INSTRUCTOR
Lindsey Wilkinson, Assistant Professor of Sociology, Cramer Hall 217N, 503-725-3975
Email: lindsw@pdx.edu (*Please do not email me through D2L*); Email is the best way to reach me. During the week (M-F) I will check my emails frequently and respond to your email within 24 hours.
Physical office hours: by appointment (Please email me to make an appointment)

COURSE DESCRIPTION
This course is intended to provide students with sociological insight into the construction and experience of gender and sexuality within the U.S. educational system. The course will explore how sex/gender/sexuality influences school experiences and school outcomes as well as how schools shape our sex/gender/sexual identities and our attitudes about sex/gender/sexuality, throughout the life course. This course will emphasize sociological perspectives, but will also integrate psychological, biological, and biosocial understandings of sex/gender/sexuality.

COURSE OBJECTIVES
• To think critically and communicate effectively in written form;
• To develop and practice critical discussion with peers;
• To develop the ability to identify and construct academic arguments, including thesis statements, claims, and evidence
• To understand and apply sociological perspectives to issues related to gender and sexuality in education;
• To understand how the experience of gender and sexuality in education is shaped by social factors such race/ethnicity, social class, religiosity, and place;
• To understand that sex, gender, and sexuality are conceptually distinct yet that they interact to shape, and be shaped by, schooling processes
• To be able to distinguish between sociological, psychological, biological, and biosocial perspectives related to sex/gender/sexuality and education
• To obtain a basic understanding of how to conduct sociological research in education, including how to read, analyze and use research-based information.

REQUIRED TEXTBOOK AND READINGS
• Readings and reading links will be available on D2L.

COURSE WEBSITE
THIS IS A COMPLETELY ON-LINE COURSE. In order to succeed, you must have reliable internet access that will allow you to navigate/search the web, use email, attach and upload documents, and download and save files.

• All course materials and grades will be available on D2L (https://d2l.pdx.edu). I will also use D2L to communicate with the class.
• **PLEASE DO NOT email me through D2L** The best way to get in touch with me is by emailing me directly at lindsw@pdx.edu.
- If you are having trouble accessing your D2L account or do not have an ODIN account please contact the OIT help desk (Smith Memorial Student Union (SMSU) 18) at 503-725-HELP (4357) or help@pdx.edu.
- It is your responsibility to check D2L and your email regularly for important announcements and additional readings.

**COURSE STRUCTURE**
I will post bi-weekly modules on Tuesdays and Thursdays (8 times during the four-week term), which will include the following:
- **Bi-Weekly Instructions**: A brief statement of the week’s theme(s); questions to guide your reading; helpful reminders about due dates and course requirements
- **Bi-Weekly Powerpoints**: Lectures in the form of Powerpoint slides.

**COURSE REQUIREMENTS**
Total Points for 410 students: 400; Total Points for 510 students: 500

- **Requirements for 410 AND 510 students**
  - **Weekly Discussion Participation (100 points)**: There will be four online discussions under “Discussions” on D2L. Everyone is expected to review the posted materials and participate in the discussions. More instructions about discussions will be provided in the bi-weekly instructions.
  - **Quizzes (50 points)**: There will be six quizzes throughout the term that you will complete via D2L. Quizzes will be announced in the bi-weekly instructions posted under course content. Each quiz will be worth 10 points. You will be able to drop your lowest quiz score (I will only count 5 of 6 highest scores). If you miss a quiz for a reason other than a university approved reason, you can “make up” the quiz by doing extra credit (see below). You will have 30 minutes to complete each quiz once you begin. You will have an available window of 2 days to complete the quizzes.
  - **Response Paper (50 points)**: You will be required to write an academic argument in response to a course reading or course material presented via the powerpoint slides. Your response paper should be 1-1 ½ page, single-spaced pages. In the first paragraph of your paper, briefly summarize the main points of the course material you are responding to, especially the points that are relevant to your argument. Be sure to tell me what course material you are responding to. In the rest of your paper, provide your reactions to the course material through the construction of an academic argument that integrates at least one theory or one piece of supporting evidence presented in course readings or lecture. You may also choose to support your argument through evidence/theory you find outside of the course materials. An academic argument includes 1) a thesis statement with a question and a position and 2) at least one claim that is supported by 3) evidence or theory. By evidence I mean findings based on empirical research, not merely your own anecdotal evidence. For more information about how to make an academic argument see “Establishing Arguments” at http://owl.english.purdue.edu/owl/resource/588/01/ or please ask me. An academic argument is not merely a summary. You must use course material (or outside material) to make a sociological argument. Also, you must cite the material from which you obtain the evidence or theory you use in your paper (this includes an in-text citation indicating Author and page # and a full external citation).
**Your response paper will be due on the Monday following the day your chosen course topic was assigned. You will be required to post your response paper in a discussion forum on D2L that your classmates will be able view.**

- **Exams (200 points):** We will have two exams (a mid-term and a final) via D2L. Each exam will consist of 50 multiple choice or T/F questions worth 2 points each. A review sheet will be provided before each exam. You will have 2 hours to complete each exam once you begin. You will have an available window of 4 days to complete the exam. There will be no make-up exams except in extreme circumstances (e.g. death in the family, serious illness) accompanied by written documentation. If you do need to make up an exam, contact me as soon as possible. If you do not contact me before the exam, you will have to provide a documented reason why you could not contact me.

- **Extra Credit (5 points):** Five extra points will be given to those who fill out profiles on D2L during the first week of the class. In order to receive the extra credit, you will have to answer all of the items and upload a picture of yourself that your face can be recognized.

- **Additional Extra Credit (10 points):** You can complete an optional response paper for up to 10 points extra credit. Extra credit response papers will be due by the last day of the course (August 16th, by 5 pm).

➢ **Requirements for 510 students ONLY**

- **Presentation (100 points):** Review the course topics in the “Course Schedule” (below) and identity a topic related to gender, sexualities and schooling that is NOT covered in the course (or that is covered somewhat superficially). You will need to present the details of your research to the class using Powerpoint or a similar medium -- about 15-20 slides but no more than 30 slides. Please email me with your topic by July 26th (Friday by 11:59 pm). I will then schedule the presentations (indicate when you need to have them posted on D2L).

### Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100% (Excellent)</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>86 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>82 - 85% (Good)</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 81%</td>
</tr>
<tr>
<td>C+</td>
<td>76 – 79%</td>
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<tr>
<td>C</td>
<td>72 – 75% (Satisfactory)</td>
</tr>
<tr>
<td>C-</td>
<td>70-71%</td>
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<tr>
<td>D+</td>
<td>66 – 69%</td>
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<tr>
<td>D</td>
<td>62-65% (Inferior)</td>
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<tr>
<td>D-</td>
<td>60-61%</td>
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<tr>
<td>F</td>
<td>≤ 59 (Failure, no credit)</td>
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<td>P</td>
<td>≥ 70%</td>
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### COURSE POLICIES

**Net Etiquette:** In all of your course communications, whether formal or informal, you are required to observe the rules of netiquette. These include the following:

**General Net Etiquette Rules from Portland State:**

- Avoid using all CAPS as it can give the impression that you are shouting. If you want to emphasize a point, use *asterisks* around a word.
Avoid personal attacks, otherwise known as "flaming." If you read a message that you suspect might be a personal attack, resist the temptation to fire off a response. Instead, let your response sit before sending or request that your instructor resolve the situation. If you disagree with a fellow student, describe your perspective clearly and politely rather than primarily criticizing her/his comments. Avoid any personal criticism or potentially offensive language.

Additional Net Etiquette Rules:
- Be respectful when making a comment or responding to others’ comments. This rule is the same as for face-to-face classroom behavior. However, as we are not going to have body language and tone of voice in our online communications, please use formal English appropriately.
- Be extra polite, careful, and kind about how you express yourself while positing to a discussion board or emailing me.
- Avoid that thousands-word lengthy post, and avoid posting dozens of messages a week. In the interests of time only, which I know none of you have enough of, please work on being succinct.
- Avoid the twitter and text message abbreviations. Not everyone knows them.
- Finally, if you run into any netiquette-related problems—if something has offended or hurt your feelings, for instance—please e-mail me directly about it. I would like to be aware of any problems.

Requirements for Papers. Papers should be typed using 12-pt font and 1-inch margins. All papers should include your name and the name of the assignment (e.g., Response Paper) at the top of the page. All papers should be checked and corrected for spelling and grammar errors. You may be marked down if you have multiple spelling and/or grammar errors. The PSU Writing Center is a great resource. Please take advantage of it: (http://www.writingcenter.pdx.edu; 188F Cramer Hall, (725.3570).

Plagiarism. Plagiarism is a serious offense than can result in a failing grade and other serious consequences, including expulsion. Plagiarism occurs when you utilize the ideas, expressions, phrases or words of another person without correctly citing that person or source. Make sure you understand how to correctly cite sources, including when and how to paraphrase and quote. I expect you to cite all sources used in all assignments assigned for this course. I am not picky about which format you use to cite sources; however, I do require that you choose one (e.g., MLA, APA) and use it correctly and consistently, integrating both internal and external (e.g., works cited/reference list) citations. There are many on-line sources that document proper citation format. (http://www.pdx.edu/dos/conductcode#ProscribedPSU).

In the context of this course, the first incident of academic dishonesty will result in a zero for the task. Any further future incidents will result in an F for the course.

Academic Accommodations: If you have a physical, psychiatric/emotional, or learning disability that may impact your ability to carry out assigned course work, please contact the Disability Resource Center (DRC) and arrange appropriate academic accommodations that you may require as a student with disability. The DRC is located in 435 Smith and can be contacted at 725-4150 or by email at drc@pdx.edu. Visit their site at http://www.drc.pdx.edu/.

Recommended Materials
Here are some helpful on-line grammar and writing resources:
The OWL at Purdue University
Resources to Help You Succeed at PSU

Writing Center (http://www.writingcenter.pdx.edu)
One-on-one help with writing, on a drop-in or appointment basis
188F Cramer Hall, 725.3570

Millar Library (http://www.lib.pdx.edu)
Reference desk, phone, IM, email, 24/7 chat: http://library.pdx.edu/askus.html
Research guides, research survival guide: http://library.pdx.edu/researchguides.html

Undergraduate Advising and Support Center (UASC) (http://www.pdx.edu/uasc)
Drop-in advising hours are Monday-Friday, 10-3 (subject to change) OR call to schedule an appointment. 425 SMU, 725.4005, askuasc@pdx.edu

Student Health and Counseling Center (SHAC) (http://www.shac.pdx.edu)
Counseling, psychological evaluation and intervention, testing services, and all health-related concerns. 1880 SW 6th Ave., 725-2800

Course Schedule
(subject to change)

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<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Exams &amp; Due Dates</th>
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| **Week 1** | **Tues., July 23rd**  
Introduction to course  
Theoretical perspectives: Studying schools, gender, and sexuality | Mickelson (2012); Gamoran (2001)  
Epstein and Sears (1999) | Quiz #1 Opens (7/23) |
|            | **Thurs., July 25th**  
Life course theory and sexual scripting                                | Carpenter (2010); Gagnon and Simon (1973)                                                  | Quiz #2 Opens (7/25) |
| **Week 2** | **Tues., July 30th**  
Infancy/toddler years and socializing institutions  
“Schooling” vs. Schools                                                     | Udry (2000); Spiegel (2008); Belkin (2009)                                                 | Quiz #3 Opens (7/30) |
|            | **Thurs., August 1st**  
Pre-K and Kindergarten  
Learning/Doing Gender                                                      | Farkas (2003); Hakim (2010); Thorne (2000)                                                 | Exam #1 Opens (8/1) |
| **Week 3** | **Tues., August 6th**  
Elementary and Middle School Years  
Sex Education in (and out) of the curriculum; Boy vs. Girl Brains?           | Tyre (2006); Belenky et al. (1986); Rudolph (2002); Collins et al. (2002); Tolman (1994); Elliott (2010); Rabin (2012) | Quiz #4 Opens (8/6) |
|            | **Thurs., August 8th**  
High School and Early Adult Experiences  
Heteronormativity; Social Class, Place/Race, and Religion                    | Graves (2009); Morris (2008); Pascoe (2005); Wilkinson and Pearson (2013); Kosciw et al. (2009); Sherkat (2013); DelFattore (2012) | Quiz #5 Opens (8/8) |
| **Week 4** | **Tues., August 13th**  
Higher Education  
Influence on Identity and Sexual Experiences; Gender Inequality?: If so, how and where? | Rosin (2012); Renn (2010); England and Li (2006); Riegle-Crumb et al. (2012) | Quiz #6 Opens (8/13) |
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| Thurs., August 15th | **Influences of schooling throughout the life course**  
*Labor Market, Family Formation, and Work-Family Conflict* | Ueno et al. (2013); Blandford (2003); Barkhorn (2013); Slaughter (2012); Rhoton (2011) | Exam # 2 Opens (8/15)           |