

**SYD 4800: Sociology of Gender
Summer B 2024 Syllabus**

Section #20180

MTWRF 11:00 AM – 12:15 PM

Location: Pugh Hall, Room 120

Instructor Information

Sierra Plotner (she/her)
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Office Hours: Thursdays 8:30 AM – 10:30 AM
Office Location: Turlington, 3347

Please message me through **Canvas** with any questions or concerns, especially if it relates to questions about an assignment or your grade. I will be more likely to see and respond faster to a message sent through Canvas.

I will try my best to respond to student messages and emails within 24 hours but no later than 48 hours. If you have questions about a test, please review the material and contact me early.

Besides within the classroom, I will use Canvas primarily to communicate with students about the course. Please ensure that you periodically check the Canvas announcement section and your Canvas inbox.

Course Description

SYD 4800 offers a comprehensive exploration of the Sociology of Gender within the context of the United States. Whether or not you've spent extensive time contemplating it, this course presents an opportunity to refine your understanding and theory of gender. Together, we will delve into sociological theories and empirical studies, using them as tools to scrutinize and test our conceptions of gender. Students will complete assignments that allow them to document their thoughts and reflect upon the material. Additionally, students will develop a final project throughout the course that seeks to further comprehend or address a problem of gender inequality. This class aims to help students cultivate their sociological imaginations but also empower them to critically and creatively analyze gender dynamics both now and in the future.

Course Objectives

- Cultivate sociological curiosity, fostering an inquisitive mindset towards understanding the complexities of gender within society.
- Analyze and articulate gender as a social achievement, system, and/or structure, utilizing sociological frameworks to deconstruct its multifaceted nature.
- Relate everyday gender practices to large-scale social inequality, examining how gender dynamics contribute to broader patterns of societal advantage and disadvantage.
- Analyze how gender intersects with other axes of inequality, such as race and class, elucidating the interconnectedness of social categories and their impact on individual experiences.

- Relate sociological material to your own life, social world, and/or current events, applying course concepts to critically assess and interpret real-world phenomena.
 - Refine your own theory of gender, engaging in reflective exercises and critical discussions to develop a nuanced understanding of gender dynamics and their implications.
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General Education (S, D) Requirements

SYD 4800 fulfills General Education requirements for Social Perspectives (S) and Diversity (D) but doesn't fulfill the Writing Requirement. This course provides students with an in-depth understanding of social dynamics and diversity within the framework of gender sociology.

Social and Behavioral Sciences (S)

Courses in the social and behavioral sciences introduce students to the history, core themes, principles, terminology, and underlying theories or methodologies within these fields. Through instruction in these courses, students develop the ability to identify, describe, and explain various social institutions, structures, and processes. Emphasis is placed on the application of accepted problem-solving techniques, both formal and informal. Students engage in qualitative or quantitative analysis to examine individual and group decision-making processes, as well as to evaluate opinions, outcomes, and human behavior. Ethical perspectives in individual and societal decisions are assessed and analyzed.

Diversity (D)

The Diversity designation is always coupled with another program area and signifies that the course extensively addresses diversity content and engagement, serving as a defining aspect of the curriculum. In Diversity courses, students explore historical processes and contemporary experiences that define social and cultural differences within the United States. This exploration encompasses a dynamic understanding of diversity, including intersections such as race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Through critical analysis, students evaluate how social inequities are constructed and impact opportunities and constraints across the U.S. population. Furthermore, students reflect on how cultural perspectives and beliefs shape their own understanding and that of others within an increasingly diverse society.

Student Learning Objectives

The general education Student Learning Outcomes (SLOs) describe the knowledge, skills, and attitudes that students are expected to acquire while completing a general education course at the University of Florida. The SLOs fall into three categories: *content*, *communication*, and *critical thinking*:

- *Content* is knowledge of the concepts, principles, terminology, and methodologies used within the discipline. Students demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline. The Content SLO is assessed through in-class assignments, quizzes, team discussion leads, and discussion participation.
- *Communication* is the development and expression of ideas in written and oral forms. Students communicate knowledge, ideas, and reasoning clearly and effectively in written or

oral forms appropriate to the discipline. The Communication SLO is assessed through written assignments, including in-class assignments, reflections, presentations, and in-class discussion participation.

- *Critical thinking* is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion. Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. The Critical Thinking SLO is assessed through reflections, team discussion leads, and the final project.

Course Requirements

Readings

The required textbook for this course is Wade and Ferree's third edition of *Gender: Ideas, Interactions, Institutions* (2022). Students should buy the most recent edition and not an earlier version. The publisher offers an eBook of the textbook that is the most affordable copy. Students can purchase access through the link below. All other assigned readings will be free and accessible online through Canvas.

<https://wwnorton.com/books/9780393892864>

If you buy or rent a physical copy of the textbook, you do *not* need to purchase additional access to InQuizitive. If you have questions or concerns about what to purchase, trial access for the first four chapters online is available. Please reach out for clarification, and do not wait too long to purchase the textbook. Students will need full access to the textbook by Week 4.

Student Responsibilities

A core value of our class is to treat each other with kindness and respect. Together, our actions shape the atmosphere we create. We recognize everyone's diverse knowledge and experiences, and it's our shared responsibility to make space for these differences, fostering inclusivity.

Respect for fellow students, the instructor, and the educational process is always expected. We'll discuss sensitive topics like racism, sexism, and others, so it's crucial to be courteous and avoid disrespect. We'll prioritize healthy disagreement over disrespect. If you find certain topics emotionally challenging, feel free to talk to me. If you need to step out during a discussion, you won't face academic consequences, but you'll need to catch up on missed material. If you're absent for an extended period, arrange to get notes from a classmate or meet with me.

In all class discussions.

- Allocate time to thoroughly read and prepare beforehand, ensuring active participation. Come to class prepared!
- Engage in open dialogue by sharing questions and ideas, while attentively listening to others.
- Embrace positive assumptions and embrace diverse perspectives, making space for differing viewpoints.

In general.

- Support classmates in times of difficulty, especially in areas where you may hold expertise.
- Utilize available resources, including classmates, the writing center, internet, library, and instructor, when encountering challenges.
- Uphold principles of academic integrity by presenting your work honestly and acknowledging the contributions of others through proper citation.

Attendance.

Students are expected to attend class face-to-face in Pugh Hall, Room 120. We will meet for in-person classes every weekday over Summer B from 11:00 AM to 12:15 PM.

Regular attendance is required, and in-class assignments (ICAs) will regularly be given during class meetings to help students focus their thoughts, stimulate new discussions, encourage students to communicate efficiently both through sharing their insights and listening to others, review important material, and to help student retention through writing. These in-class assignments will vary in format and difficulty and will be submitted during class time; they will be assessed as students' attendance grades.

To accommodate our various needs and how life can be busy sometimes, the lowest 2 ICAs will be dropped. In other words, you do not need to communicate to me about your absence. You can choose to use these two "unexcused absences" however you please.

Students who have court-imposed legal obligations (e.g., jury duty or subpoena) or accommodations through the Disability Resource Center (DRC) must contact the Instructor as soon as possible to discuss how these circumstances will affect their ability to attend class and complete assignments. The Instructor will work with students to establish the appropriate accommodations. Students must provide supporting evidence or documentation with their request (e.g., court paperwork or DRC Accommodation Letter). More information about DRC accommodations can be found in the "UF accommodations" section under "University and CLAS Policies." All other requests for excused absences are granted at the Instructor's discretion.

Students may request an excused absence due to religious holidays, military obligations, professional development activities, or participation in university-sponsored activities, but these requests should be made at least 2 business days before the relevant class period(s). Excused absences should be accompanied by supporting evidence or documentation. Requests for excused absences are granted at the Instructor's discretion.

Late work and makeup work.

Student responsibilities include submitting their work on time. However, I will accept late work for all assignments *except* for in-class assignments (ICAs) and participation with a few conditions:

- (1) There will be a deduction of 10% off each day it is late, up to 50% off on the 5th day.

- (2) I *will not* accept late work after the 7th day, especially without some kind of communication and agreement with the Instructor. Any work that has not been submitted within the week that it was due *will* receive an automatic zero.
- (3) That being said, students *should* communicate with the Instructor before a deadline has passed—*DO NOT* wait until the last minute.

With excused absences—see attendance responsibilities above—students will be given a reasonable amount of time to make up missed work and will, of course, not be deducted points for lateness.

Communication and email.

Students are responsible for regularly checking their Canvas messages and the course page, especially the announcement section. I will primarily use Canvas to communicate important information to the class. If you have any questions or concerns throughout the course, please send me a message via Canvas as soon as possible. I will do my best to respond within 24 hours, but no later than 48 hours.

Evaluation

ICAs	(10%):	
8 ICAs	1.25% each	
 Quizzes	 (20%):	
9 Quizzes	~2.22% each	
 Reflections	 (15%):	
2 Reflections	7.5% each	
 Team Discussion Lead (15%):		
Discussion Lead	10%	
Peer Evaluation	5%	
 Participation	 (10%)	
 Final Project	 (30%):	
Preliminary Plan	5%	
Final Project	20%	
Presentation	5%	

Grades

This course adheres to the grading scale seen below. Please be aware of your grade trajectory throughout the course. **A minimum grade of C is required for general education credit.** If you are concerned about your grade at any point, you should reach out to me as soon as possible.

Grading Scale

A	94.0-100	C	73.0-76.9
A-	90.0-93.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	63.0-66.9
B-	80.0-82.9	D-	60.0-62.9
C+	77.0-79.9	E	≤59.9

For information on current UF grading policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>.

Assignments

In-class Assignments (ICAs)

Regular attendance is required, and in-class assignments (ICAs) will regularly be given during class meetings to help students focus their thoughts, stimulate new discussions, encourage students to communicate efficiently both through sharing their insights and listening to others, review important material, and to help student retention through writing. Typically, the ICA may be used within the last 5-10 minutes of a class period, where students will be asked to formulate two questions on topics that they need further clarification on.

ICAs will be assessed as students' attendance grades. While we will complete ten ICAs in total, the lowest two ICA scores will be dropped to accommodate absences. Late work will not be accepted for ICAs.

Quizzes

Students are expected to come to class prepared, as they will be participating in team-led discussions where their engagement is crucial. To ensure preparation, there will be a quiz at the beginning of each class on the topic of the day. Typically, this will result in two quizzes per week, except during the first and last week when there will be only one quiz. Quiz dates are provided in the course schedule. Each quiz will consist of 5 questions and must be completed within the first 10 minutes of class. Students can submit their answers either online or via pen-and-paper.

Reflections

Students will submit two reflection papers during the semester, one near the beginning and one near the end. These reflections will allow students to compare their initial and later understandings of gender and demonstrate how their definitions, conceptualizations, and insights have evolved throughout the course.

The reflection papers should provide thoughtful analysis and demonstrate engagement with key theories and concepts covered in the class. Each reflection should be 2-3 pages in length, double-spaced, and focus on original content and insightful analysis. Please ensure that headings and formatting do not take up excessive space; the bulk of each paper should be dedicated to substantive reflection and analysis.

Students are encouraged to integrate course materials with their personal experiences and reflections to provide a comprehensive understanding of their learning journey. This approach will help illustrate how their perceptions of gender have changed and deepened over the course.

Team Discussion Lead

Students will be expected to lead class discussions once a semester on the week's assigned readings in teams. The size of the teams will depend on class enrollment but will usually consist of about 3-4 students. We will begin presentations in the second week—there will be 8 opportunities to lead the class discussion—most weeks will consist of two different team presentations. We will sign up for teams and readings after add/drop ends. Students will have the freedom to select the date and topic that they wish to present and lead the discussion.

Team discussion leads are worth a total of 15% but are broken up into two parts: discussion lead/presentation (10%) and peer evaluation (5%).

Discussion Leads should include developing a PowerPoint presentation of the main points of the assigned readings. Additionally, teams should include their own thoughts and critiques of the reading and conclude with discussion questions for the class. Students will be expected to participate in class discussions and teams will be expected to lead them, however, with assistance from the Instructor. Presentations should take about 10-15 minutes (but no longer than 20), leaving the rest of the class time open for discussion (~40 minutes).

Peer Evaluation. Peer evaluations are included for a small percentage, so students may express any concerns about their peers' participation in the project. Peer evaluation has been shown in other courses to be an effective way to keep students accountable for their work in teams and encourage efficient cooperation.

Participation

Active attendance and participation are crucial for this undergraduate seminar. Students' success and the course's value depend significantly on discussions and the exchange of ideas during class. It's essential to create an open, respectful atmosphere where everyone feels comfortable participating and sharing their thoughts.

You should complete the assigned readings before each class and be ready to discuss them. The attendance and absence policies for this course can be seen in the "Attendance" section above. If you miss a class, it's your responsibility to catch up on the material by getting notes and announcements from the instructor and your peers.

Final Project

Students will submit individual projects at the end of the semester. The evaluation consists of three parts: a preliminary plan, the final product, and a presentation. Flexibility is key; the goal is for students to apply what they've learned in a way that resonates personally with them. However, each project should clearly connect to course material and themes, referencing in-class readings and potentially requiring additional research.

First, students should identify a specific problem or research question to address. They need to decide whether their project will be more applied, tackling real-world scenarios, or academic, pursuing scholarly inquiry. Regardless of the focus, the chosen problem should be feasible in scope. It is important to note that students are not expected to carry out the actual action plan or research; rather, the project should outline a theoretical approach.

A preliminary plan must be submitted to the Instructor for approval. This preliminary plan, 1-2 pages in length, should introduce and explain the project, detailing how the student plans to proceed with their ideas. The preliminary plan allows for feedback before moving forward, ensuring the project is on the right track.

The final product should be a comprehensive exploration of the chosen problem or research question, spanning 6-8 pages. This paper should integrate course themes and literature, providing a thorough analysis and demonstrating the student's understanding of the topic.

Students will present their final projects in class during the last week of the semester. Presentations, lasting 5-7 minutes, should offer an overview of the project. PowerPoint presentations are optional. This session provides an opportunity for students to receive feedback from their peers and the Instructor before submitting the final product.

Some suggested final projects include curating a virtual museum exhibit, a policy critique, a literature review, a research proposal, or an intervention program. These options are designed to allow students to explore different aspects of gender studies creatively and critically.

The final project must be submitted no later than Friday, 8/9, at 11:59 p.m. More information can be found on Canvas and will be discussed in class. This project aims to integrate course material with personal insights, promoting a deeper understanding of the themes discussed throughout the semester.

University and CLAS Policies:

UF Statement of Classroom Learning

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

UF In-class Recording Policy

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

UF Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in the Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

UF Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with me and discuss their access as early as possible in the semester.

UF Honor Policy

UF students are bound by the Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and

integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and possible sanctions.

Assignment Schedule

*** See Canvas for specific due dates and assigned materials. Dates are subject to change, but students will be notified if so.**

Table 1. Quiz Dates

Quizzes	Content	Dates
1	Week 1	7/3
2	Week 2, Part 1	7/8
3	Week 2, Part 2	7/10
4	Week 3, Part 1	7/15
5	Week 3, Part 2	7/17
6	Week 4, Part 1	7/22
7	Week 4, Part 2	7/24
8	Week 5, Part 1	7/29
9	Week 5, Part 2	7/31

Table 2. Reflection Due Dates

Reflections	Due Dates
“Defining Gender”	7/5
“Redefining Gender”	8/2

Table 3. Final Project Due Dates

Component	Due Dates
Preliminary Plan	7/12
In-class Presentation	During Week 6, No Submission Required
Final Product	8/9 by 11:59 PM

Reading Schedule

Week 1 (7/1—7/3) Introduction

7/1

Read:

- Syllabus

7/3

Read:

- “Chapter 1: Ideas”

7/4—7/5

No readings.

No class for the holiday!

Week 2 (7/8—7/12) Social Constructions of Sex and Gender

7/8 Part 1

Read:

- “Chapter 2: Bodies”
- Fausto-Sterling (2000), “Dueling Dualisms”
- Lorber (1993), “Believing is Seeing: Biology as Ideology”

7/10 Part 2

Read:

- “Chapter 3: Performances”
- Frank (2020), “Queering Menstruation: Trans and Non-binary Identity and Body Politics.”
- Messner (2000), “Barbie Girls Versus Sea Monsters”
- Towle and Morgan, “Romancing the Transgender Native”

Week 3 (7/15—7/19) Intersectionality

7/15 Part 1

Read:

- “Chapter 4: Intersections”
- Crenshaw (1991), “Mapping the Margins”
- Ferguson (2018), “Queer of Color Critique”

7/17 Part 2

Read:

- “Chapter 9: Sexualities”
- Schilt and Westbrook (2009), “Doing Gender, Doing Heteronormativity”
- Kafer (2003), “Compulsory Bodies: Reflections on Heterosexuality and Able-bodiedness.”

Week 4 (7/22—7/26) Inequality and Institutions

7/22 Gender Inequality

Read:

- “Chapter 5: Inequality: Masculinities”
- Pascoe, C. J. (2005). “‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse.” *Sexualities*, 8(3), 329-346.
- “Chapter 4: Inequality: Femininities”

7/24 Gender and Family

Read:

- “Chapter 10: Families”
- Gerson, K. (2013, July 8). A declining demand for husbands, or a rising desire for an equal life partner? *Gender & Society*. <https://gendersociety.wordpress.com/2013/07/08/a-declining-demand-for-husbands-or-a-rising-desire-for-an-equal-life-partner/>
- Goldscheider et al. (2015) “The Gender Revolution”

Week 5 (7/29—8/2) Inequality and Institutions (cont’d)

7/29 Gender and the Economy

Read:

- “Chapter 11: Work”
- Correll, Benard, and Paik (2011), "Getting a Job: Is There a Motherhood Penalty?"
- Acker (1990), "Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations"

7/31 Gender and Politics

Read:

- “Chapter 12: Politics”
- Heyes (2003), “Feminist Solidarity After Queer Theory”
- Duggan (1994), “Queering the State”

Week 6 (8/5—8/9) Final Presentations

8/5 TBA

8/6—8/9 Students will present their final projects.

No readings.

Final projects are due by August 9th at 11:59 PM.