

Texas A & M University – Central Texas
SOCI 4312
Gender in Society
Spring 2021

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: There will be no face-to-face office hours. Email is the best way to contact me. Or if you prefer, you can make an appointment with me through Canvas via WebEx.

E-mail: dietert1@tamuct.edu

Class Location and Time: Online from January 19 – May 14 (16 weeks)

Use this link to access this course: *This course is a 100% online course and uses the TAMUCT Canvas Learning Management System:* [<https://tamuct.instructure.com>]

Required Texts

Text (Required)

Ryle, Robyn. 2021. *Questioning Gender: A Sociological Exploration*. Los Angeles: Sage. (ISBN: 9781544371351)

Book Review (Required)

Stein, Arlene. 2019. *Unbound: Transgender Men and the Remaking of Identity*. New York: Vintage Books. (978-1-101-97249-6)

For Referencing (Required)

American Sociological Association. 2019. *American Sociological Association Style Guide* (6th). American Sociological Association Publisher. (978-0-912764-55-9)

Course Overview

Socialization to sex roles; male/female differences in family, work, and political behavior; male/female inequality; effects of gender in education and religion; and current changes in sex role definitions.

Course Description

This course focuses on the sociological study of gender as a basic dimension of social life and social relations. *Gender*, understood as the collection of behaviors, attitudes, attributes and assumptions about what it means to be a man or a woman, relates to social identity and social status. *Gender roles* are the social roles that are prescribed for a society's members, depending on their perceived *sex* category (the biological or physiological categories of male, female, etc.). *Sexuality* refers to sexual orientation, preference, and practice.

We will consider the gender *ideologies*, or social meanings and implications of being male, female, masculine and feminine. In considering how society and its members think about sex and gender attributes, we will focus on how these attributes shape and constrain attitudes, social behavior and beliefs.

Sociologists are concerned with the *social construction of gender*, which refers to how expectations associated with being male and female are created, reinforced and transmitted throughout our society. We will deconstruct the meaning of gender and sex in Western culture to illustrate how identities continue to evolve and challenge the binary notion of gender and sexuality.

Sociologists are interested in examining how gender norms affect our expectations for social interaction, and how individuals actively (and unintentionally) reinforce gender expectations by “doing” gender-related things and by expecting gender difference in relations with others. In addition, sociologists study how beliefs about gender difference help shape the structure and process of social institutions, and how these institutions in turn affect men’s and women’s status in social, economic and political hierarchies. Gender difference is often used within societies as a justification for *patriarchy* and for greater male access to economic resources, power and status. We will explore how such systems of *gender inequality* shape our perceptions and understandings of gender difference.

Course Objectives

Knowledge Outcomes:

1. Students will understand basic approaches to the role of gender to include biological, psychological, cultural, social and postmodern perspectives.
2. Students will understand how gender acts as an organizing force in social institutions as these relate to economics, politics, religion, education, the workplace, and the media.
3. Students will gain some understanding of gender inequality on a micro and macro level of analysis.

Skills Outcomes:

1. Students’ critical thinking skills will be enhanced to the extent that they learn about themselves, their social worlds, and their relation to culture.
2. Students will be able to discuss gender from a sociological perspective.
3. Students will learn to evaluate the role of gender in their lives from both a micro and macro perspective.
4. Students will be able to use technical sociology vocabulary.
5. Students will use and develop writing skills through essay papers, writing a research paper and book review.
6. Student’s communication skills will be enhanced through online discussions.

Value Outcomes:

1. Students will gain some appreciation and understanding of an array of sexes and genders.
2. Students will develop the capacity to appreciate other ways of living and thinking that are necessary in a global world.

Class/Instructor Policies

Taking a Sociological Perspective: I encourage questions and discussion concerning course material and sharing personal observations and experiences. However, since you are enrolled in a sociology course, the main goal is to utilize a sociological perspective. This means that you should try to analyze various topics with an objective point of view. Objective point of view means looking through the lens of sociology. How does sociology utilize objectivity, you might be asking? Sociology is a social science – qualitative and quantitative research techniques are used to collect data about the social world. Sociologists must always strive to maintain an objective outlook when observing the social world. Therefore, in this course, you will be challenged to look within the layers of a social phenomenon or put another way, to look beyond what you see on the surface. In addition, you will not agree with everything you hear in class from the professor or your classmates. Part of becoming educated requires that your ideas are challenged. As a college-level student, you should be able to see different points of view of the same issue. I expect students to be respectful towards every person in this classroom, even if they disagree with certain viewpoints.

The role of the instructor is to present critical ideas, to offer an analytical framework for understanding the course material, to work with students in providing an inspiring learning environment, and to provide and receive constructive feedback. It is not the instructor's role to tell the student what to think. The student's responsibility is to read the readings with a critical mind, to question, to complete assignments on time, to participate in the exchange of ideas, and to work toward an inspiring learning environment. It is the responsibility of all of us to create a safe learning environment free of racism, sexism, classism, ageism, ableism, homophobia, transphobia and heterosexism.

Late Work: When you are turning in assignments, your work must be uploaded in Canvas at the specified due date and time. I will not accept that assignment through email. However, if you are having an issue with an assignment, let me know ahead of time and I will do what I can to accommodate you.

Additional Help: If you need additional help on assignments, papers, or any materials covered in class, please do not hesitate to contact me. The best way to get in touch with me is through email.

Incomplete Grades: I DO NOT GIVE OUT INCOMPLETE GRADES. ALL ASSIGNMENTS AND TESTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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University Policies/Services**WARRIOR SHIELD****Emergency Warning System for Texas A&M University-Central Texas**

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate

exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

- o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

If you do plagiarize, I will 1) fail you for the assignment and/or the course, and 2) initiate an Academic Dishonesty action against you.

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The

Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects

tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

For spring 2021, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

Course Requirements

1. **Research Paper (200 points) - Due Monday May 10 at midnight:** You will choose one topic relevant to gender and complete a research project that addresses aspects of that topic that you find important. Your topic must be narrow in scope. For instance, “gender inequality” is too broad so you would need to narrow that down even further. Please let me know if you need help narrowing down a topic. I’m more than happy to help!
 - Your research project should be no less than 10 pages in length (approximately 2500 words). This length requirement **does not include** your title page, abstract or your reference page.
 - You must use no less than 7 - 10 **scholarly** references. Scholarly references are those found in social science journals or other scholarly journals. You will use the articles that you collected from your annotated bibliography.
 - Please use **ASA (American Sociological Association)** referencing format. The ASA reference guide is listed under required texts on the first page of your syllabus.
 - As I stated above, your references must be scholarly research articles or more specifically, peer reviewed articles. If you want to use a reference such as a website and you are unsure if it is acceptable, please feel free to discuss the reference with me.
 - In addition, **I do not accept “recycled” papers or more specifically, papers that have been written for another class! Also, please do not cut/paste any of your essays into your final paper. Either way, you will make a zero on this paper.**
 - Please submit your double-spaced paper in Times New Roman using 12 point font, and one inch margins.
 - When you submit your papers into the canvas system, **Turnitin** will generate an “originality report.” This report provides a percentage of your work cited from different sources. **You do not want your paper to go beyond 20%.** Please let me know if you have any questions about percentages.
2. **Annotated Bibliography (110 points): Due Sunday April 4 by midnight.** To begin your exploration of the topic for your final research paper, provide an annotated bibliography of 10 scholarly research articles. An annotated bibliography is basically a summary of each article. You should write up to half a page (if double-spaced) for each article summary. **You are NOT cut/pasting directly from the article.** It is your summary regarding the important details about the research that you find essential. The abstract of any research article and conclusion are very good places to start but you want to read the entire article.
 - Each article in your annotated bibliography is worth 10 points for a total of 100 possible points. You will also be graded on spelling, grammar and sentence structure (10pts).
 - Please list your citations in ASA. If you do not, I will take off up to 3 points per article. Also, when you write the actual summary of each citation, practice using ASA in text. Make use of your ASA guide and ask questions if you have them.
 - You will use the annotated bibliography to **construct** your literature review in the final research proposal due at the end of the semester. **This means that you will not cut/paste the annotated bibliography into the final paper. If you do, you will not earn points in the final paper proposal for your literature review section.** You

will write a cohesive literature review for the final paper. Let me know if you have any questions.

3. **Book Review (100 points) - Due on Friday April 23 by midnight.** I will post the required documents in Canvas that will assist you in writing your book review. Please follow the book review guidelines as specified. I will take off points accordingly. **Please use the headings in your book review outline to help organize your review.** Use Times New Roman with 12 point font.
4. **Essay Questions (4 x 25 points each = 100 points):**
 - You will write a 500 word essay that will be due on Fridays by midnight. For these essays, you can pick a topic from **that week's readings**. In your tentative schedule below, I have indicated which chapter you should focus on. The essay papers should be no less than 500 words and in Times New Roman 12 point font.
 - For these papers, you must also reference correctly. If you take information from a source, you must give credit to your reference. **If you turn in an essay without referencing, you will earn a zero for that assignment.**
 - Please use **ASA (American Sociological Association)** referencing format since you will be using this style in your final paper. The ASA reference guide is listed under required texts on the first page of your syllabus. Purchasing the ASA guide will provide you with all of the ASA requirements needed to complete your work.
 - I will be grading on your writing, correct referencing, organization (introduction, body and conclusion) and the content of your essay. Please see your rubric at the end of this syllabus.
 - Your papers should be uploaded in Canvas. If you have any issues getting your paper uploaded on time, please let me know and I will do my best to work with you.
5. **Postings (13 Postings x 13 points each = 169 total points):**
 - You will have 13 postings for this course. For your weekly postings, you will take something interesting that you found from one of your chapters for that week and post this information to your classmates. You will receive a total of 13 points for providing a substantive post, responding to three classmates, presenting good writing skills and adhering to deadlines.
 - **Weekly posts will open up on Mondays at 8:00am and close on Fridays at 11:59pm. Your main posting will be due by Wednesday evening at midnight. If you main posting is not submitted on time, you will not earn all points. Additionally, you will have until Friday at midnight to complete all replies to at least three classmates.**
 - Your postings will cover material from your readings. Since the postings cover your readings, I would like you all to use your book as a reference. I do not want information cut/pasted from the internet such as Wikipedia. If you do so, you will not earn points for that posting.
 - Whenever you post, I also want you to reference using ASA. Remember that anytime you take information from a source (either directly quoting or paraphrasing), you must reference even if you are doing so in a posting.
 - All posts must be substantive and demonstrate to me that you have done all the reading associated with the discussion. In order to get full credit for your individual post, you must answer each question that I pose to you. In order to get the points in responding to your classmates, you must put thought and effort into your response. A thin answer

such as “I totally agree with you” or “That was a really cool post” will not be considered for credit.

- **Finally, your essays and postings are two different assignments. Do not cut/paste your essays into the discussion boards. You will not earn points for either assignment if you do so.**

***GRADING RUBRICS FOR COURSE REQUIREMENTS CAN BE FOUND AT THE END OF YOUR SYLLABUS**

Grading Scale

- A = 611 – 679 (Excellent)
 B = 488 – 610 (Better than Average)
 C = 341 – 487 (Average)
 D = 204 – 340 (Below Average)
 F = 203 and below (Failing)

Tentative Course Schedule

WEEK 1: Course Introduction

Monday January 18 – Sunday January 24

Readings

- **No readings this week**

***Posting 1**

WEEK 2:

Monday January 25 to Sunday January 31

Readings

- **Chapter 1 – What is Gender and Why Should We Care about It? Introducing Gender.**

***Posting 2**

***Essay 1 (Focusing on Chapter 1) is due on Friday January 29 at midnight**

WEEK 3:

Monday February 1 to Sunday February 7

Readings

- **Chapter 2 – What’s the “Sociology” in the Sociology of Gender? Understanding Sociology and Gender**

***Posting 3**

WEEK 4:

Monday February 8 to Sunday February 14

Readings

- **Chapter 3 – How Do Disciplines Outside Sociology Study Gender? Some Additional Theoretical Approaches**

***Posting 4**

WEEK 5:

Monday February 15 to Sunday February 21

Readings

- **Chapter 4** – How Do We Learn Gender? Gender and Socialization

***Posting 5**

Essay 2 (Focusing on Chapter 4) is due Friday February 19 at midnight

WEEK 6:

Monday February 22 to Sunday February 28

Readings

- **Chapter 5** – How Does Gender Matter for Whom We Want and Desire? The Gender of Sexuality

***Posting 6**

WEEK 7:

Monday March 1 to Sunday March 7

Readings

- **Chapter 6** – How Does Gender Impact the People You Spend Your Time With? The Gender of Friendship and Dating

***Posting 7**

WEEK 8:

Monday March 8 to Sunday March 14

Readings

- **Chapter 7** – How Does Gender Matter for How We Think About Our Bodies? The Gender of Bodies and Health

***Posting 8**

Essay 3 (Focusing on Chapter 7) is due on Friday March 12 at midnight

WEEK 9 – SPRING BREAK!

Monday March 15 to Sunday March 21

WEEK 10

Monday March 22 to Sunday March 28

Readings

- **Chapter 8** – How Does Gender Impact the People We Live Our Lives With? The Gender of Marriage and Families

***Posting 9**

WEEK 11

Monday March 29 to Sunday April 4

- **Work your Annotated Bibliography this Week due on Sunday April 4 by midnight**
 - **DURING THIS WEEK, PLEASE EMAIL ME WITH YOUR TOPIC**

WEEK 12Monday April 5 to Sunday April 11**Readings**

- **Chapter 9** – How Does Gender Affect the Type of Work We Do and the Rewards We Receive for Our Work? The Gender of Work

Posting 10**Essay 4 (Focusing on Chapter 9) is due on Friday April 16 at midnight****WEEK 13**Monday April 12 to Sunday April 18**Readings:**

- **Chapter 10** – How Does Gender Affect What You Watch, What You Read, and What You Play? The Gender of Media and Popular Culture

Posting 11*WEEK 14 – Book Review due Friday April 23 at midnight**Monday April 19 to Sunday April 25**Readings (Book Review):**

- *Unbound: Transgender Men and the Remaking of Identity*

Posting 12 - Discuss *Unbound: Transgender Men and the Remaking of Identity**WEEK 15**Monday April 26 to May 2**Readings:**

- **Chapter 11** – How Does Gender Help Determine Who Has Power and Who Doesn't? The Gender of Politics and Power

Posting 13*WEEK 16**Monday May 3 to Sunday May 9

- **Work on your final research paper this week**

WEEK 17 – Finals WeekMonday May 10 to Friday May 14

- **Final Paper due on Monday May 10 by midnight**

***Professor reserves the right to amend this syllabus at any time.**

Grading Rubric for Final Research Paper

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure 10%	<i>Many</i> spelling, grammar, or sentence structure errors (0 pts)	<i>Some</i> spelling, grammar, or sentence structure errors (10pts)	<i>Few</i> spelling, grammar, or sentence structure errors (16 pts)	<i>No</i> spelling, grammar, or sentence structure errors (20 pts)
Proper Referencing Format (ASA) 10%	Not used in text and reference page (0 pts)	Used in text but not in reference page or used in reference page but not in text of paper (10 pts)	ASA style utilized with few errors both within the text of the paper and in reference page (16pts)	No errors in reference page and in text citation (20 pts)
Structure and Organization of Research Paper 20%	Does not clearly develop and organize introduction, body, and conclusion (0-23 pts)	Minimal development and organization of introduction, body, and conclusion (24 pts)	Average development and organization of introduction, body, and conclusion (32 pts)	Accurate development and organization of introduction, body, and conclusion (40 pts)
Content of Research Paper 60%	Information and evidence are not accurate, appropriate, and integrated effectively. (0-79 pts)	Information and evidence is minimally accurate, appropriate, and integrated effectively. (80 pts)	Information and evidence averagely accurate, is appropriate, and integrated effectively. (100 pts)	Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (120 pts)

Grading Scale:

A= 180 – 200 (90-100%)

B= 160 – 179 (80-89%)

C= 140 – 159 (70-79%)

D= 120 – 139 (60-69%)

F ≤ 119

Grading Rubric for Book Review

<i>Sections</i> Exceptional	Poor	Minimally Acceptable	Good	
Spelling, Grammar, & Sentence Structure 10%	<i>Many</i> spelling, grammar, or sentence structure errors (0 – 3 pts)	<i>Some</i> spelling, grammar, or sentence structure errors (4-7 pts)	<i>Few</i> spelling, grammar, or sentence structure errors (8-9 pts)	<i>No</i> spelling, grammar, or sentence structure errors (10 pts)
Introduction 15%	Does not clearly develop an introduction (0-5 pts)	Minimal development of introduction (6-10 pts)	Average development of introduction (11-14pts)	Accurate development of introduction (15 pts)
Brief Description of Book 15%	Does not clearly develop a brief description of the book (0-5 pts)	Minimally develops a brief description of the book (6-10 pts)	Averagely develops a brief description of the book (11-14 pts)	Accurately develops a brief description of the book (15 pts)
Critical Review of Some Major Themes Utilizing Page Numbers to Illustrate 40% (Using ASA)	Does not clearly develop the critical review (0-12 pts)	Minimally develops the critical review (13-25 pts)	Averagely develops the critical review (26-39 pts)	Accurate development of the critical review (40pts)
Closing Comments and Reflections 20%	Does not clearly conclude arguments and critiques (0-6 pts)	Minimally concludes arguments and critiques (7-13 pts)	Averagely concludes arguments and critiques (14-19 pts)	Accurately concludes arguments and critiques (20pts)

Grading Rubric for Essay Papers

<i>Sections</i> Exceptional	Poor	Minimally Acceptable	Good	
Spelling, Grammar, & Sentence Structure	<i>Many</i> spelling, grammar, or sentence structure errors (0 – 2 pts)	<i>Some</i> spelling, grammar, or sentence structure errors (3pts)	<i>Few</i> spelling, grammar, or sentence structure errors (4 pts)	<i>No</i> spelling, grammar, or sentence structure errors (5 pts)
Proper Referencing Format (ASA format)	Referencing not used in essay where appropriate (0 - 2 pts)	Minimal use of referencing in essay where appropriate (3 pts)	Good/average use of referencing in essay where appropriate (4pts)	No referencing errors in essay (5 pts)
Structure and Organization of Essay	Does not clearly develop and organize introduction, body, and conclusion (0-2 pts)	Minimal development and organization of introduction, body, and conclusion (3 pts)	Average development and organization of introduction, body, and conclusion (4 pts)	Accurate development and organization of introduction, body, and conclusion (5 pts)
Content of Essay	Information and evidence are not accurate, appropriate, and integrated effectively. (0-3 pts)	Information and evidence is minimally accurate, appropriate, and integrated effectively. (4-6 pts)	Information and evidence averagely accurate, appropriate, and integrated effectively. (7-9 pts)	Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (10pts)

Review of the Literature – Annotated Bibliography for Final Paper
110 total points

Levels of Achievement

<i>Criteria</i>	Does Not Meet Criteria	Needs Improvement	Excellent
Article 1	0 - 4 points Does not provide a clear summary or none included	5 - 9 points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 2	0 - 4 points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 3	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 4	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 5	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 6	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 7	0 - 4 Points	5 - 9 Points	10 Points

	Does not provide a clear summary or none included	Summary of article needs improvement	Clear and concise summary of the research article
Article 8	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 9	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Article 10	0 - 4 Points Does not provide a clear summary or none included	5 - 9 Points Summary of article needs improvement	10 Points Clear and concise summary of the research article
Spelling, Grammar, & Sentence Structure	0 - 4 Points <i>Many</i> spelling, grammar, or sentence structure errors	5 - 9 Points <i>Some</i> spelling, grammar, or sentence structure errors	10 Points <i>No</i> spelling, grammar, or sentence structure errors

Discussion Rubric

Worth 13 total points

Levels of Achievement

<i>Criteria</i>	Does Not Meet Criteria	Needs Improvement	Excellent
Substantive Response	0-1 point Response too short, based on personal views only, with no references to the text or the concepts learned from the material covered	2 - 4 points Response too short. Not a clear indication of an understanding of the readings	5 points A substantive response, citing the textbook and demonstrating full understanding of the course content
Replies to Classmates	0-1 points No or just one response, with no significant comments to improve the conversation	2 points Only two responses to others' entries	3 points Three substantive posts were responded to, with comments advancing the conversation
Adhering to Deadlines	0 points Substantive response OR replies to others do not meet deadline	1 points Substantive response OR replies to others do not meet deadline	2 points All entries posted by the deadline.
Writing Skills	0-1 points <i>Many</i> spelling, grammar, or sentence structure errors	2 points <i>Some</i> spelling, grammar, or sentence structure errors	3 points <i>No</i> spelling, grammar, or sentence structure errors

