

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number SOCI 370 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add SOCI 370 to the Cultural Literacy menu. See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	_____ 9-15-2022 <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	SOCI 370, Sociology of Gender and Sexualities
Terms offered:	Fall, Even Years
Catalog description:	Relationship between men and women, masculinity and femininity, in American society, including people and practices that trouble these distinctions. Critically examine interactions between gender, race, class, and sexuality. Investigate the role of institutions, gender socialization, and gender theory in social science.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None

Other general education menus on which the course appears or you are applying for:	None
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Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

This course requires students to read, reflect upon, and compose coherent and thoughtful responses on several topics relevant to the study of gender and sexuality in the United States and throughout the world. The course thus directly contributes to students' understanding of global, historical, and cultural experiences of diverse groups of men, women, trans, nonbinary, and queer-identifying people. Through a series of active learning exercises such as "Performing Gender", "Policing Gender", and the "Gender and Race Intersections Analysis", students develop their understanding of differences across two or more axes of difference, recognizing the importance of these differences. The "Gender and Race Intersections Analysis", in particular, offers students the opportunity to examine their own values and beliefs, putting them in conversation with the diversity of views presented in class readings, book club selections, and class discussions. Outcome B3 is thus met through this assignment, ongoing reflective writing in class, and the Book Club Reading Chronicle.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

None

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, "nepotism" in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.

- Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.

- Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
- Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
- Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
- Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
- Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
- Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	Textbook readings; Reflective Writing Prompts
Outcome B2	Gender Performance and Gender Policing; Active Learning Exercises on these topics
Outcome B3	Intersectionality; Gender and Race Intersections Active Learning Exercise

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Reflective Writing Prompts
Outcome B2	“Performing Gender” and “Policing Gender” Active Learning Assignments Performing Gender Purpose: This active learning exercise places you in the role of an observer, and helps you develop your skills as an ethnographic researcher. Steps: 1. Find a location or event where you are fairly certain that gendered performances will be happening. This could be at a clothing store, at the Abilene Mall, at a house of worship, or many other locations. It's probably best to go to a place you have never been before, or at least where you won't be recognized and can simply immerse yourself in the observer's role. 2. Go there for about an hour. 3. Take field notes that record where you are, when you arrived/departed, and what you observed in terms of gendered performance while you were at your site. Questions that you might consider: ● How are the people here "doing gender" with their bodies, their attire, any "props", their language, and so on? ● What distinguishes a "successful" from an "unsuccessful" performance of gender? 4. Once your field notes are complete -- and you should expand on them after you leave the field -- write them up into a coherent narrative (describe what you saw). Tell the reader where and what you've observed, and how it relates to the course concepts we have discussed in the first four weeks of class. 5. Submit your write-up on Canvas. 6. Be prepared to share where you went and what you found in class. Policing Gender

	Purpose: To investigate gender norms and norm violations, using everyday life as a forum. Note: you should start this project well before the due date. Procedure: 1. Insert something like this into a conversation with an individual or group: Men: "I've decided to shave my legs and armpits for a few months. I want to know what it feels like." Women: "I've decided to let my leg and armpit hair grow out for a few months. I want to know what it feels like." 2. Note the ensuing conversation, if any. After you leave the interaction, take detailed notes from your memory. What were the reactions, both verbal and nonverbal? Note when and where this conversation took place. 3. Insert a similar comment to a different individual or group but without a built-in account: Men: "I've decided to shave my legs and armpits for a few months. It's an exercise for my gender class." Women: "I've decided to let my leg and armpit hair grow out for a few months. It's an exercise for my gender class." 4. Note the ensuing conversation, if any. After you leave the interaction, take detailed notes from your memory. What were the reactions, both verbal and nonverbal? Note when and where this conversation took place. Submit: Write up your "findings" from this real life experiment. Relate your experiences to class material, focusing on chapter 7, but pulling from other chapters if it helps you make sense of what was done and said in these two conversations. Here are some questions that you might respond to: ● Did your statements attract policing? Remember that policing can be both cruel and kind or out of concern. ● What was it like? How did it feel to be policed? For the student, did speaking the second comment invoke less anxiety than the first? Why?
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	● Did people respond differently to the comment with an account versus the one without?
Outcome B3	Gender and Race Intersections Active Learning Exercise Purpose: The purpose of this exercise is to get you thinking and reflecting on your everyday life in intersectional terms. Bringing several threads of the class together, you will assess a 24-hour period of your own life and then evaluate what your findings mean. Materials: You will need to set aside 24 hours for data collection and some time, probably less than an hour, for the completion of this assignment. You will complete the Google Form here: https://forms.gle/r2qpPXXHdM3iBR78

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate differences among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

SOC 370: Sociology of Gender and Sexualities
Tuesdays and Thursdays 12:00 - 1:20 p.m.
Sherrod Building Room 213
Always subject to change

Instructor: Dan Morrison, PhD Associate Professor of Sociology Office: 211 Sherrod Building Email: dan.morrison@acu.edu Office Phone: 325-674-2293 Web: Canvas	Student Hours, also known as "Office Hours": Mondays 12-1 p.m. and 3-4 p.m.; Tuesdays 9-11 a.m.; Wednesdays 3-4 p.m.; Fridays 11 a.m. to 1 p.m. Please sign up at www.calendly.com/drm-acu/15min ; also, by appointment.
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"Men and women are, of course, different. But they are not as different as day and night, earth and sky, yin and yang, life and death. In fact, from the standpoint of nature, men and women are closer to each other than either is to anything else—for instance, mountains, kangaroos, or coconut palms. The idea that men and women are more different from one another than either is from anything else must come from somewhere other than in nature."
Gayle Rubin (1975) "The Traffic in Women"

"Fascism has many faces, and insisting upon binaries is one."
Adele Clarke (2005) *Situational Analysis*

Course Description

This course is an introduction to the sociological analysis of gender and sexuality in American society. The sociology of gender involves the studies of both femininities and masculinities; the cultural meanings associated with being men and women in our society; the ways we raise our children to understand their genders; how genders influence the interactions between people; how the structures of our social institutions, such as organizations, work, and education, create gender meanings; how individuals influence social and structural meanings of gender; and how the meanings of gender change over time and in different social contexts. Gender is an enormously complex subject that does not lend itself to easy generalizations. Thus we will not assume that men invariably have more power over women, that men oppress women, or that women are victims of oppression. Instead, we will look at variations in power and inequality that affect both men and women; the positive and negative consequences of our current state of gender; and the factors that influence the creation of situational gender meanings. Each student will leave this class better able to understand and evaluate the many ways genders are socially constructed.

Catalog Description: Relationship between men and women, masculinity and femininity, in American society, including people and practices that trouble these distinctions. Critically examine interactions between gender, race, class, and sexuality. Investigate the role of institutions, gender socialization, and gender theory in social science research.

Audience and Christian Mission: Undergraduate students from across the ACU campus are encouraged to enroll in this course, as they are the intended audience. Christian faith and learning are integrated into this course through the fearless examination of the creation and maintenance of gender as a social system and gender inequality on social life in the United States. Studying gender and sexualities advances the Kingdom by identifying barriers to human flourishing and examining how those barriers may be eliminated.

Mission of Abilene Christian University: To educate students for Christian service and leadership throughout the world.

Mission of the College of Arts and Sciences: The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Mission of the Department of Communication and Sociology: The Department of Communication and Sociology equips graduates to communicate skillfully, conduct research, think critically, globally and missionally to prepare them for service in a variety of careers.

Required Book

1. Wade, Lisa, and Myra Max Ferree. 2018. *Gender: Ideas, Interactions, Institutions*. 2nd Edition. New York: W.W. Norton. ISBN: 978-0-393-66796-7

In addition, ONE of the following books is required for the course:

- Douglas, Susan J. 2010. *The Rise of Enlightened Sexism: How Pop Culture Took Us From Girl Power to Girls Gone Wild*. St. Martin's Press: New York. ISBN: 978-0312673925.
- Pascoe, C.J. 2011. *Dude, You're a Fag: Masculinity and Sexuality in High School*. 2nd Edition. Berkeley: University of California Press. ISBN: 978-0520271487.
- Orenstein, Peggy. 2017. *Girls & Sex: Navigating the Complicated New Landscape*. New York: HarperCollins. ISBN: 978-0062209740.
- Orenstein, Peggy. 2020. *Boys & Sex: Young Men on Hookups, Love, Porn, Consent, and Navigating the New Masculinity*. New York: HarperCollins. ISBN: 978-0062666970.
- Wade, Lisa. 2018. *American Hookup: The New Culture of Sex on Campus*. New York: WW Norton. ISBN: 978-0393355536.
- Manne, Kate. 2020. *Entitled: How Male Privilege Hurts Women*. New York: Penguin Random House. ISBN: 978-1984826558.
- hooks, bell. 2004. *The Will to Change: Men, Masculinity, and Love*. New York: Washington Square Books. ISBN: 978-0743456081.
- Hirsch and Khan 2020. *Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus*. New York: WW Norton. ISBN: 978-1324001706.

Students should read the assigned material and come to class prepared to engage in vigorous, scholarly discussion. Students who are unwilling to do the reading or attend class will not perform well in the course, as your learning will be assessed based on readings and work completed in class.

Bring your assigned readings with you to class each day as we will refer to them frequently.

Prerequisite(s): None

Course Learning Goals and Assessments

Outcome/Learning Goal	Assessment
Critically analyze the cultural meanings associated with masculinity and femininity	Active Learning Exercises, Reflective Writing
Make an argument using intersectional theory that includes two or more axes of analysis	Short Essay Assignment
Articulate questions concerning gender and sexuality that are informed by sociological insight	Reading Chronicle
Engage in intellectual discussion and respectful, academic argument with their peers	Gender & Sexualities Book Club

You will have many opportunities to demonstrate that you are meeting the learning outcomes I have selected for this course. It is not enough to simply read and recall the definition of concepts and theories in this course. In order to adopt a sociological frame of mind, you must reflect upon and live with the material we read and discuss in class.

Teaching Methods This class is organized around discussion, small-group work, and in-class writing. The class is reading and writing intensive. To do well in this course, you must keep up with all of the reading, attend class each time we meet, and turn in high-quality writing assignments.

1. Reading

No assignment is as important for your progress in this class, therefore I expect for you to keep up and be an active critical reader. The specific reading assignments and their due dates are listed below in the Course Schedule. To ensure you learn the most from the readings, take notes that help clarify a sense of the author's arguments and their relationships to that of other readings or class discussions. Take special notes on concepts that are difficult to understand, ideas that are particularly persuasive, or critiques you may have, since all will aid you in class discussions and assignments. I have added at the end of this syllabus a short reading rubric and tips that should help you to identify the most important points.

2. Active Learning Exercises

You will complete 5 of 6 out-of-class active learning exercises. These assignments require advanced planning, and are listed on the syllabus and available in Canvas. You must complete 5 of 6 Active Learning Exercises and submit your reports via Canvas. These exercises account for 25% of your final grade.

3. Gender and Sexualities Book Club

Our readings primarily come from sociology, but in order to understand the effects of scholarship and gender theory, we must look beyond the university. The books I have selected are either scholarly with crossover (public) appeal (hooks, Pascoe, Manne, Hirsch & Khan, Wade) or are "Pop Feminism" (Douglas, Miller, and both Orenstein books). Gender, sexuality, and feminism are often written about by non-academics, though the knowledge they produce does not have the same status as traditional "theorists." As part of our efforts to understand gender and sexuality in the American context, we will discover how these ideas travel outside of the academy. Each student will sign up to read one book from the list provided above. On March 22, we will have Gender & Sexuality Book Club during class time. During this period, students will meet in small groups to discuss their book.

Participation in the discussion is worth 25 percent of your grade on this project.

(If you will not be in class on March 22, please let me know by March 3, and we will schedule a time for you and I to meet to discuss the book.)

To prepare for your discussion, you will submit a Reading Chronicle of your reading process. Your Chronicle should consist of the transcription of a sentence or two from your book. Then, explain why this particular excerpt speaks to you in approximately 300 words. **Your Reading Chronicle should contain at least six reflections on different selections from your book.**

When you have completed reading the book, and you have done at least six reflections from different sections of the book, **write answers to each of the following questions:**

1. In five sentences or less, outline the author's central argument. From her/his/their perspective, what is the status of gender inequality AND feminism in the 21st century?
2. What ideas from lecture or course readings came to mind as you were reading your memoir? Describe how the experience described in this text is connected to an idea or concept from class.
3. What questions do you have about the author's argument?
4. What did you love about this book? What did you hate about this book?

Your answers to these questions should each be approximately 1 page in length (double spaced, Times New Roman, 12 point font, with 1" margins). Papers that play with formatting in order to lengthen will be docked one full letter grade. Pages should be sequentially numbered (and not by hand). You will submit your Reading Chronicle

(worth 75 percent of your grade on this project) via Canvas before class on March 23. Since participation in the book club discussion depends on completing and reflecting on the memoir prior to class, **NO late Reading Chronicles will be accepted.** Please review the grading rubric posted on Canvas for grading criteria. This assignment is worth 25% of your final grade in the course.

5. Short Essay

In a 750-1000 words, write an essay that applies the concept of intersectionality to a social problem. You must include gender in your discussion of the social problem. More details and a grading rubric will be distributed in class or via Canvas. This assignment is worth 10% of your final grade.

6. Reflective Writing. You will chronicle your learning in this class with a series of reflective writing exercises. These exercises are intended to describe your *personal* and *intellectual* engagement with the course material, with your peers, and with your social context. These writings account for 30% of your final grade.

5. In-class writing and participation

Class participation is absolutely essential if you are to achieve the kind of deep and sustained learning that is the goal of this course. Reading, hearing, and speaking are equally important factors in learning sociology. The course will be more productive and enjoyable if students attend class, ask questions, and contribute their own sociological insights during discussion. For these reasons, I explicitly take participation into consideration when I calculate final grades. Students who miss more than two classes will be debited two points on this portion of the final grade. No late in-class writing assignments are accepted. This portion of the course is worth 10% of your final grade.

The Grading Philosophy:

“A” 90%+ - exceptional performance—the class and I have learned from your thinking;

“B” 80-89%- honorable performance—you have more to learn and have made a strong effort to do so;

“C” 70-79% - adequate performance—you have more to learn, and have some work to do;

“D” 60-69% - you were “shadow boxing” (you were swinging, but not connecting);

“F” Below 60% - it appears that you will have to re-experience this class.

Final grades are final. Unless there has been a miscalculation, I will not change your grade once it is posted. If you are concerned about your grade at any point in the semester, I urge you to meet with me so that we can address any issues as quickly as possible. Ideally, this would happen well before the last few weeks of the term.

Student Health and Wellness¹: As your professor, I value your health and wellbeing. In order to succeed in my class, in college, and beyond, you must work hard and

¹ I owe this language to Dr. Nicole Gonzalez Van Cleve, who wrote the award winning book *Crook County*, and who is a delightful and balanced person.

balance the work with rest, exercise, and attention to your mental and physical health. Yes, I plan to challenge you. There will be rigorous reading, writing, and conceptual work that will challenge your thinking. By the end of this class, I hope you will feel proud of your growth and learning much like a marathoner feels accomplished by their triumph in crossing the finish line.

However, this work cannot be at the expense of your wellbeing. **Working until exhaustion is NOT a badge of honor; it shows that you are out of balance.** As such, I plan to model wellbeing as a value in my class. There will be constant reminders about finding productive and healthy ways to find silence, relax, breathe, pray, meditate, and seek peace. In that silence, we will often find our greatest inspiration and the space to think new, creative thoughts. I also encourage you to have fun, celebrating the small accomplishments, the moments that will be your greatest memories.

Course Evaluations: I take these evaluations seriously and will do my best to improve my teaching and your learning on the basis of a mid-semester evaluation.

Disability Services: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu call their office directly at 325-674-2667.

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Anti-Harassment Policy: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX

Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

This Course is Intellectual Property: Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

Please check the ACU Academic Calendar for add/drop/withdrawal dates.

What You Can Expect From Me

- I will be transparent and honest about my grading policies, teaching philosophy, and thoughts on the course. If anything is unclear, please let me know!
- I am available to meet with students outside of class during student hours, by appointment, or whenever I am in my office. Feel free to stop by with any questions or to just say hi!
- I will arrive to class on time, organized and prepared, and will not keep you past the time allotted.
- I strive to grade and return coursework within two weeks and to keep your grades updated online. Be aware that Canvas may not calculate grades in a manner consistent with this syllabus.
- I have high expectations of students, confident that they are intelligent, hard-working, and deserve to be treated as adults. I also aim to show my respect for your diversity, your beliefs and interests, and the other demands on your lives, both personal and academic.
- I am interested in getting to know you. From my perspective, caring about your progress in my class is intimately tied to caring about you as a person and the issues that are relevant to your life.

What I Expect From You

- Please be respectful in class. You may not use any electronic device unless requested to do so by the instructor or as required by a documented disability.
- The instructor will monitor attendance. You should plan on attending every class. Attendance means being present both physically and mentally.
- Students should arrive before class is scheduled to start. Tardiness is disruptive to both the professor and your peers. Likewise, please do not begin packing up your materials until class has ended.
- Please be courteous in your participation, as both a speaker and a listener. I encourage you to focus your discussion on broader society, social theory, and course concepts, and to show consideration for all perspectives.
- A college degree signifies both mastery of course material and the ability to

express that knowledge eloquently. Therefore, students should devote time to the mechanics of their written work, paying specific attention to structure, word choice, grammar, spelling, and punctuation. Your infographics also assess students' ability to communicate in visual media and should be taken just as seriously.

- This bullet point contains an Easter egg. Students who find this bullet and email the instructor with a picture of Dr. Morrison's office door will receive .5 points added to their final grade in the class.
- Students should regularly check their Abilene Christian University email accounts and Canvas for updates, changes, or reminders. These will be my primary means of communicating with students outside of class.

Course Policies

- If you will miss a due date or assessment for a *legitimate* reason, you must notify me beforehand.
- We will use digital devices, at times, to meet learning goals. When these are not required, they should be placed where you are not distracted by them.
- I reserve the right to modify the syllabus, including the schedule, grading, and requirements, as deemed necessary. Students can expect that I will announce such changes in class or post the information on Canvas.
- *Grade Challenges*. There are two types of grade challenges, "administrative" and "substantive." Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on Canvas. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor's attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work requirement(s) was/were met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted. Note that I will not consider disputes over the meaning of a question or instruction, as these should be clarified before the work is originally submitted.

- Should you wish to dispute your final grade, please know and follow the official policies. You will find these in the student handbook.

CLASS SCHEDULE

*The course should proceed as outlined below. However, I reserve the right to employ the technique of **improvisation** as the students, the class, and the course demand. Such revisions may involve an extra (short) reading. This is the nature of the academic enterprise—you may not know in advance what you need to know in order to do your work well.*

Date	Theme	Reading	Due
Week 1: Introductions, Expectations, Outcomes			
Tuesday, January 11, 2022	Introduction to the Course	None	Interests and Expectations Writing Assignment in Class
Thursday, January 13, 2022	Ideas about Gender	Introduction & Chapter 2 in <i>Gender: Ideas, Interactions, Institutions</i>	
Week 2: Ideas and the Bodies that Carry Them			
Tuesday, January 18, 2022	Ideas about Gender	Chapter 2 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, January 20, 2022	Bodies	Chapter 3 in <i>Gender: Ideas, Interactions, Institutions</i>	
Week 3: Bodies, and what to do with them			
Tuesday, January 25, 2022	Dr. Morrison is away from Abilene. An appropriate alternative will be provided to in-class time. Bodies	Chapter 3 in <i>Gender: Ideas, Interactions, Institutions</i>	Active Learning Exercise 1
Thursday, January 28, 2022	Performances	Chapter 4 in <i>Gender: Ideas, Interactions, Institutions</i>	
Week 4: Doing things and Meeting People where they are			
Tuesday, February 1, 2022	Performances	Chapter 4 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday,	Intersections	Chapter 5 in <i>Gender:</i>	<i>Active</i>

February 3, 2022		<i>Ideas, Interactions, Institutions</i>	<i>Learning Exercise 2</i>
Week 5: Intersectionality and Taking Stock of Progress			
Tuesday, February 8, 2022	Intersections	Chapter 5 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, February 10, 2022			Reflective Writing Exercise in class
Week 6: Masculinities, Varieties Thereof			
Tuesday, February 15, 2022	Inequality: Men & Masculinities	Chapter 6 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, February 17, 2022	Inequality: Men & Masculinities	Chapter 6 in <i>Gender: Ideas, Interactions, Institutions</i>	
Week 7: Femininities, Varieties Thereof			
Tuesday, February 22, 2022	Inequality: Women & Femininities	Chapter 7 in <i>Gender: Ideas, Interactions, Institutions</i>	<i>Active Learning Exercise 3</i>
Thursday, February 24, 2022	Inequality: Women & Femininities	Chapter 7 in <i>Gender: Ideas, Interactions, Institutions</i>	
Week 8: Gender in Institutional Contexts			
Tuesday, March 1, 2022	Institutions	Chapter 8 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, March 3, 2022	Institutions	Chapter 8 in <i>Gender: Ideas, Interactions, Institutions</i>	
Week 9: Social Change			

Tuesday, March 8, 2022	Change	Chapter 9 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, March 10, 2022	Change	Chapter 9 in <i>Gender: Ideas, Interactions, Institutions</i>	
Spring Break March 14-18			
Week 10: Sharing your Knowledge; Ch-Ch-Changes			
Tuesday, March 22, 2022			Book Club Day
Thursday, March 24, 2022	Change	Chapter 9 in <i>Gender: Ideas, Interactions, Institutions</i>	
Week 11: Sexualities			
Tuesday, March 29, 2022	Sexualities	Chapter 10 in <i>Gender: Ideas, Interactions, Institutions</i>	In Class: Documentary <i>The Dilemma of Desire</i>
Thursday, March 31, 2022	Dr. Morrison is away from campus at a conference. An appropriate alternative will be provided for in-class activities. Sexualities	Chapter 10 in <i>Gender: Ideas, Interactions, Institutions</i> ; Audre Lorde: Uses of the Erotic	
Week 12: Sexualities & Reflecting on Progress			
Tuesday, April 5, 2022	Sexualities	Chapter 10 in <i>Gender: Ideas, Interactions, Institutions</i>	Active Learning Exercise 4
Thursday, April 7, 2022	Dr. Morrison is away at a conference. An appropriate	Chapter 11 in <i>Gender: Ideas, Interactions, Institutions</i>	

	alternative to in-class activities will be provided. Families		
Week 13: Contexts for Gendered Life: Families and Work			
Tuesday, April 12, 2022	Families	Chapter 11 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, April 14, 2022	Work	Chapter 12 in <i>Gender: Ideas, Interactions, Institutions</i>	Active Learning Exercise 5
Week 14: Contexts for Gendered Life: Politics			
Tuesday, April 19, 2022	Work	Chapter 12 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, April 21, 2022	Politics	Chapter 13 in <i>Gender: Ideas, Interactions, Institutions</i>	Active Learning Exercise 6
Week 15: Taking Stock and Charting Pathways Forward			
Tuesday, April 26, 2022	Politics	Chapter 13 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, April 28, 2022	Conclusion		Short Essay Due Reflective Writing Exercise in class
Final Exam Thursday, May 5, 10-11:45 pm We will meet during the final exam period to practice reflection on our learning and gratitude.			

****Please remember to complete online course evaluation forms***

Reading Rubric/Reading Guide

Today's date: _____

Article/Chapter Name: _____

Author(s): _____

Year Published: _____ Publisher: _____

The main claim (also known as the “thesis”) of the reading is:

The author(s) support their thesis using data from:

The authors analyze this data using this/these method(s):

This study is important because it helps to answer our questions about:

This study is/is not convincing, because:

(on the back) Write a paragraph summarizing the text, and another describing how this relates to your life.

Some Tips on Reading for Class[1]

Students have often given me feedback that they have difficulties in getting their reading done for all of their classes. In an effort to help you get things read for this class I provide you with the following tips for reading:

1. **Ask “Why am I reading this article”**

Before you begin reading an article, think about why you are reading it:

s *Are you reading to get ideas for your research project?* If so, read the abstract and/or introduction to see what has been done and the discussion/conclusion to see what questions remain.

s *Are you looking for information related to supporting your own ideas?* Pay particular attention to how the author did her or his research. Take notes.

s *Are you reading it to increase your general knowledge?* Consider how the article fits into your own understanding and how, if at all, it changes your ideas.

s *Are you reading it just because it was assigned to you?* Consider what you think the instructor wants you to get out of it and how it fits with the particular section of the course. In addition, keep in mind the total amount of readings assigned. If there are 10 readings assigned, don't spend all of your time on the first few and skip the remaining readings. Distribute your time evenly. Also, don't assume short readings will take less time! Finally, the assignment of a large amount of readings is an opportunity to learn to efficiently extract information.

2. **Don't just read the article**

Many students approach academic reading assignments as they would reading a novel; trying to read and understand each word. As a result, they often get frustrated, confused, or just plain bored. Keeping in mind why you are reading the article, focus on the relevant sections. Skim the article, looking for key points or interesting ideas.

3. **Put the article in context**

Think about who the author is, why s/he wrote the article, when it was written, how it contributes to other articles of similar topics, how it is useful, etc.

4. **Read actively**

Don't read lying down. If the article is putting you to sleep, you won't get anything out of it. Rather, read in a place where you can think about what you are reading. Be prepared to take notes (see below).

5. **Don't highlight**

Using a highlighter encourages passive reading. Rather than using a highlighter, try using a pen or marker (in a color that stands out) to underline key phrases, make notations in the margins,

and to note any questions or ideas that come to you.

6. **Summarize**

Finally, after finishing an article take a few moments to summarize the article. Using a single sheet of paper, write on the top half of the paper what the author said. Use the bottom half of the paper to write what you think about what the author said, including any questions or ideas that came to mind.

[1]

The material in this handout was adapted from the following articles: Stephen P. Borgatti, U. of South Carolina, "How to Read (a Journal Article)" [http://www.analytictech.com/mb870/How_to_read.htm], Christian H. Jordan and Mark P. Zanna, U. of Waterloo, "How to Read a Journal Article in Social Psychology" [<http://acsu.buffalo.edu/~jtj3/howto.html>], & "How to Read a Journal Article" [http://defiant.ssc.uwo.ca/Jody_web/Culham_Lab_Docs/Advice/how_to_read_a_journal_article.htm] and from Dr. Tracy Ore's Introduction to sociology and social psychology syllabus.