

Miyazaki International College  
Course Syllabus  
(Fall 2018)

Course Title ( Credits )	SOC 3112: Topics in Sociology: Gender and Society (3 Credits)
Course Designation for TC	N/A
Instructor	Prof. Erik Bond
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Course Description:

Analyzes recent sociological discourses and examines a variety of social phenomena, especially focusing on social transition, change, & globalization as seen through contemporary social theories.

In this course, we will explore the concept and reality of gender from different perspectives, focusing on its role in contemporary, global society. We will begin by discussing biology and how it relates to the cultural narratives we use to frame gender. Then we explore social processes that create differences between gender categories and individuals. We'll pay special attention to the ways that our thoughts, actions, and bodies become "gendered," as well as the agents that contribute to these processes. We'll also look at sexuality, its relationship to gender, and the causes and consequences of gendering sexuality. We'll pay attention to both femininities and masculinities individually and as they relate to one another.

Later in the course, we'll explore how gender differences become gender inequalities. We'll look at how social, political, and economic contexts have shaped these unequal relationships. We'll give special attention to institutions of work, marriage, and childbearing, and we'll compare these institutions and inequalities across class, racial, sexual, and national boundaries.

The class format will consist of structured lectures, group activities, media viewing, and participatory activities. Deliverables in this course will include in-class worksheets, homework assignments, unit quizzes, and occasional presentations. As an introductory course, the course structure will emphasize the skills needed to think and engage as competent, university-level students, and enthusiastic participation will be of the highest importance.

Course Objectives:

By the end of this course, students will be able to identify and discuss complex elements of gender as a social phenomenon, especially as it contributes to and is reinforced by the societies and inequalities in which they live. They will be able to demonstrate these abilities by...

- identifying the gendered components and influences of everyday experiences.
- interpreting those phenomena through sociological conceptions of gender.
- discussing the causes and consequences of gendered social institutions and processes.

Course Schedule		
Day	Topic	Content/Activities
1	Introductions and Syllabus <b>Biological and Scientific Narratives</b> for constructing gender	What is gender to You? Begin reading Story of X; Continue Story of X, reflection, and discussion; Biological narratives of gender; Neurosexism: fact and fiction
2		
3		
4		
5	<b>Social Constructions of Gender</b> Gender Performance Gender non-conformity and flexibility	History of gender in Japan; Becoming a Gendered Body reading; Theories of gender and gender performance; Intersexuality and agender issues; Gender transition experiences
6		
7		
8		
9		
10	<b>Gendering Bodies</b> Sex Education; Socializing and Gatekeeping Gender Dating and Mating Practices;	Gendering parenthood and childhood; Sex education; Gender-based education, bullying, and harassment; Dating and Mating expectations for men and women
11		
12		
13		
14		
15		
16	Working Period	Work on sex & gender project
17	Midterm	'Constructing Gender' project presentations
18	<b>Gendered Inequalities in Public</b> Doing gender in public; Work, government, and personal responsibility	Women's bodies as public bodies; One Way to be a Boy; Gendered suicide; Gendered inequalities in employment; Women in government; Masculinity and Missiles; Where do we place responsibility?
19		
20		
21		
22		
23	Reflection and reporting of work on final project	Working Period
24		Present and discuss work on gender in public
25	<b>Gendered Inequalities at Home</b> Housework and parenting; Reproductive rights	More Different than Similar reading; Sharing reproductive labor; Same-sex couples and gender; Gender, sexuality, and reproductive rights
26		
27		
28		
29	Review and final discussion of work on final project	Semester review and working period for final project on gender inequalities
30		
	Final Exam	Submission of final project

Required Materials:

Pen/pencil, paper, **tablet\*\*\***, binder, access to Moodle, and assigned readings.

**\*\*\*Important Note\*\*\*:**

- It is *extremely important* that you bring a tablet or laptop to *every class*.
- This class will use mobile devices often, including to type assignments.
- Each class period will begin with a writing prompt that you must answer on Moodle
- If you do not have a device that is charged, with internet access, and allows you to type, you may be unable to complete some assignments, affecting your grade.

If you do not have access to a tablet, please talk to me in the first week of class to find a solution.

Course Policies (Attendance, etc.)

Students are expected to attend all classes. Students are allowed a **maximum of 5 absences**, excused or unexcused. After the fifth absence, I will ask you to withdraw from the course because you have missed too much material to pass. In rare cases, you may ask to consider alternative plans, but there must be evidence of extreme circumstances, and even then it is possible you may have to withdraw. In general, coming to class more than 15 minutes late counts as an absence.

You should plan to attend ALL class meetings and complete ALL readings and assignments by the due date given. I will not accept late assignments, quizzes, and exams except in cases of extraordinary excused absences. I will evaluate exceptions on a case by case basis. When you must miss class, you should be sure to check Moodle for new assignments. If you are aware ahead of an upcoming assignment due date that you will be absent, you should submit the assignment early, either in person or by email.







I will not tolerate academic dishonesty (i.e., plagiarism, cheating, etc.) in this course. Anyone caught cheating or plagiarizing will receive an F in the course. Please see the College Bulletin for a description of college expectations and for actions considered unacceptable with reasonable cause.

If you have any difficulties in this course, including learning disabilities, physical or mental disabilities, stress or anxiety, or other personal problems, please seek help.

- I am happy to help you. Please talk to me in class or office hours, so I can support you.
- There are also counseling services available. Please see Masashi Toyama in the General Affairs Office for more information.

I retain the right to alter the course schedule as necessary. Students will be given adequate notice of these changes.

Class Preparation and Review	
Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.	
Grades and Grading Standards	
You will be evaluated upon your performance in (1) Participation & Homework, (2) Quizzes, (3) a Midterm, (4), and (5) a Final Exam.	
<b>(1) Participation &amp; Homework</b>	<b>20%</b>
Good participation means that you show you are actively involved in class by speaking in English with your classmates, asking for help, answering questions, and making notes from the whiteboard. You will also be graded on how well you complete classwork. This could be reading a text in class, discussing or summarizing a text with classmates, dictionary skills, or vocabulary work.	
<b>(2) Quizzes</b>	<b>20%</b>
There will be 4 unit quizzes each for 5%.	
<b>(3) Midterm</b>	<b>20%</b>
The midterm evaluation will be based on a poster presentation.	
<b>(4) Presentation</b>	<b>20%</b>
There will be a presentation and discussion before the new year break.	
<b>(5) Final</b>	<b>20%</b>
The final exam will cover all of the skills that you learn during the semester.	
<b>Total</b>	<b>100%</b>
Methods of Feedback:	
Feedback will be provided verbally in class and during office meetings, informally via email, through marks on students' assignments, grades, and (where necessary) in formal writing.	
Diploma Policy Objectives:	
Work completed in this course helps students achieve the following Diploma Policy objective(s): DP1: Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought) DP2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations DP3. The ability to identify and solve problems DP4. Advanced communicative proficiency in English DP5. Proficiency in the use of information technology	
Notes:	

<p>文部科学省から採択された 大学教育再生加速プログラム</p> 	Ability to Identify & Solve Problems	 <p>Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.</p>	 <p>Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.</p>	 <p>Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships</p>	 <p>Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis</p>	 <p>No Attempt</p>
	Information Gathering					
	Assessment of Credibility					
<p>Advanced Communication Proficiency</p>	Public Speaking	<p>Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.</p>	<p>Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.</p>	<p>Able to answer questions and give basic information. However, inconsistent intonation and stress may sometimes make their responses difficult to understand or interpret.</p>	<p>Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.</p>	<p>Insufficient effort or evidence of achievement</p>
	Social Skills					
	Professional Skills					
<p>Global Perspectives</p>	Cultural Relevancy	<p>Fully engaged in current events and shows an understanding of social inequalities and cultural differences.</p>	<p>Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.</p>	<p>Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.</p>	<p>Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.</p>	<p>Insufficient effort or evidence of achievement</p>
	Awareness of Current Events & Global Issues					
	Reading					
<p>English Language Ability</p>	Writing	<p>Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.</p>	<p>Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.</p>	<p>Adequate English ability; must reference dictionary often</p>	<p>Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions</p>	<p>Insufficient effort or evidence of achievement</p>
	Oral Communication					
	Reading					
<p>Japanese Language Ability</p>	Writing	<p>Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.</p>	<p>Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.</p>	<p>Adequate oral and written communication; tends to have difficulty clearly expressing ideas.</p>	<p>Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions</p>	<p>Insufficient effort or evidence of achievement</p>
	Oral Communication					
	Reading					