Overview
This course will examine what it means to be a woman, man, boy, or girl in everyday life. We’ll explore how and why society prescribes different (gendered) positions to females and males and how our identities are formed and contested. In addition, we will discuss how gendered beliefs affect the expectations, experiences, and opportunities of women and men. Throughout the course, we also will examine how issues of race, ethnicity, class, age, sexuality, and other dimensions of inequality influence gender. The course readings will reflect a number of different perspectives, including several feminist perspectives. By taking this course, you should become more aware of the gender assumptions and inequalities embedded in our culture and social institutions.

Goals
The course is designed not only to provide knowledge about how gender – as one of the major dimensions of inequality – shapes individuals’ lives but also to cultivate skills that are useful beyond the classroom. At the completion of the course, students will be able to do the following:

- Describe ways that gender shapes the experiences and opportunities of boys and girls and women and men
- Apply various perspectives on gender to the explanation of social phenomena, providing assessments of their relative utility
- Critically examine, interpret, and explain how political, cultural, economic, and social structures shape the current configurations and experiences of gender
- Critically evaluate empirical social research published in academic outlets or reported in the popular press
- Gather and analyze data using social research methods to evaluate causal arguments, assertions, assumptions, and explanatory evidence
- Develop clear, well-supported arguments expressed in writing
Liberal Studies: Social Sciences and Diversity in Western Cultures
This course has been approved as meeting the Liberal Studies requirements and is designed to help you become a critical appraiser of the theories of the social sciences and the facts that support them. The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies offers a transformative experience.

This course meets the Liberal Studies Social Sciences competencies, stating that at the course’s end, students will demonstrate the ability to do the following:

• critically examine, interpret, and explain how personal, political, cultural, economic, and social experiences and/or structures shape the past and/or the present.
• gather and analyze data using social science and/or historical methodologies to evaluate casual arguments and analyze assertions, assumptions, and explanatory evidence.
• evaluate and employ appropriate methods and technology in the collection and analysis of data.

This course also meets the Liberal Studies Diversity in Western Culture competencies, stating that at the course’s end, students will demonstrate the ability to do the following:

• recognize and analyze differences between individuals and groups of people and identify and explain the potential benefits and/or conflicts arising from human differences within the current national and/or international landscape.
• investigate the diversity of human experience within Western culture, considering, for example, age, culture, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions of different social groups.

Readings
We have one required textbook: Thinking about Women: Sociological Perspectives on Sex and Gender (10th ed.), by Margaret Anderson. It is an e-book – one of Pearson publishers’ REVEL products. You’ll find on the course site a video showing you options for purchasing. To give you time to purchase the book, I’ll make the first three chapters available in pdf format on the course site. All other required readings will be posted on our course site.

Technology requirements
Course content is accessible through Canvas. Students will need to be able to view videos, write and upload assignments, post to discussion boards, and take assessments. Students should have access to high-speed internet and updated software. Mobile devices may be used to view course content, upload assignments, and take assessments as determined by the instructor. To view the most current technology requirements, visit the FSU Canvas support site.

Class Format
Although this class will not meet face-to-face, there are several ways that you will be connecting with the instructor, mentors, and each other over the semester. First, we’ll have regular
interaction via the discussion boards. The first few days of class, we’ll post online biosketches in order to get to know one another. Every other week, we’ll have a discussion that focuses on the topics of our current readings. You’ll have these discussions within assigned groups of approximately 25-30 students each. The course material to be discussed on these boards will vary over the weeks. For example, sometimes our discussion questions will focus on the textbook, while other weeks’ discussions will incorporate external websites or films that have been made available to you via the course website. These discussion boards will remain open for a minimum of 48 hours each week, during which they are monitored by the instructor and/or teaching assistants.

In addition to our bi-weekly discussions, we’ll have a discussion board for more general questions and concerns that will remain open for the duration of the semester. This is the place where you can ask questions about the material you’re reading and have them answered by the instructor and/or teaching assistants. This is also where we’ll bring course-related observations to share and discuss with one another, such as current events.

The instructor and teaching assistants also will be available to you via email. Each week, you’ll receive emails from the instructor and your teaching assistant that provides details about the week’s assignments. When you contact us, you should reasonably expect a response to your emails within a 48 hour period (excluding weekends and holidays). The instructor and teaching assistants have each designated a two-hour block of time for online office hours; if emailing during these times, you can expect rapid responses. You can also expect throughout the semester to receive emails from your instructor or teaching assistant with course-related current events (e.g., links to New York Times articles).

In lieu of lectures, we’ll provide powerpoints to accompany the assigned readings. For some of the topics covered in our weekly discussions, we’ll also provide you with links to external websites that you’ll be expected to visit to gain further insights into the issues. On a few occasions, we’ll also provide access via the course website to videos that relate to the week’s discussion.

Grading:
Grades will be based on a 100 point scale. The points for each assignment are listed below. More information on each will be provided through course announcements and under the “Assignments” tab. The final exam and quizzes will not be proctored.

1. **Online bio (1 point)** – So that we can get to know a bit about one another, you’re asked to create a short bio to post on the website. *Along with the Honor Policy assignment (below), the bio will count as your first-day attendance.*

2. **FSU Honor Policy assignment (1 point)** – To make sure that you’re familiar with FSU’s policies on academic honesty, you’re required to read this material at the following link: [http://fda.fsu.edu/Academics/Academic-Honor-Policy](http://fda.fsu.edu/Academics/Academic-Honor-Policy). From this link, you’ll need to click onto the Academic Honor Policy pdf file. You’ll then go to “Assignments” and take the one-item survey indicating that you’ve read and agree to abide by FSU’s policies. *Along with the online bio, this will count as your first-day attendance.*
3. **Gender interview project (27 points total; 5 points for 1-page summary; 22 points for final paper)** -- For this assignment, you will contact two “key informants” – any two adults of the same gender but different ages (at least a decade separating them). Because you’ll interview people of different ages, your data should give you peek into historical shifts in constructions and experiences of gender. You are likely to find both differences and similarities. The project involves identifying some of these similarities and differences and then developing explanations for them, drawing on course readings and other materials. I’ll provide more details about the project several weeks before the paper will be due.

4. **Final exam (10 points)** – The final will cover material from the entire textbook and supplemental course readings and other material.

5. **Quizzes (13 quizzes; 26 points total; 2 points each)** -- The short, weekly quizzes will cover material from the chapter and other readings or materials (e.g., videos) assigned for the week.

6. **Discussions (7 discussions; 35 points total; 5 points each)** -- We'll have 7 online, asynchronous discussions over the course of the semester. Your posting should be about 1-2 paragraphs long and include the creative and relevant use of sociological concepts. It should also use good grammar. In addition to the original comment, each student must make a reasoned reply or reaction to at least one posting during each class discussion. Our class will be divided into several groups for the discussions (approximately 25-30 students each). Each discussion board will be open for a period of 48 hours for you to make your post and reply.

Each assignment (e.g., quiz, discussion board, exam) will be available over a two-day period – from 9am EST on the day assigned until 10pm EST on the following day. The window is usually Thursday and Friday. See course calendar for the due dates for each assignment.

*Please note that you are responsible for checking the course website at least once a week. We'll regularly post changes or updates under "Announcements."

**Grading Scale:**
- A = 92-100; A- = 90-91; B+ = 88-89; B = 82-87; B- = 80-81; C+ = 78-79; C = 72-77; C- = 70-71; D+ = 68-69; D = 62-67; D- = 60-61; F = below 60

**A Word of Caution**
The sociological study of “Sex & Gender,” as presented in this class, concerns gender inequality. Feminism is a central part of this class. You will be asked to think critically about our society and your role in systems of gender privilege and oppression. If you are not prepared to critically examine society and yourself, this class may not be for you.

**University Attendance Policy**
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities.
These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

If you have an excused absence that you know about in advance, please let me know as soon as you find out that you’ll miss a class (e.g., discussion or quiz). If you have a sudden, but excused, absence, please let me know within a reasonable timeframe. For example, for many illnesses it should be possible to let me know within about 24 hours the reason for your absence and when you’ll be able to provide documentation.

**Academic Honor Policy**
The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “… be honest and truthful and … [to] strive for personal and institutional integrity at Florida State University.” Florida State University Academic Honor Policy, found at [http://fda.fsu.edu/content/download/21140/136629/file/AHPFinal2014.pdf](http://fda.fsu.edu/content/download/21140/136629/file/AHPFinal2014.pdf)

**Americans with Disabilities Act**
Students with disabilities needing academic accommodation should do the following:
1. register with and provide documentation to the Student Disability Resource Center; and
2. bring a letter to the instructor indicating the need for accommodation and what type.

*These steps should be taken during the first week of class.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center, 874 Traditions Way, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167; (850) 644-9566 (voice); (850) 644-8504 (TDD); sdrc@admin.fsu.edu; [http://www.disabilitycenter.fsu.edu/](http://www.disabilitycenter.fsu.edu/)

**Syllabus Change Policy**
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>THINGS TO READ</th>
<th>THINGS TO DO</th>
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</table>
| 1 January 8-12 | Studying Women: Why Gender Matters | Chapter 1 & powerpoint | FIRST DAY ATTENDANCE ASSIGNMENTS:  
- Create online biosketch  
- Complete Honor Policy assignment  
*Both are due by NOON on Friday, Jan. 12 |
| 2 January 16-19 | Studying Women: Why Gender Matters | “Introduction” in *Pink Brain Blue Brain* by Lise Eliot | Quiz #1 – on Chapter 1 and Eliot chapter  
Discussion 1  
*Both are open from Thursday at 9am until Friday at 10pm |
| 3 January 22-26 | The Social Construction of Gender | Chapter 2 & powerpoint | Quiz #2  
Discussion 2  
*Both are open from Thursday at 9am until Friday at 10pm |
| 4 January 29-February 2 | Gender, Culture, and the Media | Chapter 3 & powerpoint | Quiz #3  
*one-page summary of gender interview project plans is due  
*Both are open from Thursday at 9am until Friday at 10pm |
| 5 February 5-9 | Sexuality and Intimate Relationships | Chapter 4 & powerpoint | Quiz #4  
*Open from Thursday at 9am until Friday at 10pm |
<p>| 6 | Gender, Work, and the Economy | Chapter 5 &amp; powerpoint | Quiz #5 |</p>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter/Powerpoint</th>
<th>Activity</th>
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<tbody>
<tr>
<td>February 12-16</td>
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<td>Discussion 3</td>
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<tr>
<td></td>
<td>*Both are open from Thursday at 9am until Friday at 10pm</td>
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<tr>
<td>7 February 19-23</td>
<td>Gender and Families</td>
<td>Chapter 6 &amp; powerpoint</td>
<td>Quiz #6</td>
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<td>8 February 26-March 2</td>
<td>Women, Health, and Reproduction</td>
<td>Chapter 7 &amp; powerpoint</td>
<td>Quiz #7</td>
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<td>*Both are open from Thursday at 9am until Friday at 10pm</td>
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<td>Discussion 4</td>
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<td>9 March 5-9</td>
<td>Women and Religion</td>
<td>Chapter 8 &amp; powerpoint</td>
<td>Quiz #8</td>
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<td>*Open from Thursday at 9am until Friday at 10pm</td>
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<td>March 12-16</td>
<td>SPRING BREAK – Have fun &amp; be safe!</td>
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<td>10 March 19-23</td>
<td>Women, Crime, and Deviance</td>
<td>Chapter 9 &amp; powerpoint</td>
<td>Quiz #9</td>
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<td>*Both are open from Thursday at 9am until Friday at 10pm</td>
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<td>Discussion 5</td>
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<tr>
<td>11 March 26-30</td>
<td>Gender, Education, and Science</td>
<td>Chapter 10 &amp; powerpoint</td>
<td>Quiz #10</td>
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<td>*Open from Thursday at 9am until Friday at 10pm</td>
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<tr>
<td>12 April 2-6</td>
<td>Women, Power, and Politics</td>
<td>Chapter 11 &amp; powerpoint</td>
<td>Quiz #11</td>
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<td>*Both are open from Thursday at 9am until Friday at 10pm</td>
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<td>Discussion 6</td>
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- **Discussion**
- **Quiz**
- **SPRING BREAK**
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter or Material</th>
<th>Activity</th>
<th>Availability</th>
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<tbody>
<tr>
<td>13 April 9-13</td>
<td>Women and Social Reform: Liberal Feminism</td>
<td>Chapter 12 &amp; powerpoint</td>
<td>Quiz #12</td>
<td>*Open from Thursday at 9am until Friday at 10pm</td>
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<td>14 April 16-20</td>
<td>Contemporary Frameworks in Feminist Theory</td>
<td>Chapter 13 &amp; powerpoint</td>
<td>Discussion 7</td>
<td>*Open from Thursday at 9am until Friday at 10pm</td>
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<td>15 April 23-27</td>
<td>Contemporary Frameworks in Feminist Theory</td>
<td>Penny (2013) “Feminism is the one F-word that makes eyes widen in polite company”</td>
<td>Quiz #13 – on Chapter 13 &amp; Penny article</td>
<td>*Open from Thursday at 9am until Friday at 10pm</td>
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<tr>
<td>EXAM WEEK</td>
<td>Exam and final paper</td>
<td></td>
<td>Gender interview paper due on MONDAY, April 30 by 10pm</td>
<td>EXAM available from WEDNESDAY, May 2 (9am) to THURSDAY, May 3 (10pm)</td>
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