University of South Florida  
Sarasota-Manatee

Course Title: Gender and Society, SYD 4800, CRN 24794  
On-line Course Delivery through Canvas  
Spring Term, 2015

Prerequisites: None required

Required Textbook: The Sociology of Gender, 4th edition  
Author: Laura Kramer and Ann Beutel  

Required Reading: As this is an on-line course, in addition to the textbook, you will be doing reading provided by the instructor and visiting websites on the internet on the topic of gender.

Instructor: Dr. Gary Voelkl

Dr. Voelkl holds a Ph.D. and a Master’s degree in sociology from Purdue University. He earned his bachelor’s degree from the State University of New York. He has held faculty and teaching positions at Indiana University-Purdue University at Indianapolis, the State University of New York, the University of South Florida and the State College of Florida. In addition to his academic pursuits, Dr. Voelkl was associated with Kodak for 15 years, most recently as Manager of Diversity Initiatives. He also served as Manager of Kodak’s Work/Life Programs and as Employee Assistance Counselor for the company.

Contact:

This course is delivered 100% online, through Canvas. The Canvas environment provides the tools that will facilitate communication with me as needs arise. I will do my best to respond to your questions within 24 hours. My e-mail address is: gvoelkl@sar.usf.edu

Course Description:

The Sociology of Gender is among the most significant and exciting fields in contemporary sociological research and thought. Gender and Society (SYD 4800) focuses on understanding how gender is defined in American culture and its impact on the lives of men and women within American society. The course explores how gender plays a role in structuring the way men and women interact and communicate; how our gender limits or expands the opportunities available to us; how gender influences the way we think of ourselves as individuals, and how our cultural definitions are transferred to the next generation through language, childhood socialization and education. The course
will encourage students to be informed consumers of the messages and presentations of gender in society.

Students have a wide range of academic and personal motivations for enrolling in this class. A significant part of the experience in the course will involve sharing your thoughts, experiences and knowledge of this subject through ongoing discussions. Everyone has a role as co-teacher and it is expected that much of the learning will be from your peers.

**Course Goals:**

- To understand the sociological perspective as it relates to gender
- To understand the ways in which gender is socially, rather than biologically, constructed
- To understand that different people experience gender opportunities and constraints differently according to their race, gender, sexuality and class
- To understand the ways in which gender is connected to masculinity, femininity and sexuality
- To understand the relationship between gender and social change
- To make the course material relevant to your personal lives

**Learning Objectives:**

At the end of this course, students should be able to …

- Use the sociological perspective to analyze the construction of gender identity
- Site existing scientific findings on the impact of gender on society and on individual lives
- Knowledgably discuss how gender impacts social behavior
- Knowledgably discuss how gender creates both opportunities and constraints with respect to life chances
- Apply information gained from this course to improve their own lives and make informed decisions

**Class Structure:**

The format for class will be on-line via the USF Canvas. The class material is organized into ten modules. The last module is reserved for the final exam. These appear as your course Modules, available in the left hand margin of the course homepage. Each module is associated with one chapter in the textbook. You will often be directed to additional reading from websites and supplementary articles. Your assignments for the course are in three areas:

- You will complete a multiple choice quiz after reading each chapter. These can be found in the Quizzes tab in the left hand margin of the course homepage.
• The “Discussions” tab takes you to an on-going question and answer discussion that you will participate in every module (other than Midterm and Finals weeks) throughout the semester.

• There will be a Midterm Exam during Module Six (week nine of the semester) and a Final Exam during USF finals week.

The On-line Format:

PLEASE NOTE: This is an online class and it is your responsibility to have access to a working computer. Computers are available on campus should yours be down. That being said, “computer issues” is not an excuse for late work. If you turn in a blank quiz or do not submit your quiz correctly and on time, you will incur a ten point late penalty.

I expect that, for some of you, the on-line course format is a new venture. It is imperative that you understand Canvas and are able to navigate through the course. The course itself is not the place to learn Canvas!

For Help with Canvas Issues:

Information on how to use Canvas is available at: http://usfsm.edu/information-commons/faculty-resources/

The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

I do not have the expertise to address technology issues, so please refer these questions to the above resources.

For you, the student, one of the biggest differences between this format and the traditional classroom is the need to be very disciplined and motivated - a "self-starter". This is absolutely true. You must keep up with the pace of the course. And that means attending to it several times every week. There are strict deadlines and no room for procrastination. This course will not be for everyone. If you are the type that waits until a week before the end of the semester to get started on the term paper that you should have begun during the first month, this is not be the learning venue for you. If you frequently put off reading and studying until the night before the test, this may not be right for you. Don't make the mistake of thinking that the on-line environment is a way to get out of going to class! Most students find that they devote more hours to course work here than they have in the traditional classroom. My students confirm this every semester.

On the other hand, if you are serious about learning and enjoy working independently, you may thrive in this environment. The structure of on-line learning provides a great opportunity for expressing your thoughts, asking questions and for creative thinking. You can be "at class" from any location where you are able to connect to the internet. You are not restricted to "be in class" at any particular hour of the day.
You should be aware that on-line courses require a lot of writing. You need to know this before you get involved. Although we will have multiple choice quizzes, for the discussions and the final exam the way you will be evaluated is through the expression of your thoughts in writing. If you are uncertain of your writing skills or writing is a challenge for you, the on-line format may not suit you.

IMPORTANT!! Be sure you understand what is expected of you with regards to assignments, their due dates and how you will be graded. Take the necessary time to carefully read - and make sure you completely understand - the remainder of this syllabus. It is your responsibility to be aware of and adhere to all course requirements.

My goal, as your instructor, is provide you the opportunity to learn. As a student (and I spent many years of my life in that role), your overriding objective may be a grade that positively contributes to your GPA. To earn an "A" or a "B" will require time and effort. Regardless of your final grade, if this semester's experience provides you with knowledge that will be useful to you throughout life, the course will have been a success.

Grading and Evaluation:

Your final grade in the course will be determined by performance in four areas. Extra Credit is not available:

1. Quizzes on Required Reading: 35%
2. Midterm Exam: 20%
3. Discussions: 25%
4. Final Exam: 20%

Final letter grades will be assigned as follows:

- 100-97 = A+
- 89-87 = B+
- 79-77 = C+
- 69-67 = D+
- Under 60 = F
- 96-93 = A
- 86-83 = B
- 76-73 = C
- 66-63 = D
- 92-90 = A-
- 82-80 = B-
- 72-70 = C-
- 62-60 = D-

As an example, if your final quiz average was 80, your midterm exam grade was 85, your final class discussion average was 92, and your final exam grade was 70 your final course grade would be: (80*35%)+(85*20%)+(92*25%)+(70*20%) = 82. Your grade for the class is B-.

Quizzes: Seven multiple-choice quizzes will be given throughout the semester. They will cover the assigned reading from the modules covered by each quiz.

Midterm Exam: This exam will be will be multiple choice/short answer in format.

Final Exam: The final exam will be essay in format and will cover all course content.
**On-line Discussions:** Throughout the course, there will be discussion questions to which you must respond. There are a total of seven discussions. Each lasts for one module (usually two weeks). Graded discussions begin in module two and take place every module other than the weeks of the midterm and final exams. The questions asked require critical thinking and application of the material covered in that learning module. Try your best to limit each posting to no more than two or three paragraphs (most, in fact, will be much shorter than this - especially those where you are responding to or giving feedback to a classmate's post).

Not only are you expected to respond to the question(s), you are also expected to respond to other students' answers with your own observations/insights. Your discussion posts should reflect your active participation (that is, you should be visiting the discussion board several times throughout each week) and learning from the course.

*Class Discussions open at 6:00 A.M. on Monday of each discussion week and close at 11:55 P.M. on the Sunday indicated for that discussion.*

There are three basic requirements for the Class Discussions:

1. **Respond to each of the Discussion Questions.** *You must respond to at least one question by the end of the day on Friday of the first discussion week to avoid a five point penalty.*

2. **Respond to the posts of your classmates** (the number required will be stated in the instructions for that discussion).

3. **The total number of posts required for the discussion will be stated.** *You must post at least that number of times or incur a five point penalty for each post you are short.* Important: Do not answer more than one discussion question in a post. Post separately for each discussion question. You must meet the requirement for the *number of posts* required each week.

On-line discussions are the most interactive part of the on-line course format (notice, also, that it is a significant part of your course grade!). In these discussions you will be interacting with other students in a way that you contribute to their knowledge and they to yours. Each of you will be playing the roles of both student and teacher. I have found that this is an excellent way for students to learn course material. It can also be gratifying and fun to do. You are expected to participate in a meaningful way in ALL of these discussions. What does "meaningful" mean? It means that you should:

- Log on to the class *several times* each week.
- Respond to the discussion questions *after doing the assigned reading.* Your posts should demonstrate knowledge of the course material.
- **Each discussion will state the minimum number of posts you are required to make that week.** This is a minimum. To earn an “A” for the discussion, most students post more than the minimum number of times.
- Your post should reflect knowledge gained from the course. This is important! Remember, this is a 400 level college course and to earn a B or
higher, your post should not read as though it could have been written by any person with an opinion. This is not to say that ALL of your posts will meet this standard.

- Cite sources to support your position. This lends credibility and shows you are doing the reading. Quality discussion responses contain more than just your personal opinion.
- Use Spell Check and proper grammar. This is a 400 level college course.
- Avoid long posts – it is my experience that your classmates will not read them. Try your best to limit each posting to no more than two or three paragraphs (most, in fact, will be much shorter than this - especially those where you are responding to or giving feedback to a classmate's post). If you have more to say, break it up into several posts.

Grading on this portion of the course will be based upon:

1. Timeliness: You must post your response to at least one of the Class Discussion questions first question by Friday of the first week of that discussion. **Failure to do so will incur a five point penalty for that discussion.** All discussions end on a Sunday.

2. Quality: Each post will be assigned a point value from 1 to 4. A four point post is outstanding (reflects knowledge of course material, is valuable for the class to read and is well written). A three point post is above average. A two point post is average or satisfactory. A one point post is less than satisfactory. Consider the following when posting: Have you responded to your classmates in a way that was helpful and demonstrated knowledge of the course material? When relevant, did you support your post with a citation from a credible reference? Did you use proper grammar and spelling?

3. Quantity: Did you meet the requirement for the minimum number of posts, answering all questions assigned and responding to at least two of your classmates’ posts? **You must meet the requirement for the minimum number of posts for the discussion. Five points will be deducted from your grade for each post you fall short of that minimum number.**

Here is how your discussion grades will be determined:

First, each of your posts will be assigned a point value according to the following criteria. This applies to both your answers to the discussion questions and to your responses to your classmates:

[SCROLL DOWN]
Points | Interpretation | Grading criteria
--- | --- | ---
4 | Outstanding | The post is:
- Accurate
- Relevant
- Well written (including spelling). *Posts with misspellings are not eligible for 4 points.*
- Supported by evidence (data, citing a reference)
- Is a “teaching post” – that is, your post *adds valuable information to the class beyond existing course material.*

3 | Above Average | The post lacks at least one of the above qualities, but is above average in quality. A three point post is more than an opinion. It is an academic post that should reflect your learning in the course. A citation to a reputable source supporting your thoughts lends credibility to your post and makes it “academic”. *Posts with misspellings are not eligible for 3 points.*

2 | Average | The post lacks two or more of the required qualities. Comments which are based upon personal opinion or personal experience often fall here. Most posts where you post a question to the class will fall here.

1 | Minimal | The post presents little new information. However, one point comments may provide important social presence and contribute to a collegial atmosphere.

At the end of each discussion, your grade for that discussion is determined by the quality of your posts. *Any penalty for not responding to all questions, or for not responding to at least one question by Friday, or for not meeting the required number of posts will impact your grade.* Refer to the grading chart below.

For example, if the average quality of your posts for that discussion was 2.8 and you posted the required number of times, your grade would be 85. If you incurred 10 points in penalties, your grade would be reduced to 75. If your average quality was 1.75 your grade would be 75. If you incurred five penalty points, your grade would be 70.

<table>
<thead>
<tr>
<th>Average quality</th>
<th>Discussion Grade</th>
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<tbody>
<tr>
<td>3.8 – 4.0</td>
<td>100</td>
</tr>
<tr>
<td>3.5 – 3.79</td>
<td>95</td>
</tr>
<tr>
<td>3.0 – 3.49</td>
<td>90</td>
</tr>
<tr>
<td>2.5 – 2.99</td>
<td>85</td>
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</tbody>
</table>
What happen if you post beyond the number of posts required that week? If you exceed the required number of posts, your best (highest point value) posts would be the ones used to calculate your average. For example, if there were 5 required posts and you actually posted 7 times, your 5 highest point value posts would be used to calculate your average.

**Detailed information on how discussions are graded is also available in the “Grading Discussions” link (that link is available within the Discussions tab on the left hand side of the course homepage). It is essential that you understand how you will be graded. Post a question or send me an e-mail if you have any questions about grading. Since each discussion ends and closes on Sunday, discussions cannot be made-up. If you do not participate during any week, you will receive a grade of zero for that week.**

**NOTE:** There is no “Extra Credit” available in this course. You will be evaluated on your performance on the above assignments only.

**Attendance, Preparation and Participation:**

Students are expected to do all of the reading, submit quizzes and tests on or before the date they are due and to actively participate in course discussions.

All assignments are due as indicated on the syllabus. **Quizzes and exams turned in past the due date will be accepted, but with an automatic ten point late penalty.** I realize that unanticipated crises do sometimes happen. If this is the case, contact me as soon as possible so that we can discuss your situation. Remember, missed Discussions cannot be made up, since your classmates are no longer reading in that learning unit once it closes.

**If you find it necessary to drop this course, the last day to drop for the Spring 2015 semester is March 21st.**

**USF Sarasota-Manatee Policies and Procedures**

**A. Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the [USFSM Catalog](http://www.usf.edu/fsms/), the USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](http://www.usf.edu/fsms/).
The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://usfsm.edu/disability-services/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of
being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Sexual Misconduct/Sexual Harassment Reporting: USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The Counseling and Wellness Center is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Campus Resources:

Counseling Center and Wellness Center 941-487-4254
Victim Advocate (24/7) 941-504-8599

List of off-campus resources:
Hope of Manatee: 941-755-6805
Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
First Call for Help- Manatee: 941-708-6488
Sarasota & North Port 941-366-5025
Manatee Glens: 941-782-4800

H. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.
## Course Outline

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<th>Module</th>
<th>Week</th>
<th>Dates</th>
<th>Reading</th>
<th>Test</th>
<th>Discussion</th>
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<td>1/5 – 1/11</td>
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<td>Quiz 1</td>
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<td>4 and 5</td>
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<td>Chapter 2</td>
<td>Quiz 2</td>
<td>Two</td>
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<td>2/23 – 3/1</td>
<td>Chapter 4</td>
<td>Quiz 4</td>
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