INSTRUCTOR
Lindsey Wilkinson, Associate Professor of Sociology, Cramer Hall 217N, 503-725-3975
(Pronouns: He, him, his)
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.

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 gender and sexualities influence schooling experiences, including educational outcomes and the effects of education by gender over the life course. The course will also explore how schools shape the construction of gender and sexual identities as well as attitudes toward diverse genders and sexualities. While this course will emphasize sociological perspectives, it will also integrate psychological, biological, and biosocial understandings of sex/gender/sexuality.

COURSE OBJECTIVES
• To understand and apply sociological perspectives to issues related to gender and sexuality in education;
• To understand how the experiences of gender and sexuality in education are shaped by social factors such as race/ethnicity, social class, religiosity, and place;
• To understand that sex, gender, and sexuality are conceptually distinct yet 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 sociological research in education is conducted, including how to read, analyze and use research-based information;
• 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.

REQUIRED TEXTBOOK AND READINGS
- All readings and web 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, usually through “News” on D2L.
- **PLEASE DO NOT email me through D2L** The best way to get in touch with me is to email 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 Mondays and Wednesdays (8 times during the four-week term), which will include the following:
- Questions to guide your reading; reminders about due dates and course requirements
- When necessary, PowerPoint slides summarizing course material and information not found in the assigned course material
- Links to quizzes and discussions (you can also access quizzes and discussions by going to the “Activities” pull-down menu).

COURSE REQUIREMENTS
Total Points for 410 students: 300

- **Weekly Discussion Participation (100 points):** There will be four online discussions under “Discussions” on D2L, each worth 25 points. 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 (100 points):** There will be four quizzes throughout the term that you will complete via D2L. There will be links to quizzes in the bi-weekly instructions posted under course content. You can also access quizzes using the “Activities” pull-down menu. Each quiz will be worth 25 points. 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 60 minutes to complete each quiz once you begin, and you will have two attempts at each quiz. You will have one week to complete the quizzes. Quiz questions will be heavily based off of reading guides I post in course content.

  o **Application Paper (100 points):** You will be required to complete any one (1) of the following short paper options. Application papers are due by the end of Week 4 (by 11:59 pm July 19th) in the D2L dropbox. Your application paper should be 3-4 double-spaced pages. All papers will be evaluated based on, along with your ability to address the question prompt, composition and mechanics and proper essay format (introductory paragraph with thesis, well organized body paragraphs, evidence supporting claims, in-text citations with Reference List using APA format, and a conclusion).

Total Points for 510 students: 400

- 510 students must complete the above 410 requirements as well as an additional application paper (for a total of 2 @ 100 points each). See below for application paper options. All application papers are due by 11:59 pm on July 19th.

**Application paper options (choose one):**

1. **Response Paper.** A response paper includes a brief summary of any course material presented in class (e.g., a specific article or video), followed by a response to the material in the form of an academic argument. In the first part 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 evidence in support of your argument. Your evidence can come from other material presented in the class as well as outside sources. The more sources you have to support your argument, the stronger your argument will be. Your sources
need to be appropriately cited (this includes an in-text citation indicating Author and page # and a full external citation).

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. 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.

2. Comparative Analysis of Articles. Find a research article (in a peer-reviewed sociology journal) on a topic covered either in class readings or powerpoints. This article must reflect a sociological approach to gender, sexuality, and schooling, so please don’t pick an article that doesn’t take a sociological perspective. Here are some good sociology journals to consider:

   Sociology of Education
   Sociological Quarterly
   Sociological Perspectives
   American Sociological Review
   American Journal of Sociology
   Social Science Quarterly
   Gender & Society

Next, find one article, preferably on the same general topic as the academic article selected (above), from a popular newspaper or magazine such as The New York Times or Newsweek. Both articles must have been published in the last 18 months.

Using these two articles (the academic journal article and the article from the popular press), write a comparison paper (3 to 4 typed, double-spaced pages) in which you:

   o Summarize the articles
   o Provide a comparison and contrast of how a sociologist and journalist approach the subject (for example, what is considered convincing evidence? What are the differences in the amount of attention given to structural issues and to the larger social context of the problem? What are the differences in the sophistication of the causal reasoning?)
   o Make sure to fully cite each article in a works cited page (provide web links if possible)

3. Cross-Cultural Comparison. Identify one or two aspects of the U.S. educational system (related to gender and/or sexuality) that have been brought to light, either directly or indirectly, through this course. Then select a country other than the U.S. and learn about these aspects of this country’s educational system. Write a report (3-4 typed, double-spaced pages) summarizing your findings and offering comparison/contrast between the U.S. and the country you have chosen. Some ideas of things to focus on (these are just ideas):

   - Gender socialization
   - Occupational outcomes by gender and educational attainment
   - Who has access to what levels of education, by gender, and do educational expectations vary by gender?
   - Hidden curriculum as it relates to gender and/or sexuality
   - Single-sex schooling
   - Recognition of LGBTQ students in K-12 or college settings
   - Sex education
4. Educational “Problem” and Policy Analysis. Identify an educational problem, inequality, or issue related to gender and/or sexuality that has been brought to your attention, either directly or indirectly, in this course. Write a paper (3-4 typed, double-spaced pages) briefly describing the problem, including why you see it as a problem, and suggest how an educational (or non-educational) policy (e.g., single-sex schooling, new sex ed curriculum, desegregation of schools, etc.) may or may not help to alleviate this problem.

- **Extra Credit (25 points):** You can complete an extra application paper for up to 25 points extra credit. Extra credit application papers will be due by July 19th at 11:59 pm.

**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%</td>
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<tr>
<td>A-</td>
<td>90 – 93%</td>
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<tr>
<td>B+</td>
<td>86 – 89%</td>
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<tr>
<td>B</td>
<td>82 - 85% (Good)</td>
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<tr>
<td>B-</td>
<td>80 – 81%</td>
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<tr>
<td>C+</td>
<td>76 – 79%</td>
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<tr>
<td>C</td>
<td>72 – 75% (Satisfactory)</td>
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<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:**

- 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 or instructor, describe your perspective clearly and politely rather than primarily criticizing her/his comments. Avoid any personal criticism or potentially offensive language.
- 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 posting to a discussion board or emailing.
- 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.

**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, using APA citation format. There are many on-line sources that document proper citation format. In the context of this course, the first incident of academic dishonesty will result in a zero for the task. Any further 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. 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 for Writing Help**
Here are some helpful online grammar and writing resources:

- **The OWL at Purdue University**
  http://owl.english.purdue.edu/owl/resource/679/01/

- The University of North Carolina at Chapel Hill Writing Center
  http://writingcenter.unc.edu/handouts/

- **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

- **The PSU Writing Center Online Resources**:
  http://www.writingcenter.pdx.edu/resources/index.php

**Other Resources to Help You Succeed at PSU**

- **Millar Library** (http://www.lib.pdx.edu)
  Reference desk, phone, IM, email, 24/7 chat: http://library.pdx.edu/askus.html

- **Advising and Career Services** (http://www.pdx.edu/advising/home)
  Drop-in advising hours are Monday-Friday, 10:30-11:30 and 1-2:30 (subject to change) OR call/email to schedule an appointment: 402 University Services Building, 725.4005, askACS@pdx.edu

- **Student Health and Counseling Center (SHAC)** (http://www.pdx.edu/shac/)
  Counseling, psychological evaluation and intervention, testing services, and all health-related concerns
  1880 SW 6th Ave., Health and Counseling: 503.725.2800; Dental: 503.725.2611; Testing: 503.725.5301

- **Women's Resource Center (WRC)**
  The Portland State University Women's Resource Center advocates for the best educational and campus experience for all members of our community. The WRC seeks to advance social justice, personal empowerment for all self-identified women, and a safe and healthy campus. The WRC is open Monday through Friday from 9:00-5:00pm, and is located in the basement of the Montgomery Housing Building. The main entrance is located in the Montgomery Courtyard. You can contact the WRC by phone (503-725-5672) or email wrc@pdx.edu.

If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU’s Enrollment Management & Student Affairs: Sexual Prevention & Response website at http://www.pdx.edu/sexualassault/. PSU’s Student Code of Conduct makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions, up to and including suspension and expulsion.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Mon., June 22nd</th>
<th><strong>Theoretical perspectives: Studying schools, gender, and sexuality</strong></th>
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<tbody>
<tr>
<td>Wed., June 24th</td>
<td><strong>Theories of Gender; The Importance of the Life Course</strong></td>
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<tr>
<td></td>
<td>Readings</td>
<td>Assignments</td>
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<td></td>
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<td>Quiz #1 Opens (6/22)</td>
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| Week 2 | Mon., June 29th | **Infancy/toddler years**  
Learning/doing gender at home; sex vs. gender differences |
|--------|-----------------|---------------------------------------------------------------|
| Wed., July 1st | **Early Educational Experiences**  
Learning/doing gender at school and with peers |
| | Readings | Assignments |
| | | Discussion #2 and Quiz #2 close 7/5 at 11:59pm |

| Week 3 | Mon., July 6th | **Adolescent Years**  
Stereotype threat; Sex education in (and out) of the curriculum |
|--------|-----------------|---------------------------------------------------------------|
| Wed., July 8th | **High School**  
Heteronormativity; Experiences of gender/sexuality across social class, place, race, and religion |
<p>| | Readings | Assignments |
| | | Discussion #3 and Quiz #3 close 7/12 at 11:59pm |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>Mon., July 13th</strong></td>
<td>1) England and Li (2006); 2) Renn (2010); 3) “Rutgers Coach Mike Rice…”</td>
<td>Discussion #4 Opens 7/13</td>
</tr>
<tr>
<td></td>
<td>College sports</td>
<td>1) Pettit and Western (2014); 2) Khazan (2014); 3) Rhoton (2011)</td>
<td>Discussion #4 and Quiz #4 close 7/19 at 11:59pm</td>
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<td></td>
<td><strong>Wed., July 15th</strong></td>
<td>4) Ueno et al. (2013)</td>
<td>*Application Paper DUE by 7/19 at 11:59pm *</td>
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<td></td>
<td>Influences of gender &amp; schooling throughout the life course</td>
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<td>Labor Market, Criminal Justice System, Family Formation, and Work-Family Conflict</td>
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