Dear SOC/WGS 327 Students,

I just wanted to say hello and introduce myself. I am so glad you have signed-up for this class. I am looking forward to sharing my knowledge with you, learning new information alongside of you, and engaging in interesting dialogue throughout the term. Importantly, each of you brings your own unique perspective based on your lived experience—your family background, socioeconomic status, culture, current situations, values, and spiritual beliefs. My overarching goal is to create an atmosphere of learning, collaboration, inclusivity, understanding, and respect. Regardless as to whether our views are the same or different, together we can develop a greater appreciation of the ways in which gender and sexualities influence our world and our own lives.

Developing a sociologically informed understanding of gender and sexualities will help you clarify your own personal attitudes, goals, and values, it will help you seek positive relationships with others, improve the quality of your relationships, and make better choices leading toward a more fulfilling life. Being educated on these issues will increase your understanding of people whose decisions and lifestyles are different from your own. Issues around gender and sexuality are sensitive, complex, and ever-changing. In the end though, this class is science-based and you will expect to know and will be tested on the results and conclusions generated by trained social scientists who work at academic institutions, government agencies, and policy centers.

As you will see from my website, my areas of research are gender, families, and demography. I study broad trends in family life such as cohabitation, fertility, divorce, and remarriage. Some of the topics I am currently researching are stepfamily laws and policies, motherhood, and health, specifically women’s use of alcohol during COVID-19. Please don’t hesitate to contact me regarding the format of the class or any of the topics in your reading. You may also set up an appointment with meet with me in person in my office in East Hall. I’m looking forward to working with you all!

Dr. Susan Stewart
COURSE DESCRIPTION AND OBJECTIVES

Catalog Description: Gender and Sexualities in Society (Cross-listed with WGS). (3-0) Cr. 3. F.S.SS. Prereq: Soc 134. Meets U.S. Diversity Requirement

This course challenges students to develop a foundational understanding of the role of gender and sexuality in society. Students will explore the biological, social, and cultural meanings of gender and sexuality and their intersections with class, race/ethnicity, ability, socioeconomic status and other identities. The course covers contemporary social science research, theories and feminist perspectives as they relate to gender and sexuality, and explores gender and sexuality within families, education, the media, politics, and the economy but nationally and globally.

Course Objectives. After completing this course, students will be able to do the following:

1. Understand and articulate the core concepts, theories, and trends related to the sociological study of gender and sexualities in society, both in the U.S. and abroad.
2. Understand and articulate how gender and sexualities dynamics are influenced by race, ethnicity, class, ability, socioeconomic status, and other identities, and how historical, cultural, and social forces affect these dynamics.
3. Understand and articulate how gender and sexualities influence your own relationships, goals, and interactions with society as a whole.

NOTE ON COURSE CONTENT

Controversial topics: Throughout this semester, we will be discussing material that may be controversial, uncomfortable, or emotional for some students. If you think that any of the course content is likely to be emotionally challenging for you, I will discuss any concerns you may have before the subject comes up in class. Furthermore, if you ever wish to discuss your personal reactions to course material, I will be more than happy to speak with you.

Everyone brings a unique set of experiences and knowledge to the conversation. The ideas and issues we discuss will often have direct bearing on our day-to-day lives and personal experiences. It is appropriate to share these connections, but all discussion must remain connected to our course readings. In this class, you are under no pressure to share personal experiences, and should share only those you are comfortable discussing in a public forum such as this classroom. There is no reward or penalty for holding a particular set of beliefs in this class. However, it is important to be clear about what we believe and why, and that we seek to understand alternative perspectives. Your comments should be factual, constructive, and free from harassing statements. You are encouraged to disagree with me and your classmates, but such disagreements need to be based upon facts and documentation, rather than prejudices and personalities. It is my goal to promote an atmosphere of mutual respect in all aspects of the course. Please contact me if you have suggestions for improving the classroom environment.

Personal safety: If you ever feel the need to step outside during a class discussion, you may always do so without academic penalty. However, you will be responsible for any material you
miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

**Name, gender identity, and/or gender expression:** I am provided with a class roster with each student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please let me know early in the course so that I can make appropriate changes to my roster.

**ISU’s Guidelines for Creating an Inclusive Classroom:**

**COURSE REQUIREMENTS AND DUE DATES**

**Required Reading**

**Composition of Grade**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Student Engagement</td>
<td>20%</td>
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<tr>
<td>Chapter Quizzes (13)</td>
<td>20%</td>
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<tr>
<td>Other Assignments</td>
<td>30%</td>
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<td>Midterm &amp; Final Exams</td>
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<td><strong>Total</strong></td>
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1. **Student Engagement (20%):** Student engagement is measured through being involved in the class. *This is an in-person class. I expect you to be present and contributing to the class learning environment.* Engagement includes attendance, listening, participating in large and small group discussions, taking notes, and asking questions. You will give yourself an engagement grade based on these items at the midterm and end of the semester, and I will be taking notes on engagement as well. Your self-assessment should include a justification of your assessment including examples of your participation in the form of a reflection of about one page.

**Discussion Guidelines:**

- Anonymity—Issues that are raised in class should not be discussed with others outside of the classroom to ensure that information of a personal nature that people share in class will not spread around campus. I also ask that students’ names and other identifying characteristics not be used.
- No assumptions will be made or questions asked regarding classmates’ sexual and gender identities. Students may disclose only if they choose to do so.
- Respect for all ideas, with no attacks or blame
- Speak from personal experience, avoid generalizations, and do not attempt to speak for others.
• Share airtime—take turns speaking. Use the “3 before me” rule.
• Active listening—When you do not have the floor, give the person who is speaking your full attention.
• “Try on” ideas that you might automatically reject

2. **Chapter Quizzes (20%)**: There are quizzes covering the material from your textbook. There are 20 multiple choice or true/false for each chapter. These will be timed (1 hour) but are open-book and you will complete these on Canvas. You can complete your quizzes any time, **so long as you have them in by the due date**. Because they are timed, it is important to have done the reading beforehand—you will run out of time if have to you look up each answer. All quizzes are due by **11:59 pm** the day they are due.

3. **Other Assignments (30%)**: The course will include a number of additional assignments. All are due by **11:59 pm** the day they are due.

   **Book Review and Critique**: Each student will select a book (fiction, non-fiction, memoir) having to do with gender and sexualities. I have a list of acceptable books and students can select a book not on the list **with my approval**. We will work on these over the course of the semester.

   **Current Events Article**: Each student will present one current events article to the class, accompanied by a one-page summary and reflection that includes a link to the article. These are not academic journal articles, but articles from the mainstream popular media (e.g., *New York Times*, *CNN News*, *the BBC*) and other common sources of news from newspapers, television, or the internet. See me if you are unsure about your article.

   **Discussions and Discussion Posts**: Sometimes students will sometimes take part in specific discussions in class or on Canvas. I will say in class or post an item for discussion based on the reading, a video, or other gender and sexualities related issues. You are expected to provide a response of one robust paragraph of about 5 sentences. You can either submit an original post, or expand upon another student’s post. If you choose the latter, make sure to **add new information** to the discussion and be respectful of others’ point of view. You can post more than once if you’d like to add or clarify your post or again respond to something brought up in the discussion. Please do not direct your posts to specific students (i.e., “call out”) or “reply” to individual students. Should you want to mention the experiences of friends, family members, or others, **do not refer to them by name**—use a pseudonym or say, “my friend” “a person I know,” etc.)

   **Please let me know right away if you have any trouble with the video links. It is your responsibility to make sure they work on your computer in advance of the assignment**

**Extra Credit**: Students have the opportunity to receive extra credit (2 points on your final grade) for attending a university or community event having to do with gender and sexualities. Student will write a one-page summary and reflection specific to that event. Prior approval by me is required.
4. **Midterm and Final Exam:** These are not proctored exams and you will take them on your own through Canvas. You will be allowed 2 hours. You can use your book, notes, and PowerPoints. There will be 30 multiple choice questions (60%) and 4 essays (40%). Bullet points on essay questions are not allowed. Essay questions should be a half a page to a page in length. **Make sure you answer all parts of the question.** All video clips and links to articles in PowerPoints are covered on the exam (unless I tell you otherwise). The final exam is not cumulative

**Due dates:** Late work is not accepted. A death or serious illness in the family, personal illness, religious holiday, university field trip, or participation in officially sanctioned university event is considered a *valid, excused absence.* If you miss a class, quiz, or other assignment you must let me know immediately. It is your responsibility to keep me informed in these instances and work with me to resolve the issue.

**Grading criteria for all coursework:** Your goal is to be clear and concise—you should be able to answer the questions in that amount of space. You will be graded on a 3-point scale: 90-100% is a *great* job (answers questions completely and correctly and justifies answer with specific examples from the video); 80-89% is an *adequate* job (answers questions mostly completely and correctly and mostly provides support with examples from the video); and 70-80% is an *inadequate* job (answers are often incorrect, incomplete, and few examples are provided). Papers will be graded on content and *style* (e.g., proper spelling, punctuation, sentence structure).

**POLICY ON ELECTRONIC DEVICES:** Computers, tablets, and cell phones may be used in class for coursework only. They are not to be used for texting and social media.

**POLICY ON BAD WEATHER:** On stormy days, check your email to see whether or not we have class. If you don’t see an email, then assume class is on.
UNIVERSITY POLICIES

Academic dishonesty and plagiarism
All of you have what it takes to succeed in this course without engaging in academic misconduct. Do not jeopardize the hard work you will put into this course!

All acts of dishonesty in any work constitute academic misconduct. The Student Disciplinary Regulations will be followed in the event of academic misconduct. Academic dishonesty is grounds for failure in this course as well as probation, suspension, and/or expulsion from Iowa State. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing attempt to help another student commit an act of academic dishonesty. Academic dishonesty includes but is not limited to each of the following acts when performed in any type of academic or academically related matter, exercise, or activity: Obtaining unauthorized information, Tendering of information, Bribery, Misrepresentation, and Plagiarism. For more information, please visit the Academic Misconduct section of the ISU Catalog.

Course material is copyrighted material. This means that posting any course content (including but not limited to notes, quizzes, discussion questions, papers, or textbook chapters) on file sharing websites such as Course Hero or other file-sharing sites is strictly prohibited. Any student that posts course information on any website will be reported to the Dean of Students Office.

All assignments must be your original work. Make sure to cite all your sources in your papers. Submitting a paper you wrote for another class or copying and pasting sections of a paper you already wrote for SOC/WGS 327 or another class is also considered plagiarism. If you are uncertain about what plagiarism means or have citation questions, please ask me. The Parks Library also has a page especially dedicated to citation resources.

Free Expression
Iowa State University supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

Discrimination and Harassment
Iowa State does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to the Office of Equal Opportunity, 3410 Beardshear, 294-7612, Hotline 294-1222, eooffice@iastate.edu

Religious Accommodations
Iowa State welcomes diversity of religious beliefs and practices and recognizes the contributions differing experiences and viewpoints can bring to the community. If an academic requirement
conflicts with religious observances and practices, you may request a reasonable accommodation for religious practices in writing. I will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course. For more information, please contact the Dean of Students Office, 294-1020, or the Office of Equal Opportunity, 294-7612.

Student Conduct Code
Iowa State recognizes that the transmission of knowledge, the pursuit of truth, and the development of individuals require the free exchange of ideas, self-expression, and the challenging of beliefs and customs. In order to maintain an environment where these goals can be achieved safely and equitably, Iowa State promotes civility, respect, and integrity among all members of the community. Violations will not be tolerated and will lead to disciplinary action.

Principles of Community
Students are responsible for living the tenets established in Iowa State’s Principles of Community: Respect, Purpose, Cooperation, Richness of Diversity, Freedom from discrimination, and the Honest and respectful expression of ideas.

Inclusive Language
All Iowa State publications and communication, whether oral or written, shall use inclusive language and illustrations. Inclusive language refers to language that makes every attempt to include comprehensively all groups in the community. Whenever possible, selection of academic materials will also reflect efforts to uphold this university policy.

Usability, Disability, and Design
I am committed to creating a course that is inclusive in its design. If you encounter any barriers, please let me know as soon as possible so that I can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact Student Accessibility Services, 294-7220, to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist us in improving the usability and experience for all students.

**If you experience a problem with any of the above issues, please email academicissues@iastate.edu**

CAMPUS RESOURCES
The Dean of Students Emergency Notification System is meant to be used as a communication tool for students who are experiencing an emergency and are unable to directly contact instructors.

The Academic Success Center, 1060 Hixson-Lied Success Center, 294-6624, success@iastate.edu, provides a collection of services and programs designed to help you reach your academic goals.
The Writing and Media Center, 208 Carver Hall, 294-5411, writectr@iastate.edu, helps students become effective, confident communicators. They support students during all stages of the writing process, from brainstorming to revising, as well as with oral, visual, and electronic communication. While they can help students identify patterns and trends in their spelling and grammar, they do not provide editing services. They offer one-on-one and group consultations online. To register and schedule an appointment, please visit https://iastate.mywconline.com/.

Student Accessibility Services (SAS) and Iowa State are committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with SAS staff to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as soon as possible to identify a specific, timely plan to deliver and receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. For more information, please contact Student Accessibility Services, accessibility@iastate.edu, 294-7220, 1076 Student Services Building.

Student Health and Wellness: Iowa State is committed to proactively facilitating the well-being of all students. We welcome and encourage students to contact the following on-campus services for assistance regarding their physical, intellectual, occupational, spiritual, environmental, financial, social, and/or emotional needs:

- Student Wellness 294-1099
- Thielen Student Health Center 294-5801
- Student Counseling Services 294-5056
- Recreation Services 294-4980
- SHOP Food Pantry in 1306 Beyer Hall

Students dealing with heightened feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may contact the ISU Crisis Text Line (Text ISU to 741-741) or contact ISU Police, 294-4428.

Green Dot Project: A green dot is any choice, behavior, word or attitude that promotes safety for everyone and communicates total intolerance for power-based personal violence in our Iowa State community. A green dot is anything you do to make our community safer. What is your Green Dot? For more information, please visit http://www.studentwellness.iastate.edu/greendot/

Title IX Reporting: Iowa State is committed to creating an educational, work, living, and campus environment that is free from all forms of sexual harassment, sexual assault, dating violence, domestic violence, stalking, and unlawful discrimination and harassment on the basis of protected class. As a responsible employee, I am responsible for reporting all incidents of prohibited sexual harassment, including sexual assault, stalking, and dating and domestic violence, to Iowa State’s Title IX coordinator. Students may speak to someone confidentially by contacting the following resources:

- ACCESS (Assault Care Center Extending Shelter and Support) 292-0500
• Student Counseling Services 294-5056
• Thielen Student Health Center 294-5801

**NOTE:** By choosing to remain in this class you have agreed to follow the expectations of the syllabus to the best of your ability. See me immediately if for some reason you feel this is not possible.