

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

SOCI 370

Sociology

Course Number _____ or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

The sociology faculty at ACU have met to consider our core curriculum and revise the list of required courses. Given the state of the discipline, we are requesting that SOCI 370: Sociology of Gender and Sexuality be allowed as an option in the SOCI 200-499 hours in the major. This change facilitates our efforts to bring our curriculum into alignment with the current standards in our discipline.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	A
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
6.	Course number within the hundred	A	A	I		I			I	I
7.	Course number beyond the hundred	A	A	A		A			A	A
8.	Prerequisites	A	A	A		I			I	I
9.	Course fee(s)	A	--	A		--			A	I
10.	From U to G or G to U	A	A	A		A			A	A
11.	Cross list with another department: U or G level	A	A	A		A			A	A
12.	Department of record	A	A	A		A			A	A
13.	Open or close a course	A	A	A		A			A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A	A

Note: 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.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A		A			A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A			A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A			A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A			A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A		A			A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A	--
7.	Major — Add ^{4,5}	A	A	A		A			A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A		A			A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A	--
11.	Minor — Revise course selection	A	A	A		I			I	--	I	--
12.	Minor — Add	A	A	A		A			A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A		A			A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A		A			A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A		A			A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A		A			A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			–	A	–
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A
5.	Other academic policy changes	--	--	--	A			A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) 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.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Lauran Luning</u>	<u>24 Jan 2020</u>
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
<u>Jonathan Camp</u>	<u>03/06/2020</u>
Signature	Approval date
Signature	Approval date

Dean(s)	
<u>GAH</u>	
Greg Straughm (Mar 18, 2020)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	SOCI 370
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Daniel Morrison
2	Course Instructor	Daniel Morrison
3	Course Title	Sociology of Gender and Sexualities
4	Course Abbreviation for Banner if title is more than 30 characters	Soc. of Gender & Sexuality
5	College	CAS
6	Department or School	Comm & Sociology
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	No
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	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.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None
20	If the course is cross-listed, specify the Course ID(s)	none
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years? even
22b	Will the course be offered in spring terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2020
24	Is this course required for a degree/s?	☒ No ☐ Yes

		If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

Addition of this course expands options for students to complete their degree plans in the sociology major.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
This course helps complete the sociology curriculum by focusing on gender and sexualities issues in US society both in the past and present. The Sociology program does not currently have a course focusing on these issues, and gender is one of the core topic areas in the discipline.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

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.

2. State the overarching course goal(s) in performance terms.

Students will be able to articulate and use the sociological perspective on gender, sexuality, and inequalities in status and power that exist in US society.

B. Student Learning Outcomes and Measurements

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

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

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.
- Pascoe, C.J. 2011. *Dude, You're a Fag: Masculinity and Sexuality in High School*. 2nd Edition. Berkeley: University of California Press.
- Orenstein, Peggy. 2017. *Girls & Sex: Navigating the Complicated New Landscape*. New York: HarperCollins.

- Wade, Lisa. 2018. *American Hookup: The New Culture of Sex on Campus*. New York: WW Norton.
- Manne, Kate. 2018. *Down Girl: The Logic of Misogyny*. New York: Oxford University Press.
- hooks, bell. 2004. *The Will to Change: Men, Masculinity, and Love*. New York: Atria Books.

Hirsch and Khan 2020. *Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus*. New York: WW Norton. ISBN: 978-1324001706.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

SOCI 370: Sociology of Gender and Sexuality

CRN:

3 credit hours

Tuesdays and Thursdays
Sherrod Building Room 217
Always subject to change

Instructor: Dan Morrison, PhD Assistant Professor of Sociology Office: 134B Sherrod Building Email: dan.morrison@acu.edu Office Phone: 325-674-2293 Web: Canvas	Student Hours: Mondays and Thursdays 3-5 p.m.; Tuesdays 2-5 p.m. Please sign up at https://tinyurl.com/DrM-ACU ; 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. Interactions between gender, race, class, and sexuality. 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.
- Pascoe, C.J. 2011. *Dude, You're a Fag: Masculinity and Sexuality in High School*. 2nd Edition. Berkeley: University of California Press.
- Orenstein, Peggy. 2017. *Girls & Sex: Navigating the Complicated New Landscape*. New York: HarperCollins.
- Wade, Lisa. 2018. *American Hookup: The New Culture of Sex on Campus*. New York: WW Norton.
- Manne, Kate. 2018. *Down Girl: The Logic of Misogyny*. New York: Oxford University Press.

- hooks, bell. 2004. *The Will to Change: Men, Masculinity, and Love*. New York: Atria Books.
- 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 in class.

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, Exams
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 each Active Learning Exercise and submit your report 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 & Ornstein). 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 Thursday, February 16, 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 12, please let me know by March 1, 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:**

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

Your answers to these questions should 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 12. Since participation in the bookclub 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. Exams

There will be three short exams in this course. The first will assess your knowledge from the first five weeks of the course; the second from the next five weeks, and the third will be the final exam in the course. This final exam may feature questions from the previous two exams. Exams will consist of multiple choice and short essay questions, and are administered via the LockDown Browser on Canvas. Be sure to download LockDown Browser so that you may access these exams without delay. Each exam is worth 10% of your final grade for a total of 30%.

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.

Calculate your final course grade using the worksheet attached below.

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.

Every semester, I receive inquiries about changing the course requirements, forgiving late assignments or allowing make-up work. These requests are burdensome and time consuming. I will not approve such requests.

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 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,

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.

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. Unexcused absences will count against your final grade in the course. You may be counted absent if you are observed using technology such as laptops, cell phones, or other devices that have on/off functionality. 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 the sitcom character ALF 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.
- Attendance is required. We are only here for a few class sessions, so come to all of them. Students who miss more than two classes will lose two points/class on your participation and attendance grade.
- Use of any device with an on/off switch is prohibited in class, unless use is required due to a documented disability. I may mark students who use such devices absent, even if you are physically present in the classroom.
- 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
Tuesday, January 15, 2019	Introduction to the Course	None	
Thursday, January 17, 2019	Ideas about Gender	Introduction & Chapter 2 in <i>Gender: Ideas, Interactions, Institutions</i>	
Tuesday, January 22, 2019	Ideas about Gender	Chapter 2 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, January 24, 2019	Bodies	Chapter 3 in <i>Gender: Ideas, Interactions, Institutions</i>	Active Learning Exercise 1
Tuesday, January 29, 2019	Bodies	Chapter 3 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, January 31, 2019	Performances	Chapter 4 in <i>Gender: Ideas, Interactions, Institutions</i>	

Tuesday, February 5, 2019	Performances	Chapter 4 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, February 7, 2019	Intersections	Chapter 5 in <i>Gender: Ideas, Interactions, Institutions</i>	<i>Active Learning Exercise 2</i>
Tuesday, February 12, 2019	Intersections	Chapter 5 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, February 14, 2019			Exam 1 in class
Tuesday, February 19, 2019	Inequality: Men & Masculinities	Chapter 6 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, February 21, 2019	Inequality: Men & Masculinities	Chapter 6 in <i>Gender: Ideas, Interactions, Institutions</i>	
Tuesday, February 26, 2019	Inequality: Women & Femininities	Chapter 7 in <i>Gender: Ideas, Interactions, Institutions</i>	<i>Active Learning Exercise 3</i>
Thursday, February 28, 2019	Inequality: Women & Femininities	Chapter 7 in <i>Gender: Ideas, Interactions, Institutions</i>	
Tuesday, March 5, 2019	Institutions	Chapter 8 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, March 7, 2019	Institutions	Chapter 8 in <i>Gender: Ideas, Interactions, Institutions</i>	
Spring Break March 9-13			
Tuesday, March 19, 2019			Book Club Day
Thursday, March 21, 2019	Change	Chapter 9 in <i>Gender: Ideas, Interactions,</i>	

		<i>Institutions</i>	
Tuesday, March 26, 2019	Change	Chapter 9 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, March 28, 2019	Sexualities	Chapter 10 in <i>Gender: Ideas, Interactions, Institutions</i>	<i>Active Learning Exercise 4</i>
Tuesday, April 2, 2019	Sexualities	Chapter 10 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, April 4, 2019			Exam 2
Tuesday, April 9, 2019	Families	Chapter 11 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, April 11, 2019	Families	Chapter 11 in <i>Gender: Ideas, Interactions, Institutions</i>	
Tuesday, April 16, 2019	Work	Chapter 12 in <i>Gender: Ideas, Interactions, Institutions</i>	<i>Active Learning Exercise 5</i>
Thursday, April 18, 2019	Work	Chapter 12 in <i>Gender: Ideas, Interactions, Institutions</i>	
Tuesday, April 23, 2019	Politics	Chapter 13 in <i>Gender: Ideas, Interactions, Institutions</i>	
Thursday, April 25, 2019	Politics	Chapter 13 in <i>Gender: Ideas, Interactions,</i>	<i>Active Learning</i>

		<i>Institutions</i>	<i>Exercise 6</i>
Tuesday, April 30, 2019	Conclusion		
Thursday, May 2, 2019			
	Final Exam TBA		

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

Octol

Dr. Dan Morrison
Office: Sherrod Building Room 134B
Phone: 325-674-2293
email: dan.morrison@acu.edu

Re: SOCI370 Sociology of Gender and Sexuality

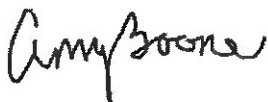
Dear Dr. Morrison,

Thank you for the submission of SOCI370 Sociology of Gender and Sexuality. We have reviewed the syllabus based on the ACU Syllabus Guidelines. Please check the attached list, which indicates whether items have been addressed. This is a syllabus.

This letter is not meant to be a final approval in the course application process. It is intended as a reference which will be read by your department chair and the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your application. The instructional design team would love to work with you on your application as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely,

A handwritten signature in cursive script that reads "Amy Boone".

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: 14:07
TO: Dr. Dan Morrison
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for SOCI 370 – Sociology of Gender
and Sexuality

After reviewing the course syllabus, the Library is able to support the proposed course. Thank you for letting us review the course syllabus.



Daniel Morrison <drm18c@acu.edu>

Fwd: New Courses for Sociology - Checking Numbers

2 messages

Suzie Macaluso <scm11a@acu.edu>

Wed, Sep 18, 2019 at 8:48 AM

Reply-To: Suzie.Macaluso@acu.edu

To: Daniel Morrison <drm18c@acu.edu>

Let's put Soc of Gender as 370.

Suzie

----- Forwarded message -----

From: **Eric Gumm** <gummj@acu.edu>

Date: Wed, Sep 18, 2019 at 8:41 AM

Subject: Re: New Courses for Sociology - Checking Numbers

To: Suzanne Macaluso <Suzie.Macaluso@acu.edu>

Cc: Karen Witemeyer <kmw03d@acu.edu>

My suggestion would be to use SOCI 370 instead of 360 to provide for space for future classes, but as Karen has indicated 360 is available if you have a specific reason to use it instead. The SOCI 450 number is a good choice for the other class.

Thanks,
Eric

Dr. Eric Gumm

Registrar and Director of the First-Year Program and Academic Development Center

Abilene Christian University

ACU Box 29104

Abilene, TX 79699-9104

On Fri, Sep 6, 2019 at 2:54 PM Suzie Macaluso <scm11a@acu.edu> wrote:

Karen,

These will be SOCI Elective courses.

Suzie

On Fri, Sep 6, 2019 at 2:50 PM Karen Witemeyer <kmw03d@acu.edu> wrote:

Hi, Suzie.

I'm copying Eric on this reply because he likes to weigh in on course numbers. I can confirm that both SOCI 450 and 360 are available numbers.

Are these courses going to be elective courses or will they be added to your degree requirements?

Blessings,

~Karen

On Fri, Sep 6, 2019 at 2:36 PM Suzie Macaluso <scm11a@acu.edu> wrote:

Hello,

We are wanting to add two new sociology courses and wanted to run the numbers by your office to make sure that hadn't been used previously. The courses are SOCI 450 - Sociology of Health and Medicine and SOCI 360 - Genders and Sexualities in American Society.

Thanks,

Suzie

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Suzie Macaluso, PhD
Director, Pruett Gerontology Center
Associate Professor of Sociology & Gerontology
Abilene Christian University
ACU Box 27793, Abilene, TX 79699-7890
Phone: 325-674-2350

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Karen Witemeyer
Student Services & Catalog Specialist
Abilene Christian University
Hardin Administration Bldg. Room 207
122 McGlothlin, ACU Box 29141
Abilene, Texas 79699
Phone: (325) 674-4913
karen.witemeyer@acu.edu

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Associate Professor of Sociology & Gerontology

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Phone: 325-674-2350

Daniel Morrison <drm18c@acu.edu>
To: Suzanne Macaluso <Suzie.Macaluso@acu.edu>

Wed, Sep 18, 2019 at 8:52 AM

That is fine with me.
Daniel R. Morrison, Ph.D.
Assistant Professor of Sociology
Abilene Christian University
134B Sherrod Building
dan.morrison@acu.edu
danielrmorrison.com
@ACUCOSO
Book an appointment

[Quoted text hidden]