

SOC 218: Sociology of Gender, Esbensen-

Course Description/Instructor Guide

This course for undergraduate students was designed to be taught as an online course [with no synchronous meetings, and offering office hours and individual meetings virtually, etc.] over a 10 week term at Portland Community College. It covers how sociological theory and research are used to examine how gender is socially constructed through social institutions, social interaction, and the formation of a gendered identity. It considers how gender interacts with additional social categories, such as race, ethnicity, religion, sexuality, and social class, to shape major social institutions and personal experiences. It emphasizes the nature of power, privilege, and oppression with regard to gender and explores how gendered arrangements can be transformed. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

This course was designed using student centered learning, culturally responsive teaching, and incorporates open pedagogy by asking students to provide input and suggestions into improving the textbook. In addition the course and materials were developed according to the principles of Universal Design and Transparency in Learning and Teaching (TILT).

Course Learning Outcomes

1. Explain the social construction of gender through social institutions, interaction, ideology, and identity formation utilizing sociological theory and research to analyze gender as an organizing principle in human group life.
2. Articulate the significance of gender as an organizing principle within the socio-historical context of society, including individual experiences, social institutions, and the process of social change.

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3. Identify how gender intersects with additional socially constructed categories (such as race, ethnicity, religion, sexuality, and social class) with regard to individual experiences, collective action, and established institutions.
4. Identify gendered social phenomena using the sociological imagination in order to understand human behavior, foster personal growth, and better appreciate the diversity of the social world
5. Apply sociological knowledge and research skills to address contemporary problems in social institutions related to gender difference and gender inequality, using public policy and collective action.

Course Scope and Structure

This course incorporates a variety of instructional materials, such as assignments, discussions, and quizzes. A new open resource textbook was available online, as well as extra materials that were posted.

This course is arranged chronologically and employs a modular design. Each week, students should complete all assignments listed in that week's lesson module. These modules will appear directly on the homepage during the week they are due, and are also available by clicking "Content" on the course navigation bar.

The course has many different ways for students to demonstrate learning and express their own sociological imagination, here is a basic breakdown of those pieces:

Discussions

Discussions are full class discussions, so we can have the deepest possible discussions each week.

Participation will be assessed through weekly postings on the Discussion board. You are expected to post two primary postings and at least four responses for each week. The discussion board (open from Saturday 10am—Sunday at 11:59PM to help with different schedules). You must participate in these discussions to pass this course, I

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reserve the right to not pass an individual based on non-participation in the discussions. Your primary post can entail one of the following:

- A response to the reading: a short two(ish)-paragraph thoughtful response to the reading. Use these questions to guide you: What did you learn in the reading? What surprised you? What other examples can you think of?
- An image/link analysis: post an image or a url link related to the course content for that week and write 1-2 short paragraphs that analyzes it and explains it's correlation/connection to material.

Your responses must be thoughtful, and **add** to the discussion. You must engage in a discussion, not just a sentence response. to receive full credit.

Personal Reflections

There are four Personal Reflections throughout the term. These are to reflect on your own personal experiences and how they fit into the topics and content that we are learning. These are opposite of the Writing options, those are **academic essays**, these PR's should be personal and tell your stories and personal connections to the material and content through something creative. You can do a video 'self-interview' (3-5 minutes), a slideshow with audio/video in response, or an in depth slideshow of some sort with words and pictures that show your connections. These should not just be written essays, be creative, as online leads to a lot of reading already!

Quizzes

These multiple-choice and short essay quizzes will include the material covered in readings, videos, lectures, and discussions over the weeks prior to the quiz.

Writing Options

You will complete a total of four short writing assignments in which you reflect on the readings using guiding questions. There are 10 weekly Writing Assignments (WWA) listed in the syllabus; you must complete four, and no more than four. WWA must be

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500-700 words (approximately one and a half to two double-spaced pages) and must be submitted by the Sunday 11:59 deadline of the week they are posted. Late assignments will not be accepted, and you can not go back and do previous prompts. These should **not** have personal content/context, that should be saved for discussion and/or the Personal Reflections.

Final Project

The Final Project is due anytime in the last two weeks of class, earlier in this block is better for you. This project has loose guidelines, as it is your chance to be creative in the way you show me what you have learned in this class. This project can be an art piece, a slide deck, a board game, a video, poems, a children's book, and on and on.

Notes to Future Instructors:

How to move forward, tips and tricks

- Up-to-date material. Future instructors may want to update information, such as statistics on poverty rates in the US, or the status of cases that get heard by the Supreme Court.
- Keep a good eye and reading on the discussions as sometimes there are big feelings and ideas about these topics. Rarely has there been hostility or homophobic/transphobic/racist postings, but it has happened which has caused trauma for other students.
- Slideshows and quizzes are available for each module in the course, but they are not included in the course packet for accessibility reasons. If you would like access to the slideshows and quizzes for this course, email me at heidi.esbensen@pcc.edu. Alternatively, you can create your own slideshows and quizzes for use with each chapter in *Sociology of Gender*.
- Availability and accessibility of material. Some of the materials used in assignments and class sessions might not be available to people at other institutions who do not provide the same subscriptions and support as those

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available at OSU. For example, the LBCC library may not hold the license to a documentary that is available for free to OSU students.