

FEATHER RIVER COLLEGE  
SOC 100: Sex, Gender, and Society  
Spring 2019, Room 627  
Tuesday, Thursday, 12:15- 1:45 p.m.

SYLLABUS

Instructor Contact & Office Hours

**Instructor:** Katie Desmond, Ph.D.

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**Office:** Science Building, 1013

- 🕒 Monday, Wednesday, Friday: 11:00-1:00\*
- 🕒 Tuesday and Thursday: 2:00-3:00
- 🕒 By appointment: You may always email, call, or come see me in person with any course related questions. **I am in my office outside these listed office hours so stop by and knock on the door to see if I'm available. \*I often have meetings during this time, so will leave a note on my door if I am not in. Look in the syllabus FIRST for course information!**

Course Description

This course is an overview of how we understand sex and gender and our society through a sociological lens. In this class, we will look at the definitions and cultural variations of concepts and ideas around sex and gender, focusing primarily on how they have factored into our own culture. Essential to this class is to examine what we know about human biology and sex, as well as the social construction of masculinity and femininity (gender). As you gain greater understanding of the concepts and ideas, the debates surrounding sex and gender in society today will become clearer, enabling you to better navigate the evolving terrain of these topics and social issues. Most importantly, I hope you get a better grasp of how one's sex and gender informs experiences and how economic and political forces influence these experiences. You will look at how gender expectations and practices have changed over time, and primarily explore how inequality has resulted from social practices, such as the categorization of groups. The use of sociological perspectives and theories will guide and enhance this exploration.

This course:

- ✓ Partially satisfies FRC graduation requirements (Area D)
- ✓ Partially satisfies requirements for Sociology AA-T and AA degrees
- ✓ Transfers - CSU (Area D0 or D4)
- ✓ Transfers - UC (IGETC Area 4D or 4F)
- ✓ Transfers - most private and out of state colleges (consult transfer college catalog)

## Course Goals and Student Learning Outcomes

In addition to promoting the mission of [Feather River College](#), the educational goals for this class are for you to build your written communication and critical thinking skills. I also hope this class increases your understanding of and sparks your interesting in sociology.

In order to reach these goals, upon the completion of the course, students should be able to:

1. Identify the agents of gender socialization and their impact on children's and adults' gender construction.
2. Explain gender and gender relations in various cultures and societies.
3. Analyze the interplay of race, ethnicity, class, and sexuality affecting gender and power relations.
4. Apply sociological perspectives to analyze contemporary issues around gender inequalities and gender practices.

## Course Material

You are required to purchase the textbook for this course available at the FRC bookstore and from online book sellers.

Wade, Lisa; Marx Ferree, Myra. 2019. *Gender: Ideas, Interactions, Institutions*. Second edition. New York: WW Norton and Company, Inc.  
ISBN: 978-0-393-66796-7

## Technological Requirements

FRC uses the CANVAS online course delivery system: <https://frc.instructure.com>. Here you will find information pertaining to the course and your grade in the class. Enrolling and succeeding in a college class requires you to have access to the following technology:

1. Daily **computer** and reliable internet access.
2. Word processing software.
3. **An email account that you use for your academic correspondences.** The default account is your frc.edu address, which you should really use for your student work.
4. Software to view videos, stream audio, and open files.
5. Devices compatible with PDF document viewing.

## Course Requirements

There are 500 points possible in the class.

1. **MC Quizzes (6 X 25 = 150 points):** There will be six multiple choice quizzes. You will complete these on the course Canvas site by the end of the relative Modules.
2. **Module Exams (3 X 100 = 300 points):** These will be essay-based questions based on the course material. A study guide will be provided a week prior to the announced exams dates.

3. **Class Participation (50 points):** To encourage conversations around the topics and issues covered in this class, students will be assessed points for contributions to discussions. It's not a big class, and it should be an environment where we can share our thoughts.

### Calculating Grades

Points will be recorded in the **CANVAS grade-book**. To calculate points throughout the semester, take your total points and divide by the points available at that point in the semester.

A = 95-100%	C+ = 76-79.9%
A- = 90-94.9%	C = 70-75.9%
B+ = 86-89.9%	D+ = 66-69.9%
B = 83-85.9%	D = 60-65.9%
B- = 80-82.9%	F = 0-60%

### Class Schedule

#### Module One: Introduction to Gender

##### **Weeks 1-2**

##### *Gender Perspectives*

- Chapter 1
- Reading on Canvas Site: Springer. January 4, 2018. Toys and Gender: Pretty in Pink and Boisterous in Blue? *Science Daily*. Science Daily.

##### *Gender Ideas & Sociological Perspectives*

- Chapter 2
- Trans Student Educational Resources: <http://www.transstudent.org/definitions>

#### Module Two: Bodies & Performance of Gender

##### **Weeks 3-5**

- Chapter 3
- Chapter 4
- Katz, Brigit. August 29, 2017. "This Video Breaks Down the ABCs of Intersectionality." The Smithsonian. <https://www.smithsonianmag.com/smart-news/what-intersectionality-video-breaks-down-basics-180964665/>
- Wu, Katherine and Brad Wierbowski. October 25, 2016. "Between the Lines: the Science of Gender Identity." The Graduate School of Arts and Sciences, Harvard University. Blog <http://sitn.hms.harvard.edu/flash/2016/gender-lines-science-transgender-identity/>
- Third Genders Around the World: <https://www.ranker.com/list/third-genders-around-the-world/rachel-souerby>

- MC Quiz #1 (Chs. 2-4) on Canvas site

## Module Three: Identities & Inequalities

### **Weeks 6-8**

- Chapter 5
- Chapter 6
- Chapter 7
- “Why I’m Done Trying to be ‘Man Enough’” TED Talk  
[https://www.ted.com/talks/justin\\_baldoni\\_why\\_i\\_m\\_done\\_trying\\_to\\_be\\_man\\_enough?utm\\_campaign=tedsread--b&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/justin_baldoni_why_i_m_done_trying_to_be_man_enough?utm_campaign=tedsread--b&utm_medium=referral&utm_source=tedcomshare)
- Films (hopefully we get through all these and can talk about them)
  - *The T Word*
  - *The Mask You Live In*
  - *Miss Representation*
- MC Quiz #2 (Chs. 5-7) on Canvas site
- Essay Exam #1

## Module Four: Gendered Institutions & Social Change

### **Weeks 9-11**

- Chapter 8
- Chapter 9
- Other readings *TBD*
- MC Quiz #3 (Chs. 8-9) on Canvas site

## Module Five: Sexualities

### **Weeks 12-14**

- Chapter 10
- Wade, Lisa. March 23, 2017. “What’s so cultural about hookup culture?” *Contexts*.  
<https://contexts.org/articles/hookup-culture/>
- Stevens, Heidi. November 2, 2017. “Why do women get all attractive if they don't want to be harassed? Glad you asked.” *Chicago Tribune*.  
<http://www.chicagotribune.com/lifestyles/stevens/ct-life-stevens-sunday-why-do-women-make-themselves-attractive-1105-story.html>
- MC Quiz #4 (Ch. 10) on Canvas site
- Essay Exam #2

## Module Six: Families & Work

### **Weeks 14-16**

- Chapter 11
- Chapter 12
- Gilbert, Sophie. October 16, 2017. "The Movement of #MeToo." *The Atlantic*. <https://www.theatlantic.com/entertainment/archive/2017/10/the-movement-of-metoo/542979/>
- Reading on Canvas: Breeden, Aurelien and Elian Peltier. January 12, 2018. "Response to French Letter Denouncing #MeToo Shows a Sharp Divide." *The New York Times*.
- "How Online Abuse of Women has Spiraled Out of Control," TED Talk [https://www.ted.com/talks/ashley\\_judd\\_how\\_online\\_abuse\\_of\\_women\\_has\\_spiraled\\_out\\_of\\_control?utm\\_campaign=tedsread--b&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/ashley_judd_how_online_abuse_of_women_has_spiraled_out_of_control?utm_campaign=tedsread--b&utm_medium=referral&utm_source=tedcomshare)
- MC Quiz #5 (Chs. 11-12) on Canvas site

## Module Seven: Politics

### Weeks 17-18

- Chapter 13
- Chapter 14
- Kurtzleben, Danielle. June 11, 2016. "Almost 1 in 5 Congress Members are Women. Here's How Other Jobs Compare." *NPR*. <https://www.npr.org/2016/06/11/481424890/even-with-a-female-presumptive-nominee-women-are-underrepresented-in-politics>
- Krook, Monal Lena. "Rising Violence Against Women in Politics Threatens Democracy Itself." *Democratic Audit UK*. <http://www.democraticaudit.com/2017/08/08/rising-violence-against-women-in-politics-threatens-democracy-itself/>
- MC Quiz #6 (Ch. 13) on Canvas site
- **Essay Exam #2 (Final Exam): 12:00-2:00 pm, Tuesday, May 21. California Education Code requires that classes meet during finals week. Do not plan on making travel arrangements that conflict with your final exam schedule.**

### Course Policies

Enrollment in this course means you agree these policies. Student rights and responsibilities can be accessed at <https://www.frc.edu/student-services/student-policies>

1. **Read the course material and instructor emails.**
2. **Academic Integrity:** If you are the person enrolled in this class then you are the person doing the work, not someone else. If someone else is doing and/or turning in work as you, that's ACADEMIC FRAUD and can result in academic dismissal.
3. **Plagiarism and submitting your own work:** Cheating is just is unethical, disrespectful, a waste of my time, and it's just wrong. Presenting the work of others (students, published authors, websites, etc.) as your own is plagiarism. If I discover that you have used the work of another student, author, website, or text and turned this in as an assignment without proper documentation, you will receive zero (0) points for the assignment. The College's policy regarding this and other forms of cheating will be followed.

4. **Drop policy:** If you stop showing up to class for two consecutive weeks without letting the school know or without making arrangements with me, you will be dropped.
5. **Submission policy:** Turning your work in on time is really a skill you need to succeed in this class and in life! Skills of accountability and reliability practice are key to success in life. I know things happen in life. Don't wait to tell me, and always be honest with me. We need to communicate with each other. If you fall ill, contact me ASAP. I don't like constant excuses or dishonesty. Don't expect exceptions, okay?
6. **Writing expectations:** At the end of this syllabus I provide you with more about the writing expectations in this course. Your ideas come across a lot better if they are clear and grammatically-correct! I encourage you to strive to present yourself as sophisticated, literate, and professional, even in **emails** (e.g., write in complete sentences, use correct rules of capitalization, punctuation and spelling). Take time to communicate your great ideas! In your emails to me, please indicate the course in the subject line and sign your full name at the end. If you struggle with writing and getting across your ideas in written form, I can introduce you to a tutor, or show you the tutoring center on campus. We can also work together to identify some online resources.
7. **Classroom behavior/decorum:** Being members of a community of academics, intellectuals, and learners means treating each other with respect. In so many ways, being in college is a privilege. Let's all work to preserve a safe and positive learning environment. We will certainly be discussing controversial topics and you may have distinct ideas and perspectives on issues. I want us to all recognize that we all learn when challenged and from listening to perspectives other than our own. We also have to remember that diverse experiences mean that it's likely that someone has ideas different from our own. We can disagree with ideas and still respect people. There is no place for personal insults and put-downs in this learning environment.

In the spirit of higher education, it is important that every individual have an opportunity to learn. This means creating an environment free of discrimination (regardless of sex, race, ethnicity, age, national origin, religion, sexual orientation, gender expression, appearance, (dis)ability, or veteran status). Such a learning environment means that a student should not fear retaliation if they disagree with another's ideas, or if they express concerns or report a violation of this policy to a campus employee.

Expected decorum and practice of common courtesy include:

- ✓ Respecting others when they are talking - refrain from interrupting.
- ✓ Being prepared to back up responses, opinions and assertions with fact and evidence when challenged,
- ✓ Preparing to have our ideas challenged by others.
- ✓ Recognizing that we all hold biases.

I will let you know if I or others have concerns about your behavior. Continuing or substantial disruptions may result in immediate removal from the class and will be reported to FRC administration. Significant and/or continued violations may result in an administrative withdrawal from the class (see the Standards of Student Conduct, AP 5500).

#### BEHAVIOR AND DECORUM RULES INCLUDE:

- A ZERO TOLERANCE POLICY REGARDING CELL PHONE USE DURING CLASS. If I see you using your phone during class, you will be marked absent. If this reoccurs, I will ask you to leave. I will also consider this behavior in assessing your final grade.
  - Use of a laptop or mobile device for taking notes is allowed ONLY in the first few rows of the classroom.
8. **Student Support: Disabled Student Services and Programs:** Feather River College is committed to providing reasonable services and accommodations for all persons with disabilities. If you are a student who had an IEP or a 504 Plan in high school, or if you suspect that you have a learning or other disability that may have some impact on your work in this class and for which assistance would be helpful, please contact the Disability Support Services for Students office so accommodations can be arranged. You can stop by the DSP&S Office (located directly across from the Eagle's Perch), phone 530-283-0202 Ext. 255, fax 530-283-9497, or email [mlang@frc.edu](mailto:mlang@frc.edu) to schedule an appointment. Once you have been granted academic accommodations and have been given an accommodation letter for this class, please meet with me to discuss the arrangements as soon as possible. See Disabilities Support Program for Students at <https://www.frc.edu/dsps/index>
  9. **Assessment and Grading:** In all honesty, we should also recognize that an "A" indicates *exceptional work*. An "A" is not just about turning in work. If you try and don't get the grade you want in a course, don't beat yourself up! Life happens when we are going to school. Before you get to a point of no return, let me know if you're confused or lost. If you realize that you might not yet have the some of the skills to be successful in a college class, then let me know and I will help you find a pathway for you to build skills so you can succeed. In reality also, if you miss assignments or don't put the time and effort into this course, success is less likely. Also, do not ask me about extra credit! If you can't successfully complete the required course work, then it's unlikely extra credit will be any different.
  10. **Completing the Course:** "Incompletes" are **only** considered if you have **completed 70%** of the course assignments and have a documented a medical or personal emergency with FRC's Office of Student Services. Then you may request an "Incomplete," though this is subject to my discretion. If you are unable to complete the course for any other reason you may always take the course another semester. Again, life happens.
  11. **Fairness and Accommodations:** These policies and practices apply to all students equally. Everyone encounters challenges and obstacles in a semester. I will work with each of you to help you succeed but I am not going to make exceptions to college-level standards.

#### Additional Resources

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking and specify that this violence occurred while you were an FRC student, federal and state education laws require that, as your instructor, I notify the Chief Student Services Officer, Carlie McCarthy. She will contact you to let you know about accommodations and support services at FRC and possibilities for holding accountable the person who harmed you.

If you do not want the Chief Student Services Officer notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss options for holding the perpetrator accountable.

Mental Health and Wellness Center, Ext. 234 or Ext. 205

Monica Potter, LPCC - Extended Opportunity Program & Services Counselor, Ext. 354

Plumas District Hospital Emergency Room - 530-283-7111

Plumas County Mental Health - 530-283-6307

Plumas County Intervention and Resource Center - 530-283-5515 or 1-877-332-2754

*FRC recommends the phone application of My3 – available for free in the Apple App Store and Google Play: <http://my3app.org/>. This app is a safety plan which links you to a network of three people (of your choice) for support and intervention should you have thoughts of suicide.*

### Writing Tips:

- Understand and Describe: Can you recognize a concept when you see it? Can you use a term correctly in context?
- Explain: This means accurately using a concept or idea to talk about an issue or problem in society. Can you provide examples to illustrate your points and use of a concept? These can be historical or present day.
- Apply: This is about using concepts, theories and ideas and to discuss an issue. Can you use sociological concepts and ideas to explain a current situation?
- Analyze: Analytical skills are essential job skills. When you look at a problem, or are considering data, you ask “why” something is the way it is. Think about it this way – if you are looking at inequality and poverty in the U.S. you would look at data (statistics and facts around these problems), and dig further. Why do women continue to face inequality in the workplace? Why are communities of color more likely to experience poverty? Etc.

For each exam and for all your written work, you will receive points for each of the rubric categories (see the writing rubric). This feedback shows you where you can improve as well as point out your strengths. For example, if you score lower on showing an understanding of sociological concepts, this means you are not using ideas or terms from the assigned material, or are not using these accurately.

Overall, I assess your work according to how well you show a comprehension of the assigned material. This means you need to read and study. I also look for and consider improvement and growth over the semester.

SOC 100 rubric used to assess written work

Criteria	Excellent	Good	Satisfactory
<p><b>Response is relevant &amp; clearly presented.</b> <i>20% of grade</i></p>	<p>The response/answer is focused, and clearly and thoroughly addresses the question(s). It effectively relates to the purpose/topic(s) of the assigned material.</p>	<p>The response/answer is understandable and adequately addresses the question(s). It relates to the topic of the assigned material.</p>	<p>The response/answer is partially evident but not very clear or complete. It doesn't relate adequately to the topic conveyed in the question(s) or does not respond to the question(s) asked.</p>
<p><b>Shows understanding of sociological concepts</b> <i>~30% of grade</i></p>	<p>The work demonstrates an outstanding grasp of the concepts and ideas introduced in the assigned readings and uses these concepts accurately in the work. This means showing an understanding of terms and ideas without relying on direct definitions.</p>	<p>The work shows a good but general grasp of some of the concepts introduced in the readings. The author at least mentions terms and ideas and at times shows some understanding of what they mean.</p>	<p>The writing shows some understanding of the terms and ideas raised in the readings, but the terms are only mentioned without demonstrating a strong understanding of what they mean.</p>
<p><b>Demonstrates an analysis of issues/events</b> <i>~30% of grade</i></p>	<p>The writing "takes apart" the issue or ideas and offering insight into some of the details or their purpose. In doing so, the writing considers various ways an issue or problem might be approached. How might the issue or idea be looked at differently? The analysis also discusses why this issue is significant, or important for society or the study of sociology.</p>	<p>There is recognition of how concepts and ideas relate to the issues and topics presented in the writing. The significance of the issue is also addressed.</p>	<p>The work attempts to integrate the concepts or ideas, but doesn't do so in a way that offers analysis or evaluation of an issue or topic.</p>
<p><b>Organization &amp; Writing</b> <i>~20% of grade</i></p>	<p>The writing is well-developed, appropriate in length, and clearly organized. This may include a clear answer, argument or position where required, and examples and references to sources like the book, that support the position. The writing is original (<b>writer uses their own words</b>) with fewer than three significant grammatical or spelling errors. <i>MLA Citations are used when external sources are referenced.</i></p>	<p>The writing is organized and includes examples. It is original, and errors do not significantly detract from the writing. Length is adequate. <i>External sources are cited when appropriate.</i></p>	<p>There are organizational and grammatical problems that detract from the clarity of the writing. <i>Citations are missing when direct quotes or references to external sources are obvious.</i></p>