

Course Name: **SOCI 205 Gender and Society**

Online Format Fall 2022

Fall 2022: 10/19/2022 – 12/07/2022

### **GENERAL COURSE INFORMATION**

**INSTRUCTOR:** Angelique Nevarez Maes, M.A. **PHONE:** 915-209-1172 (Google Voice)

**OFFICE:** Zoom/Koalendar <https://koalendar.com/e/meet-with-professor-angelique-maes>

**EMAIL:** [amaes@coker.edu](mailto:amaes@coker.edu)

**OFFICE HOURS:** M/F 10:00am -11:00am (MST) and/or by appointment.

### **TEXTBOOK/MATERIALS:**

*The Sociology of Gender: An Introduction to Theory and Research, 2nd Edition*

Amy S. Wharton

ISBN: 978-0-470-65568-9 May 2011 Wiley-Blackwell

Supplemental Readings- supplemental readings will be provided by the instructor as the semester progresses. The student is responsible for reading these as well for weekly quizzes

### **COURSE DESCRIPTION**

The course is designed as an introduction to thinking about gender and sex from a sociological perspective. This course covers several broad areas within the sociology of gender. This course will introduce students to the ways in which sex, gender, and sexuality mark our bodies, influence our perceptions of self and others, organize families, delimit opportunities for individuals and groups of people, as well as impact the terms of local and transnational economic exchange.

This course will explore the ways in which sex, gender, and sexuality work with other markers of difference and social status such as race, age, nationality, and ability to further demarcate possibilities, freedoms, choices, and opportunities available to people.

### **COURSE OBJECTIVES**

At the end of the semester, students should be able to:

- Understand, apply, discuss, compare, and critically evaluate the theories and concepts in the Sociology of Gender.
- Participate in critical thinking discussions on gender related issues such as the what the differences are between sex and gender
- Interpret the origins of sex differences.
- Examine Gendered Organizations/Gendered Institutions.
- Analyze Work, Family, and Gender in the Industrial Age.
- Explore The Household Division of Labor and the Family.
- Achieve an overall understanding of how the Sociology of Gender has come to be historically, and where it can or should go in the future.

## EXPECTATIONS OF STUDENTS ENROLLED

- Students are required to complete reading assignments and be prepared for weekly quizzes, written questions on quizzes, and weekly online blogs.
- Students are expected to read required and supplemental texts, participate in weekly blog sessions, and reflect on the readings with the instructor and with fellow students.
- Students are expected to be able to explain the readings in their own words and provide examples during written questions on weekly quizzes in order to exemplify their understanding.
- Students are responsible for checking their grades regularly and for checking email from the instructor or from their Buddies in the class.
- Students are expected to notify the professor of any discrepancies in the grade book as well as when they think they might be missing class. It is strongly advised to notify the professor of any discrepancies ASAP.

## STUDENT CONDUCT

### ONLINE CIVILITY, RESPECT AND TOLERANCE

Students should be made aware that part of the value of a university education is exposure to a wide range of different ideas, viewpoints, and types of people from various backgrounds. Many sociology courses involve content that might challenge deeply held beliefs of some students. As difficult as this may be, students are expected to be respectful during all online sessions and discussions. *The instructor will not allow incivilities or intolerance during online sessions.* Students are expected to treat one another with respect. Students should understand that online class sessions are venues where they can express a diversity of viewpoints, and that those viewpoints must be expressed respectfully and involve no personal attacks. Students may challenge the views of others, but they must do so respectfully, present their arguments following scientific resources that rely on research, and have evidence supporting their view compared to evidence supporting other views. Any student that violates classroom civility will be asked to leave the online session and will not receive a grade for that day if need be.

## METHOD OF COURSE EVALUATION

### WEEKLY QUIZES

Quizzes for this class are designed to assess the student's knowledge of sociological topics. Quizzes will be made up of a combination of multiple-choice questions, written questions, and true/false questions that are designed to determine the students' understanding of the courses' lecture videos, readings, guest lectures, and online blog discussions. Quizzes will cover that weeks' content only. Quizzes are not cumulative.

What to do when students miss quizzes: Students who miss a quiz must email instructor about making up the quiz within 1 week. If the absence is anticipated, the student is strongly advised to email the instructor to make up the quiz as soon as possible. **The student has 1 week to attempt to contact and make up the missed quiz if unexcused,**

otherwise the student will not be allowed to make up the quiz and receive a failing grade. If the absence is excused, the student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence.

## **GRADING**

The instructor for this course grades discussion posts and quizzes within a one (1) week turnaround period. All grades will be displayed on Blackboard. Students are strongly encouraged to follow their grades throughout the semester. *Emails at the end of the semester from students who wish to “do something” about their grades is strongly discouraged.* Please email the professor when an anomaly has been discovered as the semester progresses, not at the end of the semester: students have a ONE (1) week time span to email the professor to discuss the grade that has been compromised (for example, the grade was not imputed, or the grade was not calculated correctly). After the ONE (1) week time period, the student will not be able to discuss grade changes with the professor. The instructor will not award grades in any other way besides quizzes/blogs assigned for the course: please do not email the instructor about awarding points for the sake of getting a higher grade, or about extra credit opportunity at the end of the semester. If the student has a 69 average in the class, the instructor WILL NOT curve the grade to a passing one.

## **GRADE BREAKDOWN**

Quizzes (80%): Combination of multiple choice, written questions, and true/false questions. (10% each)

Class Participation (20%): Weekly Blogs on Blackboard (2.5% each)

Grading Scale- 0%-100%

90%-100% = A

80%-89% = B

70%-79% = C

60%-69% = D

0%-59% = F

*Please DO NOT follow any other grade system.*

## **PARTICIPATION POLICY**

### **CLASS PARTICIPATION/ATTENDENCE**

Quiz questions will come from a mixture of lectures, texts assigned, and discussions from blog sessions. *Students are strongly urged to watch all lecture videos and participate in weekly blogs on Blackboard.* Information not included in the textbook will be mentioned to video lecture and students will be expected to add information on PowerPoint slides to their notes. Power Point slides are usually provided to students at the beginning of each week. Students may print them out if they choose to. Important information about the course as well as changes/updates will be addressed throughout the course during lecture videos. Students are not email the professor about missed class information: students are to email “Buddies” about getting information on class sessions missed.

When students visit virtually with instructor about the course during office hours or by appointment, students are strongly urged to email the professor about the meeting afterwards. Student emails enable the instructor to keep track of who is asking for what. The instructor will keep all emails for course for reference. This is done to attempt to eliminate emails at the end of the semester from students who “swear they spoke with me” but have no evidence of such meeting. This is to ensure accountability among students and the instructor.

### **CLASS PARTICIPATION GRADE**

The Class Participation grade for this course will consist of students’ participation in weekly blogs on Blackboard. Weekly Discussion Blogs are heavily Service Pillar based, and challenge students to engage in materials while applying them to real-world settings. Students must post a question about the week’s reading, video lecture, or supplemental reading on the blog for that week that showcases students understanding of the content. These questions must be based on Blooms Taxonomy of thinking (provided in Course Documents). Questions are meant to stimulate discussion among peers or can ask for clarification of a concept/idea. Students will post ONE (1) question AND answer another student’s question to receive credit for that week. Student’s MUST do both. Student’s must respond to other student’s questions with an academic response based on their knowledge of the reading, and not nonacademic opinions. This exercise is meant to build student’s ability to respond to academic questions in an academic way that is based on citing their resources. Students must keep in mind the Classroom Civility Policies while posting their blogs. If students don’t find a question from another students that they want to answer, they can answer the instructors’ questions that have been posted for that week.

### **COLLEGE POLICIES**

#### **Disability Assistance**

Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in this class. If a student has a disability that will likely need some accommodation by the instructor, the student should contact Robin Richardson in the Learning Support Services Office (ext 8021, [rrichardson@coker.edu](mailto:rrichardson@coker.edu)) to provide the necessary documentation. No accommodations can be made without documentation from LLS. The student is solely responsible for contacting Robin Richardson.

#### **Academic Honesty**

The College policy on academic dishonesty from the Student Handbook is quoted below:

Academic dishonesty includes plagiarism, cheating, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker College Student Covenant, the Mission of the College, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might

be committed at the College; for that reason, penalties for academic dishonesty may include suspension or expulsion from the College.

**Cheating:** A student is guilty of cheating when he/she wrongfully gives, takes, or receives unauthorized assistance or information in the preparation of academic work to be submitted for course credit, or in fulfillment of a College regulation.

**Plagiarism:** A student is guilty of plagiarism when he/she submits work purporting to be his/her own, but which in fact, borrows ideas, organization, wording, or anything else from other sources — a published article, a chapter of a book, a friend's paper, etc. — without appropriate source acknowledgement. Plagiarism, as a form of cheating, also includes employing or allowing another person to alter or revise the academic work the student submits as his/her own. Students may generally discuss assignments among themselves or with an instructor or tutor, but the actual work must be done by the student alone. When an assignment involves research with outside sources of information, the student must carefully acknowledge exactly what they are, and where and how he/she has employed them.

Students should contact their instructors for the specific standards and methods that may apply to individual academic assignments or courses. The information above should serve only as a general guideline for acknowledgment of sources at the College.

### **Technology Requirements and Liberal Arts Core Skills**

This course requires: word processing and internet usage skills. The liberal arts core skills of creative writing and public speaking will be assessed at the freshman level.

\* This course is prerequisite for all upper-level sociology courses. If you find the subject interesting, I encourage you to consider a major or minor.

### **CORE SKILLS ASSESSMENT**

The goal of Coker College is to graduate students with the ability to think analytically and creatively, and to write and speak effectively. Students will be assessed during the semester as to their demonstrated ability in the following areas. The results are not used to determine grades, but rather are used to help the College improve programs and better advise students.

**Analytical Thinking** (*if you have opportunity to observe this skill*) Graduate Level: *Specify the analytical thinking accomplishments expected of a graduate in your specific course.* Subject can examine relationship between two concepts and assess the effects of other concepts on their relationship. Capable of multivariate analysis.

Junior-Senior Level: *Specify the analytical thinking accomplishments expected of a junior or senior in your course.* Subject can examine relationship between two concepts but can consider the effects of other concepts on the relationship in a clumsy and incomplete way.

Fresh/Sophomore Level: *Specify the analytical thinking accomplishments expected of a freshman or sophomore in your course.* Subject does not understand the process of examining the effect of a concept on the relationship between two other concepts.

**Creative Thinking** *(if you have opportunity to observe this skill)*

Graduate Level: *Specify the creative thinking activities expected of a graduate in your specific course.* Subject can infer patterns of relationships among concepts and design their measures.

Junior-Senior Level: *Specify the creative thinking activities expected of a junior or senior in your course.* Subjects can infer patterns of relationships among concepts which are incomplete, or inconsistent.

Fresh/Sophomore Level: *Specify the creative thinking activities expected of a freshman or sophomore in your course.* Subjects cannot infer patterns nor design measures.

**Effective Writing** *(if you have opportunity to observe this skill)*

Graduate Level: *Specify the effective writing activities expected of a graduate in your specific course.* Subject can write error-free text in a style appropriate to purpose.

Junior-Senior Level: *Specify the effective writing activities expected of a junior or senior in your course.* Subject writes text with a few errors.

Fresh/Sophomore Level: *Specify the effective writing activities expected of a freshman or sophomore in your course.* Subject writes text with a few errors and some organizational problems.

**Effective Speaking** *(if you have opportunity to observe this skill)*

Graduate Level: *Specify the effective speaking skills expected of a graduate in your specific course.* Subject speaks articulately and appropriately in organized manner appropriate to the purpose.

Junior-Senior Level: *Specify the effective speaking skills expected of a junior or senior in your course.* Subject is largely well-spoken but makes a few errors.

Fresh/Sophomore Level: *Specify the effective speaking skills expected of a freshman or sophomore in your course.* Subject speaks poorly, has several errors, and may be unorganized.

### THE “BUDDY LIST” SYSTEM

This course requires that every student find at least three (3) students (preferably students with whom they are not familiar) to add to their “Buddy List” by the first week of class. The “Buddy List” is designed to help students help themselves if/when they have missed class. *This system is not designed to help students skip class altogether.* Students are to gather the following information from their Buddies; name and preferred phone number/e-mail address. The “Buddy List” system is designed to help students communicate with one another about retrieving information on missed class sessions. Students are expected to contact their “buddies” about missing class, sharing notes, and gathering information about the next class session. **It is the student’s responsibility to get notes from class sessions missed and keep up with the course schedule.** DO NOT email the professor about missed class notes. Students are allowed to have more than 3 buddies if they choose.

#### List buddies below:

Buddy #1 \_\_\_\_\_

Buddy #2 \_\_\_\_\_

Buddy #3 \_\_\_\_\_