# SYD 3804 Sociology of Gender

Section: U02

Hybrid/Certified

Fall Term 2024

## Course Meeting Information

Meeting Times

| Class Meeting Times | |
| --- | --- |
| Day: | Tuesdays |
| Time: | 2:30 PM - 3:45 PM |
| Location: | CP 428 |

## UCC Category Description

This course satisfies the University Core Curriculum Social Science Group 2 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

Veronica Diaz, PhD

**Contact:** diazver@fiu.edu

**Office Hours:**

By Appointment

# Course Description and Purpose

Sociological perspectives on gender and how ideas about gender – man, woman, sexuality, femininity, masculinity – inform our social world, the way we act, and the decisions that we make in our everyday lives. In this course, we will critically examine how culture informs our commonly held notions about sex and gender, and our expectations of what is perceived to be "normal" male and female behavior.

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

# Course Goals

The goals of this course are to introduce you to: 1) the social construction of gender; 2) how gender ideologies shape our "common sense" perceptions of our social world; 3) the process of gender socialization and performativity; 4) the intersection of gender with other dimensions of our social experiences – race, culture, class, sexual orientation, etc.; 5) how gender hierarchies are maintained and challenged by our social institutions and 6) cross-cultural variations of gender roles in different parts of the world.

**Global Learning Course Outcomes:**

Global Awareness: Students will be able to increase their understanding and awareness of how gender, as a major organizing aspect of society, arises out of everyday interactions and shapes and is shaped by larger social institutions, such as education, work, the family, media and religion by thinking these through the interrelatedness of local, global, international, and intercultural issues, trends and systems.

Global Perspectives: Students will be able to develop the ability to see and analyze gender as a major organizing aspect of society and the way gender stereotypes and hierarchies are reinforced and reproduced through larger social institutions and structures by employing a multiple-perspectives analysis that reflects the interrelatedness of local and global issues and trends.

Global Engagement: Students will be able to engage in local to global inter-cultural problem solving by using their gained knowledge and perspective on the relationship between gender, culture, and society in general and their understanding of gender as a social construct and a social institution that creates and further inequalities in particular.

## Student Learning Outcomes/Objectives

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

- Identify where gender ideologies come from and how they shape our experiences

- Analyze theoretical concepts used to explain gender inequality, gender performativity, and sexual identity, and evaluate cross-cultural variations to gain a global perspective.

- Synthesize and explain how gender shapes and is shaped by social institutions – family, politics, workplace, education, media.

## Expectations of the Course

This course will be taught in hybrid mode. In a hybrid class, the face-to-face meeting time is reduced by 50%. The other 50% of the class takes place outside of the classroom (online discussion posts/group meetings via ZOOM). It is important to note that this out-of-class "meeting time" is in addition to the homework and preparation that are assigned in all classes regardless of format. If you take a hybrid course, you will need to self-regulate your out-of-class time so that you can keep up with both the face-to-face and out-of-class assignments and preparation. Some tasks must be completed prior to class and some after class. Paying attention to how the in- and out-of-class materials are connected is important.

You are responsible for carefully reading the syllabus and weekly calendar, meeting deadlines as posted, and submitting mature, thoughtful work. Some of this material may be new, personal, or controversial, so please maintain an open-minded and considerate attitude, allowing others time to reflect and communicate. The online portion of the class is required and constitutes the online attendance. Please review additional expectations below.

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 3-4 times per week; if not daily

- respond to discussions by the due date specified.

- respond to emails within 1 day;

- submit assignments by the corresponding deadline.

The instructor will:

- log in to the course 6 days per week;

- respond to discussion postings within 2 days;

- respond to emails within 1 day;

- grade assignments within 7 days of the assignment deadline.

- provide an opportunity for you to give individual and group feedback as to how you think your group is doing at the midway point

**CIVIL DISCOURSE IN OUR CLASSROOM**

Fundamental to Florida International University's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas 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. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and/or engaging with an idea does not mean that you are required to believe it or agree with it.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of

determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

# Assignments

**Social Identity Grid/Introduction Post**

The Social Identity Wheel/Grid is an activity that encourages you to reflect on the social groups you identify with. This exercise encourages you to reflect on the relationships and dissonances between your personal and social identities.

**PackBack Discussion Posts (x8)**

Your participation on Packback will count toward 20% of your overall course grade. In order to receive full credit, you should submit the following per each deadline period:

- 1 original open-ended Question every week with a minimum Curiosity Score of 50, worth 33.3 pts of each assignment grade (Use the Ask a new Question Button)

Your initial post will be due every Wednesday by 11:59 PM EST

- 2 Responses every week to your peers with a minimum Curiosity Score of 50, worth 33.3 pts of each assignment grade (Use the Add Response Button)

Your initial post will be due every Sunday by 11:59 PM EST

**Reflection Papers**

Students will be expected to write a total of 9 reflection papers for the assigned chapters. Your papers:

- Must at least two and a half pages long (could be more). Dedicate at least two pages to the assigned chapter(s), and at half a page for your reaction/reflections.
- Must have an introduction, body, and conclusion

- Must be formatted correctly (12pt font, double space, etc.)

- Must be written in either MLA, APA, or Chicago Style Format

- Must include proper citations (for direct quotes or paraphrased sections)

For each paper, you will include a summary of each assigned chapter and your personal reaction/reflections. You may address the following:

- How have the assigned readings challenged your assumptions? Why? How?

- Can you relate to the information presented? Explain (for instance, reflect on your upbringing, cultural/familial expectations, etc.

- Provide an example of a place in the world where individuals share similar experiences or challenges. Describe commonalities and differences between groups.

**Final Project (group assignment)**

Students will work in small groups of 3-4 students to create an "Informational Presentation" for students who have never taken this class.

Project Criteria:

- Create a PowerPoint presentation (15-18 slides) designed to introduce students to the concept of gender. This can include historical influences on conceptions of gender, research findings, societal expectations and stereotypes (and how constructions of gender may impact students' mental health), campus resources, cross-cultural perspectives, etc. Detailed instructions will be uploaded to Canvas.

# Assessments

**Midterm Exam- Students will take a midterm exam in class via Canvas.**

- 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.

- Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Canvas Help Team.

# Grading

Course Requirements

| Course Requirements | Number of Items | Weight |
|---|---|---|
| Attendance/Participation | 16 | 10% |
| Social Identity Grid | 1 | 5% |
| Reflection Papers | 9 | 40% |
| Discussion Posts | 8 | 20% |
| Midterm Exam | 1 | 10% |
| Final Project | 1 | 15% |
| | | |
| **Total** | | 100 |

# Textbook and Course Materials

**Gender: Ideas, Interactions, Institutions**

**Required/Recommended:** Required

**Authors:** Lisa Wade and Myra Marx Ferree

**Publisher:** Norton

**Publication Date:** 12/15/22

**Copyright Date:** 2023

**ISBN 10:** 0393892867

**ISBN 13:** 978-0393892864

**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](onestop.fiu.edu/bookpack).

# Course Communication

Communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial](Canvas Conversations Tutorial) or [Canvas Guide](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.

## 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. 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.]()

## Technical Requirements and Skills

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

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](#) for additional information about accessibility at FIU.

# Academic Integrity

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 are 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.

# Panthers Care & Counseling and Psychological Services (CAPS)

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

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

The following conduct is prohibited by the Student Conduct and Honor Code. A 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 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