

Course Syllabus

This syllabus is a written contract between you and myself, your instructor. Please read it carefully and contact me if you need further clarification. If you decide to continue in this course, it means that you have thoroughly read the syllabus and accept all requirements as stated.

Course Information:

- **Course Title:** Sociology of Gender
- **Course Number:** 218
- **CRN:** 12077
- **Credits:** 4
- **Term:** Winter 2023
- **Course Prerequisites:** WR 115, RD 115 and MTH 20 or equivalent placement test scores. Recommended: SOC 204 or SOC 205

Instructor Information:

- **Instructor:** Heidi Esbensen
- **Email:** use MyPCC email system from the Classlist: heidi.esbensen@pcc.edu
- **Office Location:** Virtual Office
- **Office Hours:** By appointment only (most afternoons are wide open)

Communication Guidelines

Best Way to Contact me

Communicate by using the D2L Brightspace email system which can be accessed from the Class list. You can use it to send an email to your instructor and/or classmates.

You must include course number and a relevant subject of email in the subject line section of your email. The subject must include the class you are taking, your name, and the topic of your message.

Example email subject line: **SOC218 -Question-Tara Smith**

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If your question or comment would be of interest to other students, please post it to the Discussions area for class questions. This way other participants can help answer questions, and all participants will benefit from the answers. Please refer to the information on "netiquette" in the introductory module for guidelines governing the content of written communications. Your first communication assignment is to introduce yourself in the discussion topic "Introductions."

Response and grading from Instructor

I will be checking email most weekdays. If you contact me by email and don't give me a proper subject, expect a short delay - we get a **lot** of emails from PCC and I search for the course number to respond promptly. Email sent on weekdays will typically be answered within 24 hours. Email sent over the weekend will be answered by the following Monday, although I try to respond more quickly.

Grades will be released within 7 days on assignments and discussions. I thoroughly read, address and provide necessary feedback on multiple components of the course submissions and engagement therefore this time is necessary to help you be as successful as possible moving forward.

Course Description

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. Consider how gender interacts with additional social categories, such as race, ethnicity, religion, sexuality, and social class, to shape major social institutions and personal experiences. Emphasizes the nature of power, privilege, and oppression with regard to gender. Explores how gendered arrangements can be transformed. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Learning Outcomes

- 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.
- 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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- 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.
- 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
- 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.

For more information, please go to the [Course Content and Outcome Guide](#) for this course.

Instructional Approach

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.

Due dates for each week's assignments will be listed within the module itself, as well as in the "course calendar" which is also available on the Content or on the Schedule. Assignments within the modules may direct students to use many of the tools contained in Brightspace, including the Assignment, Discussions, and Quizzes. These tools will be accessible both from within the weekly content modules, as well as from the course navigation bar.

Participation Expectations

Students in this course are expected to enter the course at least 3 times a week to work on the modules, check email, and participate in discussions. Prompt participation in discussions is especially important because other students are depending on your input, this is a learning community. Each time you log into the course be sure to check for any new announcements, email and discussion messages, and calendar postings.

Instructional Materials

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Textbook(s)

- This course does not have a full print textbook, all materials will be under weekly course content on D2L.
- We will be using half of a new textbook that is open resource (free) and available online.
- Anything on the D2L checklist and linked in the lectures and pages is required reading unless stated as optional or extended learning.

Software/ Hardware / Equipment / Technical skill expectations

- Microsoft Office or equivalent (Google Docs, iWork, etc). You must be able to save files as doc, docx, rtf, or pdf format.
- Firefox, Chrome, or Safari browser
- You must be able to work with documents and upload to Assignments in D2L. [Directions to use Google Drive in Brightspace.](#)
- The [technical requirements](#) for most online classes include access to a computer with a modern operating system and a [supported web browser](#)
- [Technology Requirements for Online Learning at PCC](#)

Graded Course Components

For more information, please go to the [PCC Grading Guidelines](#).

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 as outlined below on 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 reserve the right to not pass an individual based on non-participation in the discussions. Your **primary** posts (two) can entail one or both of the following (you can do two responses or two connections, or one of each):

- **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

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reading? What surprised you? What other examples can you think of? How did you connect to some things in the reading?

- **An image/link analysis:** post an image or a url link related to the course content for that week and write a solid 1-2 short paragraphs that analyzes it and explains its 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.

Full details are listed on the links to the discussion board and in the guidelines under course content.

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

Each quiz will be worth 5% of the course grade. 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. *It is your responsibility to make sure that you will be available at the scheduled quiz time, they are open for 4 days each.* These are not cumulative, cannot be made up and lowest score or missed quiz will be dropped. There is no midterm or final in this class, these quizzes replace those.

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 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. Further

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guidelines for the WWA are at the end of this syllabus. Follow the guidelines closely as your grade will depend upon following them. These should **not** have personal content/context, that should be saved for discussion and/or the Personal Reflections. Ask questions early if you are unsure or need clarification!

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. Further in depth instructions can be found under the final project link in this module.

Late Work & Make-up Policy

Late Assignments will not be accepted. Instead:

- You must keep up with the material
- There are options through the term and leniency in having one quiz dropped (lowest grade or missed)
- There will be some extra credit offered at the end of the term and will be announced as it becomes available

Grading Criteria:

Activities	Number	Points each (out of)	Total
Discussions	20 primary 40 replies	3 1 10 pts/week	30%
Reflections	4 + tba as necessary	5	15%
Quizzes	4	30	15%
Writing Options	4	5	20%
Final Project	1	100	20%
Total			100%

Grading Scale:

Letter Grade		Grading Scale by Percentage
A	+/-	90 - 100%
B	+/-	80 - 89%
C	+/-	70 - 79%
D	+/-	60 - 69%
F	NP	< 59%

PCC Policies and Deadlines

Students are responsible to add/ drop/ withdraw class. Please review [PCC Registration Policy](#) for more information.

Add and Drop Deadlines

- Students need to register online via MyPCC. Please review [Online Registration Instructions](#) to find out how.
- For 8-12 week classes, students need to drop by the end of the first week of classes. Students can view course specific deadlines from the MyPCC Home tab, 'View My Drop & Withdraw Dates' link.
- For late add, students must add within two business days of the course drop deadline.

Payment Deadlines

Payment is due two Mondays before the first day of term. Students who register after the payment deadline must make the same day payment arrangements. You can see your balance or access your bill online in the MyPCC Paying for College tab. Please review [PCC Payment Policy](#) for more information.

Academic Integrity (rules about cheating, plagiarism, or sharing work)

Students are required to complete this course in accordance with the Student Rights and Responsibilities Handbook. Cheating includes any attempt to defraud, deceive, or

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mislead the instructor in arriving at an honest grade assessment, and may include copying answers from other students or using unauthorized notes during tests. Plagiarism is a particular form of cheating that involves presenting as one's own the ideas or work of another, and may include using other people's ideas without proper attribution and submitting another person's work as one's own. Dishonest activities such as cheating on exams and submitting or copying work done by others will result in disciplinary actions including but not limited to receiving a failing grade. For further information, review the institution's [Academic Integrity Policy](#).

Student Rights and Responsibilities Handbook:

Students are required to comply with the policies contained in the [Student Rights and Responsibilities Handbook](#). The Handbook includes the Code of Student Conduct and the Academic Integrity Policy.

Internet Etiquette (or Netiquette)

[Click here for more information about Netiquette](#).

Special Accommodations

PCC is committed to supporting all students. If you plan to use academic accommodations for this course, please contact your instructor as soon as possible to discuss your needs. Accommodations are not retroactive; they begin when the instructor receives the “Approved Academic Accommodations” letter from you (submitted in person for courses on campus; via email for Distance Learning courses). To request academic accommodations for a disability, please contact a disability services counselor on any PCC campus. Office locations, phone numbers, and additional information may be located on the [Disability Services website](#).

Title IX/ Non-Discrimination

Portland Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. If you believe you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, veteran status, sex, sexual orientation, gender identity, or disability please contact the Office of Equity and Inclusion at (971) 722-5840 or equity.inclusion@pcc.edu.

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Flexibility

The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather or class situations.

PCC Sanctuary College

PCC is a sanctuary college.

For more information and resources see [Resources for Non-Immigration Status \(Undocumented\) and DACA Students](#).