Mission Statement: Walla Walla Community College inspires students to discover their potential and to achieve their goals by providing diverse and challenging learning opportunities.

Vision Statement: Walla Walla Community College will be one of the most innovative, professional, and successful service-oriented rural community colleges in the United States based on its performance in meeting student needs and public expectations.

Course Description

SOC/WST 220 Gender and Society Overview:

Gender is a central feature of social life. Enhances students' recognition of the pervasiveness and complexities of a sex and gender system, predominately focusing on our own society. Gender is explored on three levels to include as a system of social relationships in which gender interacts with, and influences, institutional structures; as what people do in social interactions; and as an attribute by individuals for self identification. Student may not earn credit for both SOC 220 and WST 220. Recommended: READ 098.

Text

Required: 

Course Learning Objectives

Core Learning Outcomes

- Think critically about the architecture of our sex and gender system.
- Achieve a balanced examination of the lives and experiences of both women and men.
- Acknowledge the complexities and pervasive influence of gender.
- Incorporate insights drawn from the course into thinking about gender identity, the role of gender in intimate relationships as well as in social institutions such as the workplace, education, and the family.
- Uncover the links between gender and other asymmetric systems (e.g., race, ethnicity, social class, sexual orientation).
Teaching Strategies

The following performance objectives are provided as a focus for learning in the Gender and Society course. The purpose of class sessions is as follows:

- Make practical application of the information so students obtain the desired learning outcomes.
- Discuss and debate the material addressed in the text.
- Discuss and assimilate the completed assignments.
- Evaluate the complexities of a sex and gender system.

I am here to assist you in your educational experience; your success in this course is of primary importance to me. My fundamental objective is for you to learn as much as possible about the complexities of a sex and gender from a sociological viewpoint. Additionally, I am aware of the demands on adult students and will make every attempt to accommodate you in your learning. If you require assistance please bring it to my attention immediately.

Course Policies and Purposes

COURSE POLICIES

The following is an outline regarding policies of the College and Instructor:

- Missed Exam Policy
- Late Work Policy
- Attendance Policy
- Classroom Participation
- Classroom Etiquette
- Grade Policy
- Scholastic Dishonesty / Plagiarism
- Academic Freedom
- Student Conduct and Responsibility
- Student Rights and Responsibilities
- Other Issues

Missed Exam Policy:

If you fail to attend on an exam day for any reason you are required to arrange a make-up exam before the actual exam due date – missed exams cannot be made up. You must provide a legitimate documented reason for missing the exam, failure to do so will result in a zero (0) for the exam.
Late Work Policy:

All assignments must be turned in on the day it is due. All late work is subject to a 25% grade reduction per day—including weekends. If you have other commitments that conflict with due dates, please plan ahead and turn in your work before you miss class. As a college student you may have to manage multiple obligations.

Attendance Policy:

The purpose of attending class is to take advantage of learning opportunities, therefore attendance is required. Attendance will be taken at every class session.

Classroom Participation:

Very Simple: PARTICIPATION IS EXPECTED. There will be more than enough to discuss and everyone has an opinion. You are expected to read the material prior to class and come prepared to discuss varying viewpoints. You are expected to pay attention and be courteous to me and your fellow students while lecturing or presenting the various topics assigned this quarter. Do not hesitate to ask questions of the instructor or fellow classmates during class sessions.

Classroom Etiquette:

This course emphasizes active learning. For this to take place a few simple classroom procedures need to be followed:

- Treat your classmates and instructor with respect and courtesy. Everyone has something to add to the class and to the learning experiences.
- Be timely in your arrival and departure. That is, be ready when class begins and stay until class is over. Students arriving late or leaving early distract me and disrupt learning for everyone else.
- Complete all required reading, homework, and assignments before class.
- Ask questions.
- Do not have private conversations during class, even whispering can be distracting.
- Do not work on assignments during classroom time unless instructed to do so.

Scholastic Dishonesty / Plagiarism:

Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to, cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to, tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations; and homework.
From the WWCC Student Handbook definition and disciplinary action for Plagiarism are as follows:

(1) Plagiarism is defined as the buying, borrowing, or stealing of written material for the purpose of fulfilling or partially fulfilling any assignment or task required as part of the student’s program of instruction at the College. Any student who plagiarizes shall be subject to disciplinary action.
(2) Any student who aids or abets the accomplishment of such activity as defined in subsection (1) above shall also be subject to disciplinary action.
(3) An instructor may take reasonable action against any student who is deemed to have been guilty of plagiarism or cheating. Course of action might include but not be limited to:
   (a) Student receive warning and lowered grade
   (b) Student receive failing grade for the course
   (c) Student dropped from course
   (d) Student be recommended for suspension or dismissal from the College
   (e) Case referred to civil action

Academic Freedom:

Institutions of higher education are conducted for the common good. The common good depends upon a search for truth and upon free expression. In this course the professor and students shall strive to protect free inquiry and the open exchange of facts, ideas, and opinions. Students are free to take exception to views offered in this course and to reserve judgment about debatable issues. Grades will not be affected by personal views. With this freedom comes the responsibility of civility and a respect for a diversity of ideas and opinions. This means that students must take turns speaking, listen to others speak without interruption, and refrain from name-calling or other personal attacks.

Student Conduct and Responsibility:

Rules of Conduct and Procedures of Enforcement. Admission to Walla Walla Community College carries with it the expectation that students will conduct themselves as responsible members of the college community, that they will comply with established rules and regulations of the College, maintain high standards of honesty and integrity, and respect the rights, privileges, and property of other members of the college community. Walla Walla Community College expects that students will conform to the laws of the greater society and regulations established to assure the orderly conduct of the affairs of the College.

Rules of Conduct including but not limited to, Plagiarism/ Cheating, Abusive Language, Disorderly Conduct, Sexual Harassment, Malicious Harassment, Liquor, Drugs, and Computer Trespass. Taken from the WWCC Student Handbook Code of Conduct.
Student Rights and Responsibilities:

Each student has the right to expect a classroom climate in which all students:

- Are given the opportunity and encouragement to succeed
- Are treated with dignity and respect
- Demonstrate good manners and courtesies
- Are safe from harassment and discrimination
- Are free to ask for help, anytime

Each student has a responsibility to:

- Support a learning environment that provides opportunities for all students to succeed
- Prepare mentally and physically to be the best you can be
- Treat all students and staff with dignity and respect
- Exhibit good manners and common courtesies at all times
- Serve as a positive role model for less experienced students
- Respect the property and space of others
- Help keep the classroom litter free
- Refrain from swearing and using any inappropriate communication
- Read and abide by the college rules in the Student Handbook Code of Conduct
- Be accountable for your own actions

Other Issues:

Although the course is well outlined above and will likely follow the dates and topics listed below, some degree of flexibility is expected. During the course of the quarter every effort will be made to adhere to the course outline, however, events do occur that require changes and amendments. In addition, I reserve the right to modify the course content, expectations, and grading as I see fit during the quarter. Lastly, you should anticipate additional readings and/or films to be incorporated into the course throughout the quarter. As much advance notice as possible will be given in the event that additional time will be needed to accommodate these changes.
Grade Policy:

The WWCC grading system provides a permanent record of grade evaluations which reflect the student’s course achievement. The following grades are used:

- A 4.0 points per credit hour 94 – 100% (682 – 725 Points)
- A- 3.7 points per credit hour 90 – 93% (653 – 681 Points)
- B+ 3.3 points per credit hour 87 – 89% (631 – 652 Points)
- B 3.0 points per credit hour 84 – 86% (610 – 630 Points)
- B- 2.7 points per credit hour 80 – 83% (580 – 609 Points)
- C+ 2.3 points per credit hour 77 – 79% (559 – 579 Points)
- C 2.0 points per credit hour 74 – 76% (537 – 558 Points)
- C- 1.7 points per credit hour 70 – 73% (508 – 536 Points)

Minimum Achievement
- D+ 1.3 points per credit hour 67 – 69% (486 – 507 Points)
- D 1.0 points per credit hour 60 – 66% (435 – 485 Points)

Unsatisfactory Achievement
- F 0.0 points per credit hour 59% and Below (434 and under)

Course Outline of Assignments

Student grades will be comprised of the following:

- Classroom Activities and Homework……………………………….270 Points
- Final Project……………………………………………………….225 Points
- Exam One………………………………………………………….65 Points
- Exam Two……………………………………………………………74 Points
- Exam Three…………………………………………………………91 Points
- Extra Credit………………………………………………………..25 Points

Total Score…………………………………………………………725 w/EC 750 Points

Course Activities and Evaluation Criteria

Classroom Activities and Homework:
Being actively involved in the classroom discussions, lectures, homework assignments, group exercises and activities is expected. Classroom activities will vary week to week and the points assigned to each activity will also vary. Being in class is the only way to receive points. Activities include: class debates, film/movie, discussion questions, group work, and in class assignments……………………………………….Total 270 Points
Exams:
A total of three exams will be given and cover textbook chapters and material discussed in class. All exams contain multiple choice and T/F questions and the last exam will include an essay question. A standard 8 ½ x 11 sheet of paper called a crib sheet is required for each exam and can be use during the exam. Side one of the crib sheet will contain information from the textbook—notes should be in your own words (not copied from another student or textbook) but may include any information to assist you with the exam. Side two must contain key topics covered in class, including information from lectures, classroom activities, and films—a recap/reflection on key pieces of information. Your crib sheet must be hand-written and is worth 20 points each. Crib sheets will be graded based on above criteria, completeness (full page), and range, scope, and sophistication of information you include on side two. Total 230 Points

Final Project:
You will review advertisements on a particular product that reinforce a gender stereotype (this product has already been determined and will be used for all students in class and will be revealed at a later date). The final project will consist of a written paper, visual materials, and an oral class presentation. We will examine how the commercial falls into a gender stereotype and discuss some of the potential harms that can be caused by perpetuating this stereotype. You will be responsible for recreating a new advertisement on that same product that is gender-neutral. One that will appeal to women and men equally without any indication of a gender stereotype. You can select how the new ad will appear (T.V., print ad, poster/billboard) but it must be perfectly clear you are referring to the original product. You must produce a realistic ad—one the company could actually use to represent their product. You need to produce an advertisement that represents the product, use and purpose of the product, but remain gender-neutral. This assignment is harder than you think, be realistic, but still think outside the traditional box!

You are encouraged to work in groups of 2 or 3 on your final project; you only need to submit one collective final project per group. More information will be given on July 5th.

Important: attendance is mandatory during final project presentations. Each student will know in advance when final projects are scheduled and if you are absent any day during the final project presentations you will receive a zero (0) score for this assignment—even if you show up and present with your group. I am absolutely firm on this requirement, unless you have an approved absence. You must be present to receive a grade on your presentation day. Presentations are mandatory to receive credit, no partial credit will be give on this project. Total 225 Points

Extra Credit:
Extra credit will be determined by the outcomes of the course..................25 Points
## Reading Schedule:

**Week One** – total 27 pages: Preface, Introduction pages 1 – 22, Part 1 pages 31 – 32,  
**Week Two** – total 23 pages: Part V (5) pages 262 – 267, Chapter 30 pages 270 – 277,  
Chapter 31 pages 278 – 282, Chapter 9 pages 88 – 95  
**Week Three** – total 18 pages: Part II (2) pages 107 – 110, Chapter 11 pages 112 – 118,  
Chapter 16 pages 149 – 154, Chapter 10 pages 98 – 105  
  * Exam One on the above readings due: July 14th  
**Week Four** – total 24 pages: Chapter 7 pages 78 – 83, Part III (3) pages 156 – 161,  
Chapter 21 pages 207 – 209, Chapter 27 pages 235 – 246  
**Week Five** – total 21 pages: Part IV (4) pages 221 – 223, Chapter 25 pages 226 – 230,  
Chapter 26 pages 230 – 235, Chapter 36 pages 325 – 333  
**Week Six** – total 19 pages: Part VIII (8) pages 413 – 418, Chapter 50 pages 461 – 468,  
Part VI (6) pages 297 – 301  
  * Exam Two on the above readings due: August 4th  
**Week Seven** – total 25 pages: Part VII (7) pages 353 – 359, Part IX (9) pages 496 – 501,  
Chapter 55 pages 517 – 528  
**Week Eight** – total 19 pages: Part X (10) pages 577 – 582, Chapter 63 pages 585 – 598  
**Week Nine** – total 16 pages: Part XI (11) pages 628 – 630, Chapter 74 pages 654 – 667  
  * Exam Three on the above readings due: August 25th

## Notes / Important Dates

No Class—August 16th. This day is designated to your final project; practice group presentation,  
work on the written portion, finish your visual aids.
Course Outline of Assignments and Student Grade Record

SOC/WST 220 Gender and Society Summer Quarter 2011

Grade Record

Name: _______________________________

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<th>My Score</th>
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TOTAL POSSIBLE POINTS 725

Extra Credit 25

*Classroom Activities: include homework, films, group work, in class assignments*