Should I feel that content posted by students is inappropriate or is in any way offensive, insensitive, or in another way harmful to our community, I will intervene.** This includes links to content as well as images, links, and written words.

## Zoom Video Conference

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Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct individual meetings as needed.

We will be utilizing this tool to conduct **Office Hours by Appointment**.

**Additionally, should the class feel like a group discussion session on zoom would be helpful, I'm happy to find a time that will work for as many of us as possible.**

Zoom meetings can be accessed via the Zoom link in the course navigation menu. Once you click on the Zoom link, it will route you to join the meeting for the respective class session. You will also be able to view upcoming meetings, previous meetings that you have already joined, and meeting recordings. Before joining an actual class session:

- Reference the [Zoom Student Tutorials](#) to learn about the tool, how to access your meeting room, and share your screen.

- Access the [Zoom Test Meeting Room](#) to test out the software before joining an actual session.

If you encounter any technical difficulties, please contact the [FIU Canvas Help Team](#). Please ensure you contact support immediately upon the issue occurring.

## Policies

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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. For additional information, please visit [FIU's Policy and Procedure Library](#).

As a member of the FIU community, you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Conduct and Honor Code](#).

### Turnitin Policy

The Final Project must be uploaded to the Turnitin.com link provided inside our course website (CANVAS).

Any exercise that has been plagiarized will result in a failing grade in the class, and other disciplinary actions. Please note that, in order to avoid any originality/plagiarism issues, we have set-up the Turnitin.com link so students can resubmit their work as many times as they wish until the deadline so they can fix any such issues in their work. In this regard, it is important to note that your last draft (before submitting your final exercise) must be uploaded to Turnitin.com 24 hours before the deadline; otherwise, the system (Turnitin.com) will not allow you to submit your final document before this deadline.

**Plagiarism** will **not** be tolerated. Any assignments that have been plagiarized will earn an automatic failure grade in the course. Your work must be your own, original thoughts.

Plagiarism is cheating. Don't do it. The disciplinary action that will be taken in the case of plagiarism is explained in the section on "Academic Misconduct" in the Student Handbook.



If you are uncertain about what plagiarism is, check out the FIU website:  
<http://library.fiu.edu/assistance/plagiarism>

Avoid plagiarism by using formal academic formatting. Paraphrased ideas and data must be accompanied by in-text citations, and direct quotations must include quotation marks and in-text citations. All sources cited must be properly formatted in the references list.

Here are two big topics that many students have expressed the need for more details about:

What is an academic resource? For me, an academic resource falls into two categories: a book written by a scholar in a specific field, or a peer-reviewed academic journal article. [Learn about how to find academic sources.](#)

Citations, paraphrasing, direct quotations, and formatting references can also be a huge, time consuming, beast of a task. [The library has some great resources](#) to help with this.

## Technical Requirements and Skills

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One of the greatest barriers to student success 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 in 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](#)
- [YouTube](#)
- [LinkedIn](#)
- [ProctorU](#)

- [HonorLock](#)
- [Turnitin](#)
- [OpenStax](#)
- [Zoom](#)
- [Respondus LockDown Browser](#)

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

## **Accessibility and Accommodation**

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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.

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

Web Accessibility Statements for Partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [YouTube](#)
- [LinkedIn](#)
- [ProctorU](#)
- [HonorLock](#)
- [Turnitin](#)

- [OpenStax](#)
- [Zoom](#)
- [Respondus LockDown Browser](#)

Please visit [accessibility.fiu.edu](https://accessibility.fiu.edu) for additional information about accessibility at FIU.

## **Panthers Care & Counseling and Psychological Services (CAPS)**

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If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with [FIU's Panthers Care website](#).

[Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. 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.

## **Core Principles of this Course**

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This course will serve to embrace the diversity and inclusivity found within Florida International University. We appreciate and respect diversity, equality, equity, cooperativeness, community, and sustainability within our online courses. We are committed to the ongoing education of our students and their participation within the course regardless of gender, ethnicity, age, sexual orientation, geographical location, religion, and disability. We strive in encouraging collaboration by preparing our students to value the differences in others. At the core of our intentions is the encouragement of acceptance and appreciation of differences within our student population and community.

## **Copyright**

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The following conduct is prohibited by the Student Conduct and Honor Code. Lack of familiarity with University policy is not a defense to a violation of this Code. Unless

specifically noted, the intent is not a required element to establish a policy violation. The following conduct violation or any attempt to violate the Code will be used in charging all Students or Student Organizations;

### **Section 5 | Conduct Violations - g. Computer Misuse**

- vii. Unauthorized distribution or downloading of copyrighted materials, including but not limited to, unauthorized peer-to-peer file sharing. This is a violation whether the user is using their own personal computer or the University's information technology system for unauthorized distributions.

**Copyright Statement:** The materials and content in this online course are provided solely for student use during the course. Course materials may not be shared outside of the course or with any third party without the explicit permission of the instructor or content publisher. [Visit FIU Library's Copyright Lib Guide](#) to learn more about copyright law and restrictions.

Additional Resources:

- [Student Conduct and Honor Code](#)
- [Digital Millennium Copyright Act Policy](#)
- [FIU - Copyright Guidance for Students](#)
- [FIU Library's Copyright Lib Guide](#)

## **Proctored Exams**

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**Please note that the information contained in this section applies only if your course requires a proctored exam.**

Through a careful examination of this syllabus, it is the student's responsibility to determine whether this online course requires proctored exams. Please visit our [Student Proctored Exam Instructions webpage](#) for important information concerning proctored exams, proctoring centers, and important forms.