

SYD3804: Sociology of Gender; Section U01

“When we loosen the requirements to be in a world, we create room for others to exist in that world.”

-Sara Ahmed

Professor Veronica Diaz

Office Hours: By Appointment

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Meeting times: Thursdays, 12:30pm - 1:45pm Meeting Location: Charles E. Perry (PC) 211

Course Time Zone | Eastern Time (ET). Course due dates are according to this time zone.

General Information

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.

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

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.

Global Learning Student Outcomes:

Upon completion of this course, students will:

- Identify where gender ideologies come from and how they shape our experiences
- Challenge commonly held notions about gender and sex
- Analyze theoretical concepts used to explain gender inequality, gender performativity, and sexual identity, and evaluate cross-cultural variations to gain a global perspective
- Understand how gender intersects with other distinctions or social categorizations such as class, sexuality, culture, race, etc.
- Identify ways in which men and women are constrained by a binary gender system
- Synthesize and explain how gender shapes and is shaped by social institutions –family, politics, workplace, education, media
- Develop a gender consciousness and apply the concepts learned in everyday life

University Core Curriculum

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.

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

1. 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.
2. 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 in society.
3. Develop a gender consciousness and apply the concepts learned in everyday life.

Textbook and Course Materials

Gender: Ideas, Interactions, Institutions

By Lisa Wase and Myra Marx Ferree

W.W. Norton, 3rd Edition

ISBN: 9780393892864

For students who did not opt into the PantherBook Pack, the link to purchase the e-book is available via CANVAS.

2. Packback Subscription:

Packback is included in the Panther Bookpack program for this class. If you have chosen to opt-out of Panther Bookpack, Packback may require a paid subscription. Click on the "PackBack Discussion Forum" Link in under the "assignments" tab.

We are using the \$29.00 version.

Policies

Before starting this course, please review the following pages:

- [Netiquette](#)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)
- [Academic Misconduct Statement](#)
- [Copyright Statement](#)
- [Inclusivity Statement](#)

Expectations of this 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

Course Detail

Course Communication

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.

IMPORTANT NOTE: 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 40 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 40 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 8 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.

Midterm Exam

Students will take a midterm exam during class. A study guide will be provided.

Final Project (group assignment)

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

Project Criteria:

- Create a PowerPoint presentation (15-18 slides) designed to help students understand the concept of gender (as defined by the authors). 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.

Grading

Grade Distribution

Assignment Type	Number of Items	Weight (%)
Attendance/Participation		10
Social Identity Grid	1	5
Reflection Papers	8	40
Discussion Posts	8	20
Midterm Exam	1	10
Final Project	1	15
Total		100

Letter Grade Distribution Table					
Letter	Range%	Letter	Range%	Letter	Range%
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

Course Calendar

Course Calendar

Weeks	Chapter/In-Class	To-Do List (due the Sunday before each class)
Week 1 Jan. 9 - 15	<ul style="list-style-type: none"> Review Syllabus Course Introduction 	<ol style="list-style-type: none"> Community Padlet Activity <ul style="list-style-type: none"> Due by Sunday Read Ch. 1 & 2 <ul style="list-style-type: none"> Reflection Paper Due by Wed, Jan. 18th
Week 2 Jan. 16 - 22	<ul style="list-style-type: none"> Chapter 1: Introduction Chapter 2: Ideas 	<ol style="list-style-type: none"> Read Ch. 3 Packback discussion #1 <ul style="list-style-type: none"> Initial post due by Wed, Jan 18 Two Peer responses are due by Sunday, Jan 22nd
Week 3 Jan. 23 - 29	<ul style="list-style-type: none"> Labor Day- No Class Chapter 3: Bodies 	<ol style="list-style-type: none"> Read Ch. 4 <ul style="list-style-type: none"> Reflection Paper due by Wed., Feb 1st

Week 4 Jan. 30 - Feb. 5	<ul style="list-style-type: none"> Chapter 4: Performances 	1. Packback discussion #2 <ul style="list-style-type: none"> Initial post due by Wed, Feb 1st Peer responses are due by Wed., Feb 5th
Week 5 Feb 6 - Feb 12	<ul style="list-style-type: none"> Chapter 4: Performances 	1. Read Ch. 5 <ul style="list-style-type: none"> Reflection Paper due by Wed., Feb 15th
Week 6 Feb 13 - 19	<ul style="list-style-type: none"> Chapter 5: Intersections 	1. Packback Discussion #3 <ul style="list-style-type: none"> Initial post due by Wed, Feb. 15th Peer responses are due by Sunday, Feb 19th
Week 7 Feb 20 - 26	<ul style="list-style-type: none"> Chapter 5: Intersections cont. 	
Week 8 Feb 27 - March 5	SPRING BREAK - NO CLASSES	1. Read Ch. 6 (pp 125-156) <ul style="list-style-type: none"> Reflection Paper due Wed., March 8th
Week 9 March 6 - 12	<ul style="list-style-type: none"> Midterm Exam Discuss Expectations for Final Project 	1. Packback discussion #4 <ul style="list-style-type: none"> Initial post due by Wed, March 8th Peer responses are due by Wed., March 12th
Week 10 March 13 - 19	<ul style="list-style-type: none"> Chapter 6: Inequality: Men and Masculinities 	1. Read Ch. 7 <ul style="list-style-type: none"> Reflection Paper due by Wed, March 22nd 2. Packback discussion #5 <ul style="list-style-type: none"> Initial post due by Wed, March 15th. Peer responses are due by Wed., March 19th
Week 11 March 20 - 26	<ul style="list-style-type: none"> Chapter 7: Inequality: Women and Femininities 	1. Read Ch. 8 <ul style="list-style-type: none"> Reflection Paper due by Wed., March 29th. 2. Packback discussion #6

		<ul style="list-style-type: none"> • Initial post due by Wed, March 22nd • Peer responses are due by Sunday, March 26th
Week 12 March 27 - April 2	<ul style="list-style-type: none"> • Chapter 8: Institutions 	<ol style="list-style-type: none"> 1. Read Ch. 9 • Reflection Paper due by Wed., April 5th
Week 13 April 3 - 9	<ul style="list-style-type: none"> • Chapter 9: Changes 	<ol style="list-style-type: none"> 1. Pacback discussion #7 • Initial post due by Wed. April 5th • Peer responses are due by Sunday, April 9th
Week 14 April 10 - 16	<ul style="list-style-type: none"> • Work on Final Project 	<ol style="list-style-type: none"> 1. Read Ch. 10 • Reflection Paper due by Sunday, April 16th 2. Pacback discussion #8 • Initial post due by Wed, April 12th • Peer responses are due by Sunday, April 16th.
Week 15 April 17 - 23	<ul style="list-style-type: none"> • Chapter 10: Sexualities 	
Week 16 April 24 - 29	<ul style="list-style-type: none"> • Presentations 	