

The University of Akron
Buchtel College of Arts & Sciences
Sociology of Gender, Sex, and Sexualities
Number: 3850:447: 3 credits, Spring 2021
Tuesday & Thursday 9.15-10.30, Leigh 408



Instructor: Dr. Daniela F. Jauk – “Dr.J.”
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WELCOME! WILKOMMEN! BENVENUTI! BIENVENIDOS!

This class invites you to a journey through different sociological theories of gender and the social experience of gender in everyday life and in society more broadly. We will explore the concepts of gender, sex and sexualities as social identity categories, as normative systems, and as social institutions. We will take an intersectional route to examine how gender interacts with sexuality, race, class, and other social markers of stratification, and we will so substantiate the notion that gender, sex, and sexualities are indeed social constructions.

This class is an effort in transformative and feminist pedagogy where we create a brave, joyful, and inspiring learning environment of **mutual respect and individual responsibility for learning progress**. The class will not only equip you with new knowledge and facts, but also with **hands-on job skills** you can use on your resume and applications. You will also **meet interesting community leaders and experts** and build your social capital and networking skills! This course is also an **experiment in “ungrading,”** as we rely on a simple pass/fail system for assignments and periodical self-assessment and peer review to collaboratively arrive at a final grade.

Required Texts and Materials

All required texts and multimedia resources are provided on Brightspace.
Additional resources, such as optional/enrichment reading, helpful web sites, as well as information about guest speakers etc. will be posted on Brightspace as we go.

Course Objectives and Outcomes

At the end of the course students will be able to:

- Identify and explain key ideas, and perspectives related to the sociology of gender and sexualities.
- Understand and be able to apply the intersectional analytical framework to gender and other social phenomena.
- Understand and explain what it means to say that gender and sexualities are socially constructed.
- Apply gender and sexualities knowledge to analyze current political and social phenomena.
- Recognize, analyze, and articulate connections between gender and
 - other social and bodily categories, violence, including racism and homo and transphobia
 - gendered social institutions, gendered patterns, and individual experiences
- Utilize NACE “Career-Ready” skills (see section on “Career Ready Outcomes”)

Career Ready Outcomes

AKA What can I put on my resume after taking this class?

The National Association of Colleges and Employers (NACE) defines a set of eight competencies that are the foundation for your success in the workplace and lifelong career management. These are “seen” by employers, and you can promote yourself with it. We practise them actively in this class, now let’s take a look at how you can translate them into your resume! If you have any questions or want help with your resume, please reach out to our excellent Career Services on campus.

- ✓ **Career and Self-Development**
 - You actively engage in self-assessment and will learn more about your strengths and weaknesses through self-reflection.
 - You will build intense relationships with your classmates that may be helpful later on and be able to network beyond campus with community leaders.
- ✓ **Communication**
 - You communicate professionally with your classmates and me.
 - You improve your verbal and written communication skills.
 - You give and receive constructive feedback.
- ✓ **Critical Thinking**
 - You gather and analyze resources with an awareness of potential bias in data as well as your own bias.
 - You practice applying a holistic and intersectional perspective to social problems.
- ✓ **Equity and Inclusion**
 - You will be exposed to a LOT of sociological research and develop a research-based understanding of inequality based on gender, sex, and sexualities in U.S. society.
 - You apply an intersectional lens which helps you develop a sensitivity for the interconnectedness of oppressions and members of historically marginalized groups.
- ✓ **Leadership**
 - You lead class discussions (in teams) and develop engaging resources for your peers.
 - You take an active role in the event management of the *Rethinking Race* class event.
- ✓ **Professionalism**
 - You have a good understanding of your work habits and learning style through self-reflection and self-assessment.
 - You are able to manage your time and workload independently and show high work ethics and a high level of dedication.
 - You multi-task well in a fast-paced and multi-faceted environment.

✓ **Teamwork**

- You are a team player and are able to work effectively with different personalities.
- You are able to ask for help and clarification.
- You are able to communicate with respect to diversity in a team setting.
- You seek out diverse resources and feedback from others.

✓ **Technology**

- You are able to navigate online learning management systems and applications.
- You are fluent in word processing programs such as word/pdf, including formatting.
- *If applicable to your even committee work:* You are experienced with presentation and graphic software, such as PowerPoint, Canva, etc. and/or are experienced with video and audio editing software.

Communication Policy

We have the benefit of meeting face to face, so I expect that many questions we can just share before, in, and after our live meetings. During the week I am always and quickly available via the “ASK HERE FIRST” - Discussion Forum. Especially in the first few weeks of the semester, I prefer for you to ask questions in the forum, since many students will have the same questions and it will be nice to get to know each other that way. We are all learning together. I strongly recommend you subscribe to Announcements and ASK HERE FIRST right away.

I provided you with my contact info at the beginning of this syllabus and can easily be reached. In case you send me an email I will make every effort to return your messages within 24 hours. Please allow more time on weekends and up to two business days during busy times in the semester. Remember to put the course name and section number in the subject line of the email (“Gender Class”) and include your name in the body of the email.

Course Requirements

Knowledge and job skills through “Ungrading” - A radical experiment¹

We are trying something disruptive, radical, and rebellious in this course. I will not be assigning grades or points to individual and group assignments, instead, I am approaching you as an adult and responsible learner who will self-assess and peer review. I will offer comments, feedback, and suggestions and you will help one another to reflect and engage.

Grades, I think, should be based on a student’s reading, thinking, speaking, listening, interaction, writing, growth/progress, curiosity, feelings and attitudes about the course and the material. Grades should reflect how much a person has changed, grown, and genuinely learned. Letter grades are not a good measure for that.

Some students think of grades and marks as a reward and/or punishment given by an instructor. In this case, grades and marking invoke fear. Let’s instead replace fear with trust and engage in the learning process together. I hope to create a fun and brave place in class, a judgmental grade does not “fit” with this kind of feminist teaching environment in which we collaborate and will try to transgress hierarchies.

¹ Inspiration for this syllabus is drawn from Susan Blum (2020). *Ungrading. Why Rating Students Undermines Learning (and What to Do Instead)*. West Virginia University Press; Sharon Lauricella <https://www.academicbatgirl.com/>, Dr. Rebecca Stone, Dr. Rita Shah.

I seek to create an environment of openness, vulnerability, respect, trust, and a willingness to engage each other in our attempts to embrace the learning process. The most important thing that you can get from this class is to learn about new concepts, wrestle with them, and engage with others (your colleagues, community leaders, and me).

The most important aspect of this course is that we create a sense of community whereby everyone shows up, engages, and learns to care about one another. I hope that you leave this course with new friends, deepen your relationships with those you already know, and are able to see your classmates as real humans through a lens of respect and care.

Assignments & Projects

1. **Attendance.** We will have class meetings on Tuesdays and Thursdays from 9.15 AM-10.30 AM. Please check the class schedule frequently. It is a living document and almost certainly will change throughout the semester as we accommodate your interests and campus events. I expect that you show up ready to apply and discuss the assigned material of the week (readings and multi-media resources). That means you have read and taken notes on the readings and can participate in an active, thoughtful, and informed way as a sign of respect for the shared learning environment. Attendance will be taken during each class meeting for security purposes and recordkeeping. While you will assess your own commitment to attendance, please be prepared to fully "show up" for class.
2. **Weekly Contemplative Reading Journal.** I am adopting a method of deep learning in this class that my colleague and former department chair Dr. Matt Lee has successfully developed in his classes in Harvard. Writing a contemplative journal will improve the depth and quality of your learning in this course. I invite you to write an informal (non-graded) journal entry for all reading assignments and our class meetings, as well as any learning that occurs in conversation with friends, family, or others outside of our class setting. I expect you to submit one journal entry per week. For the first and the last week of class I provide specific prompts; general guidelines for the journal can be found in the additional handout. Journal entries are confidential, and they are not "judged"; they serve your learning process and will automatically receive full credit if they are submitted on time and hit the word requirement. *I expect a minimum of 500 words for each contemplative journal entry. Please include the wordcount in your submission.* I will read them and reserve the right to ask questions ;-).
3. **Serve on a class event committee.** This class features *hands-on and experiential learning*. One task in this realm is event management. The entire class community will organize an event for the University of Akron Rethinking Race event series. I have organized an exciting speaker (an bio can be found on Brightspace), I have organized a room, The event will be filmed, and the rest is up to you. You can self-select into an event committee, and I have set time aside to coordinate the committees in class, but be prepared to meet your peers and work on this outside of class. Here are the committees I suggest, but together we may come up with a different structure:
 - a. Research (background research, event slides, handout, research brief, local resources,...)
 - b. Promotion (flyers, posters, Fb event, social media, Buchtellite?, link in student orgas...)
 - c. Event logistics (Facilitation, room prep, signage, speaker water/thank you card, clean up)
 - d. Postproduction (photographs, documentation, postproduce film material, tik tok clips, report, articles,...)
4. **Discussion team.** As college students you are preparing for professional careers where you will likely be expected to lead meetings, manage discussions, review material, and voice an informed opinion. You may be expected to summarize research or data analysis results and make recommendations to a team. To help you develop or improve these skills, students will take turns leading class discussions.

You will work in a “real world” setting in which you are assigned to a team and have a project to complete with folks you do not necessarily know. I have [created group lists and a sign-up sheet on this google doc](#). You will meet your group in class on Thursday January 12th, and negotiate which topic and date you want to play with.

For each topic I have provided readings and resources for the entire class to read. Use this as your springboard for what YOU want to cover in your session. You will prepare with your co-leaders by reading the assigned materials and preparing discussion questions for the class. You may also bring in additional outside information, like additional research, news articles, or other materials of your choosing. You can find your OWN interest in the broad topic provided and drill down on an aspect of the theme, or different people in your groups can discuss different aspects of the theme. You are free to create a class unit as you wish with a few simple requirements:

- 1) **The class session is interactive.** While you are welcome to use slides, please prevent a “Death by Powerpoint” situation. Be sure to include activities, games, and discussion questions and facilitate discussion. “Facilitating” does not mean that you must know everything. Rather, your role is to keep the discussion going by asking questions, offering any supplemental materials (though this is not required), and asking for clarification, examples, or explanation from your peers.
- 2) **Media snippets presented are maximum 30 minutes total.** It is welcome and wonderful if you include videos, tik toks, podcasts, music, etc. and we will all love it, but the class session should not succumb to “movie night.” We want to have space to discuss and share.
- 3) **Present a 1-page abstract of what you are planning for the session a week in advance to me.** This 1 pager includes your names, a rough plan of how you divide work and facilitation, and potential discussion questions so I can help you prepare and support you in your work. If you want students to read or watch additional material, please also submit it to me so I can check and post it for everyone.
- 4) **Have a 1-2 page handout ready for everyone** as a take away from your unit. This can be a regular written handout like a research brief, an infographic, or can take creative forms such as a trifold or whatever you can come up with. This will be posted for everyone in the appropriate class week/module on Brightspace.

After completion of your discussion team lead you will be invited to self asses and evaluate your peers anonymously with the help of the Feedback Fruits application on Brightspace. This self and peer assessment will factor into your final grade.

5. **Self-assessment.** I will invite you to submit written self-assessments at midterm and as a basis for final grading. Your self-assessment is a way for you to assess your own progress toward the learning objectives for this course, as well as to reflect on what you are learning and what it means for you. There will be a weekly prompt to help you structure your thoughts, but you are welcome to bring in outside sources, connect reading/watching/listening material from different weeks in the course, and/or critically reflect on your own experiences relative to the course content. Your self-assessment is a personal space for you to share your thoughts, it is not visible to anyone else in the group and it is private between you and me; I will never share anything that you write in your self-assessment with the class. I will provide you with reflective questions and more details.
6. **Peer review.** For the group work you will submit an anonymous peer review to your group mates in the event committee as well as your discussion lead group. The anonymous tool will allow us to detect “freeriders’ and so it will be possible to get a “fail” on groupwork on event class event committee and the discussion teams if all your groupmates opt for it.

Final Grade

Throughout the course you will only be given pass/fail grading for projects and assignments, and you'll receive feedback on work-in-progress as well as final versions of assignments. Together we will try to create an *Ungrading* classroom environment in which we can all thrive. "Cool, but in the end, I need a grade!" you will think. Yes, in the end, you will get a grade 😊. You will reflect on your accomplishments and growth process throughout the class and suggest a grade to me. We factor in the peer evaluations you received, and my own notes and observations and will negotiate your final grade in a reflective personal meeting at the end of the semester in case we do not agree.

Description	Percentage of Final Grade
Attendance & Participation	26%
Contemplative reading notes 12x20 , 240%	24%
Class event committee work <ul style="list-style-type: none"> - Self-assessment - Peer review 	15%
Discussion lead <ul style="list-style-type: none"> - Outline - Delivery - Feedback fruits: Self-assessment & Peer review of group mates - Plenary peer review of discussion lead (end of semester) 	20%
Self Assessment <ul style="list-style-type: none"> - Midterm - Final Self-assessment 	15%
TOTAL	100%

UA Grading Scheme


A	90-100%
B+	85-89%
B	80-84%
C+	75-79%
C	70-74%
D+	65-69%
D	60-64%
F	BELOW 60%

Class Schedule

(be sure to always check the updated version online!)

Week / Date	Topic/Readings	Planned Activities/Tasks
Week 1 1/9- 1/15	Introductions & Syllabus	<ul style="list-style-type: none"> • Class Tuesday: Intros and Overview of class • Class Thursday: Students only meeting <ul style="list-style-type: none"> • Meet your group & sign up for a discussion lead • Start to study materials for next week 😊
Module 1	Theorizing Gender, Sex and Sexualities	
Week 2 1/16- 1/22	<p style="text-align: center;">Sex, Gender and Sexualities...whaaat? Approx: 65 pages</p> <p style="text-align: center;">West& Zimmerman (1987). Doing Gender Lorber (1984) Night to His Day Gansen. 2017. Reproducing Heteronormativity in Preschool Westbrook. 2022. Trans categories and sex gender system <i>Optional:</i> Cochrane. 2022. Heteronormativity. TEEN VOGUE</p>	<ul style="list-style-type: none"> • Reading Journal #1 due Monday 11:59PM • Class Tuesday: <ul style="list-style-type: none"> • Group rules • Questions to syllabus • Class Thursday: <ul style="list-style-type: none"> • Sex, Gender, Sexuality framework for starters - interactive lecture
Week 3 1/23- 1/29	<p style="text-align: center;">Gender as Social Structure (and resistance!) Approx: 60 pages</p> <p style="text-align: center;">Ridgeway. 2009. Framed before we know it Ryle. 2021. Sociology of Gender Dastagir. 2017. Feminist Glossary USA TODAY The land where women rule (30 min) <i>Optional:</i> Adichie: Everyone should be a Feminist (30 min) Risman. 2004. Gender as Social Structure.</p>	<ul style="list-style-type: none"> • Reading Journal #2 due Monday 11:59PM • Class Tuesday: Gender as social structure & persistent inequalities - World Cafe • Class Thursday: <ul style="list-style-type: none"> • Feminist resistance, theory and methodologies • Introduce event committees
Week 4 1/30- 2/5	<p style="text-align: center;">Intersectionality & Black Feminist Thought Approx: 60 pages:</p> <p style="text-align: center;">Hill Collins and Bilge. 2020. What is Intersectionality? Moore. 2012. Intersectionality & Black Sex. Minority Women Bailey & Mobley. 2019. Black Feminist Disability Framework <i>Optional:</i> Combahee River Collective Statement (1977) Williams. 2019. How White Feminists Oppress Black Women Lorde. 1980. Age Race Class and Sex Crenshaw: The Urgency of Intersectionality (20 min)</p>	<ul style="list-style-type: none"> • Reading Journal #3 due Monday 11:59PM • Class Tuesday: Black feminist thought and intersectionality - interactive lecture • Class Thursday: Guest speakers “Black Maternal Health Disparities in Ohio (and what we can do against it.)” Natasha Takyi-Micah (Public Policy and External Affairs Associate) and Tara Britton (Director of Public Policy and Advocacy), The Center for Community Solutions

Module 2	Queering Gender, Sex and Sexualities	
Week 5 2/6- 2/12	<p>Pluralities of Sexualities Approx: 60 pages Callis. 2014. Bisexual, Pansexual, Queer Martin. 2009. Heteroromantic love in Disney Wade. 2008. Dude Sex Diamond. 2017. Sexual Fluidity in Males and Females Press release: Asexual Population (2019) Optional: Silva. 2021. Straight men same sex behavior Cao. 2017. Sexual minority stress & victimization rates Community: CANAPI, LGBTU+ on campus</p>	<ul style="list-style-type: none"> • Reading Journal #4 due Monday 11:59PM • Class Tuesday: Discussion team #1: Sexualities <ul style="list-style-type: none"> • Self & Peer assessment due for discussion team Sunday 11:59 PM • Class Thursday: Class event committee work
Week 6 2/13- 2/19	<p>The Intersex Experience Approx: 32 pages: Davis. 2015. Medical Jurisdiction and Intersex Body Lang and Kuhnle. 2008. Intersex in Other Cultures Ainswirth. 2015. Sex redefined Film: Intersexion Optional: Fausto Sterling. 2000. The Five Sexes Revisited</p>	<ul style="list-style-type: none"> • Reading Journal #5 due Monday 11:59PM • Class Tuesday: Discussion team #2: The Intersex/DSD Experience <ul style="list-style-type: none"> • Self & Peer assessment due for discussion team Sunday 11:59 PM • Class Thursday: ONLINE assignment - no face to face meeting
Week 7 2/20- 2/26	<p>The Transgender Experience Approx: 50 pages: Stryker. 2017. Chapter 1: Contexts, Concepts, and Terms Koyama. 2001. The Transfeminist Manifesto FAQ Transgender people Skim: Transgender Survey results Optional: Kane. 2006. Parents responses to gender variability TransMurderMonitoring</p>	<ul style="list-style-type: none"> • Reading Journal #6 due Monday 11:59PM • Class Tuesday: Discussion team #3: The Transgender Experience <ul style="list-style-type: none"> • Self & Peer assessment due for discussion team Sunday 11:59 PM • Class Thursday: TBC Guest speaker (possible excursion) STEVE ARRINGTON, Executive Director of the Akron AIDS Collaborative and Bayard Rustin Center, Akron/Ohio or Screaming Queens
Module 3	Policing Gender, Sex and Sexualities	
Week 8 2/27- 3/5	<p>Masculinities Approx: 50 pages: Rawyn Connell on Masculinities (also watch video) Haenfler. 2018. Masculine culture and Incels Deutsch. 2001. Male Privilege Checklist Pascoe. 2007. Dude You are a Fag Jewkes et al. 2015. Combining theory and practise Optional: Scambor et al.. 2014. Men and Gender Equality Way et al. 2013. The hearts of boys</p>	<ul style="list-style-type: none"> • Reading Journal #7 due Monday 11:59PM • Class Tuesday: Discussion team #4: Masculinities <ul style="list-style-type: none"> • Self & Peer assessment due for discussion team Sunday 11:59 PM • Class Thursday: Class event committee work
Week 9 3/6- 3/12	<p>Gendered and Sexualized Violence Approx: 50 pages: Interactive website: Status of women in US/Violence and Safety Manne. 2020. Intro and Chapter 2: Entitled Bubar and Thurman. 2004. Violence Against Native Women</p>	<ul style="list-style-type: none"> • Reading Journal #8 due Monday 11:59PM • Class Tuesday: Class EVENT with LuSter Singleton! • Class Thursday: No class - instead attend event "Southwest of Salem" Wednesday March 8, 7pm SU Theater

<p>Week 10 3/13- 3/19</p>	<p>Women in the Criminal Justice System Approx: 50 pages: Prison Policy Initiative. 2019 Womens Mass incarceration Gurusami. 2017. Labor Market Punishment Kim. 2018. From Carceral feminism to transformative justice Optional: Podcast: Louder Than a Riot: Isis the Savior (1 hr)</p>	<ul style="list-style-type: none"> • Reading Journal #9 due Monday 11:59PM • Class Tuesday: Discussion team #5: Women in the CJ System <ul style="list-style-type: none"> • Self & Peer assessment due for discussion team Sunday 11:59 PM • Class Thursday: ONLINE assignment “I am Evidence” - no face to face meeting • Midterm self assessment is due 3/19 for everyone
	<p>Spring Break</p>	<p>3/20-3/26</p>
<p>Module 4</p>	<p>(Re!)Organizing Theorizing Gender, Sex and Sexualities</p>	
<p>Week 11 3/27- 4/2</p>	<p>US Gender & Sexualities Movements I Approx: 50 pages: Ghaziani (2015) Cycles of Sameness and Difference 2 pager: MeToo Framework Fleming. Listen to Black Women Optional: Garza (2014) Herstory of BLM Movement Screaming Queens (1 hr)</p>	<ul style="list-style-type: none"> • Reading Journal #10 due Monday 11:59PM • Class Tuesday: Discussion team #6: US Gender & Sexuality Movements <ul style="list-style-type: none"> • Self & Peer assessment due for discussion team Sunday 11:59 PM • Class Thursday: Guest speaker KÁLYN COGHILL Digital Director of MeToo Movement, abortion doula, organizer, writer, professor, scholar, artist
<p>Week 12 4/3-4/9</p>	<p>US Gender & Sexualities Movements II: Reproductive Justice Approx: 55 pages: Ross and Solinger. 2017. <i>Introduction to Reproductive Justice</i>. Intro and Chapter 2. Optional: Ross and Solinger. 2017. Chapter 1. A reproductive Justice History</p>	<ul style="list-style-type: none"> • Reading Journal #11 due Monday 11:59PM • Class Tuesday: Discussion team #7: Reproductive Justice <ul style="list-style-type: none"> • Self & Peer assessment due for discussion team Sunday 11:59 PM • Class Thursday: Guest speaker TRACI PERSON, Senior Field Regional Manager, Black Organizing, Planned Parenthood of Greater Ohio
<p>Week 13 4/10 - 4/16</p>	<p>Global gender& Sexualities Movements Approx: 50 pages: Bose. 2015. Patterns of global gender regimes Goekariksel et al 2019 Demographic Fever Dreams UN Women Timeline Optional: Desai. 2005. Transnational Feminist Movements Paxton et al. 2006. International Women’s Movement Ewig and Ferre. Feminist Organizing. What’s Old What’s new.</p>	<ul style="list-style-type: none"> • Reading Journal #12 due Monday 11:59PM • Class Tuesday: Interactive lecture on gender movements around the United Nations • Class Thursday: ONLINE assignment - no face to face meeting
<p>Week 14 4/17- 4/23</p>	<p>Where do we go from here? What are we empowered to do? (Student’s Pick & “Joker” week)</p>	<ul style="list-style-type: none"> • Class Tuesday: TBD • Class Thursday: TBD <p>Final self-assessment and grade proposal is due 4/23 for everyone</p>

Week 15 4/24- 4/30	Final reflections & Student's Pick	<ul style="list-style-type: none"> • Class Tuesday: Final reflection, feedback for instructor & discussion team assessment • Class Thursday: No class/Individual grade negotiations
Final Exam 5/3-5/9	Final Exam week	You get to relax and focus on other stuff

Course Policies

Changes to the Syllabus. Since this is a learning environment we co-create and your feedback is welcome at any point during class, we may come up with better ideas together! Thus I reserve the right to make changes to the course schedule or class policies at any time during the semester. Any changes will be announced in class and posted on Brightspace and reflected in the schedule.

Coursework Commitment. This is a three-credit hour course and as such you should plan to spend at least two hours outside of class for every hour in class on readings, assignments, groupwork and studying.

Technology support. If you do not have access to a computer or Wifi at home, Bierce Library will be open with PC/MAC systems to use, but the number available is limited as they need to be physically distanced. Bierce also has a limited number of Laptops you can check out. A great place for support is also [Zip Assist](#). You fill out a [Help-A-ZipReferral form](#) and would pick “ZipsTech” as category to ask for a laptop or hotspot. Please contact me if you need help with this!

Make-Up Work. There is principally NO MAKE UP WORK possible for group or in-class work, but I understand that life happens. Students who have any conflicts with scheduled assignments should contact me BEFORE the due date. If no accommodation can be found you may receive a “not completed (i.e. fail)” on that particular assignment.

(Un)Grading Disputes. All feedback will be posted on our Brightspace and you can track your progress anytime. You are always welcome to ask for clarification and we will negotiate and agree on a final grade based on honest self-reflection and peer reviews. FERPA prohibits me from discussing grades with anyone other than you, that’s why its important to use your personal UA account for all communication.

Plagiarism or Cheating. THIS IS IMPORTANT. Using the work of another person without making reference to the source material is plagiarism. This includes summarizing someone’s ideas, downloading internet material, direction quotations from another source, or turning in the same paper as another student. You will receive a zero on any assignment that contains plagiarized material. In extreme cases, I reserve the right to fail a student in the course and/or report the incident as academic misconduct. Please see the section on acadmic integrity below for more information and sources.

Cancelled Classes. If classes are cancelled for any reason, we will resume during the next regularly scheduled class session. Any assignments should be turned in on Springboard as scheduled.

Civility. We will often discuss issues which may make you uncomfortable by challenging your or others’ belief systems. While open dialogue and disagreement are both expected and invited, I will not tolerate any intimidation, direct hostility or other acts of disrespect towards any person in the class. In particular I will not tolerate racist, sexist, trans- or homophobic comments and hate speech which I may report to the Student Conduct Office. Being aware that we all bring unreflected assumptions (including me!), I will encourage you to see this clas as a “brave space” in which we all learn with an open mind.

COVID-19 policies. COVID-19 has no vanished. You should not come to class if you fail your health check or feel ill. At that time, I also ask you to notify me that you will be absent. We’ll follow campus policies and safety requirements as they evolve.

Productive Discomfort. Because of the nature of this course, we will be discussing sensitive topics such as race, gender, sexualities, and violence. These topics may be distressing or painful and I will do my best do provide advanced warning. Some of what we read, view, or discuss may leave you feeling anxious, sad, or uncomfortable. These feelings are normal and healthy responses and some of these moments may lead to what Rita Shah calls “productive discomfort.” Productive because the goal is for you to challenge yourself, what you think, and what you believe. Discomfort because such rethinking (even when you reaffirm your views and beliefs) can be uncomfortable, sometimes even frightening. Hopefully, through this class, such moments will become a part of the learning process and not a hindrance. I will do my best to foster a friendly environment in which these feelings can be discussed openly and honestly. You are also welcome to speak with me privately. I can also connect you to excellent services on campus to help with emotional and social challenges.

Children in the classroom. It is my belief that if we want women and diversity in academia, we should also expect children to be present in some form. To my knowledge, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents. (1) All breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. (2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving the child with someone you do not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. (3) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. (4) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare, and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. *Thank you for the diversity you bring to our classroom!* I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status (credits to Dr. Melissa Cheyney for inspiration and wording).

University Resources and Student Services

Student services staff members are consistently on hand to guide, advise, and assist you. Check out this [comprehensive website with detailed contact information](#).

Accessibility

Pursuant to University policy #33-59-20-01 subsection C, The University of Akron recognizes its responsibility for creating an institutional atmosphere in which students with disabilities have the opportunity to be successful. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the [Office of Accessibility](#) at 330-972-7928 (v), 330-972-5764 (tdd) or access@uakron.edu. The office is located in Simmons Hall Room 105.

Brightspace App

Brightspace offers the [Brightspace Pulse](#) app that makes it easier for you to stay on top of due dates, course announcements, grades and content updates.

Technical Support

If you have technical questions or require technical assistance, we encourage you to review the variety of methods for obtaining support. You can contact the I.T. Help Desk directly at 330-972-6888 or support@uakron.edu.

Academic Support

The University of Akron provides help with writing (which is particularly relevant for your article review in this class – but you can benefit from this in ALL classes!). There is an *On-line Writing Lab* available. It allows you to submit a draft of your paper to a tutor, ask for specific feedback, and receive your work back with a tutor's comments in approximately 24 to 48 hours. You can also meet with a tutor in one-on-one tutoring sessions via a fully interactive, virtual online environment. Consult the [website of e-tutoring](#) to set up an account.

University Policies

Department of Student Conduct and Community Standards

Students at The University of Akron are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity, and achieving success toward educational objectives, requires high standards of academic integrity. The Code of Student Conduct applies to all undergraduate and graduate students at The University of Akron.

Academic Integrity

As stated above it is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from your instructor if necessary. The University of Akron, University Libraries web site is an excellent source to help you, the student, understand plagiarism and how to avoid it. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Cooperation with a person involved in academic misconduct.
- Submitting the same assignment in two different classes.
- Uploading course documents to a crowd-sourcing site where other students can download them, or sharing course documents in any other way.

If a faculty member suspects that a student has violated the Academic Misconduct provision in the Code of Student Conduct, the faculty member will follow the procedure outlined in Section J of the Code of Student Conduct. More information is available at the website of the Department of Student Conduct and Community Standards.

Sexual Harassment Statement

The University of Akron is committed to providing an environment free of all forms of discrimination, including sexual violence and sexual harassment. This includes instances of attempted and/or completed sexual assault, domestic and dating violence, gender-based stalking, and sexual harassment. If you (or someone you know) has experienced or experiences sexual violence or sexual harassment, know that you are not alone. Help is available, regardless of when the violence or harassment occurred, and even if the person who did this is not a student, faculty or staff member.

Confidential help is available. If you wish to speak to a professional, in confidence, please contact:

- Rape Crisis Center – www.rccmsc.org – 24 Hour Hotline: 877-906-RAPE Office Located in the Student Recreation and Wellness Center 246 and the office number is: 330-972-6328
- University Counseling and Testing Center – uakron.edu/counseling 330-972-7082
- University Health Services – uakron.edu/healthservices 330-972-7808

Please know the majority of other University of Akron employees, including faculty members, are considered to be “responsible employees” under the law and are required to report sexual harassment and sexual violence. If you tell me about a situation, I will be required to report it to the Title IX Coordinator and possibly the police. You will still have options about how your case will be handled, including whether or not you wish to pursue a law

enforcement or complaint process. You have a range of options available and we want to ensure you have access to the resources you need.

Additional information, resources, support and the University of Akron protocols for responding to sexual violence are available at uakron.edu/Title-IX.

Diversity is important to us!

This class, as well as the broader University of Akron community, respects diversity and strives for equity and inclusion of all students. Diversity includes how we as individuals identify along the lines of race, color, religion, sex, sexual orientation, gender identity or expression, age, national or ethnic origin, citizenship status, disability, status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, military status, genetic information, or status as a veteran. Inclusion and respect for diversity make the classroom and the larger community stronger and foster dialogue and democratic decision making. As part of ensuring this class is a safe space for all students, please avoid use of negative stereotypes and insensitive or hateful statements toward groups of people. Please respect your classmates' pronouns. Each of us is responsible for creating a safer, more inclusive environment. If you feel there is something I can do to make the classroom more inclusive please let me know either in person, via email, or by placing an anonymous note in my mailbox. For support services on campus, go to www.uakron.edu/ie/lgbtq or www.uakron.edu/zipassist.

Registration Policies

Withdrawal Policy

A student may drop a course through the 14th calendar day of a semester or proportionately equivalent dates during other sessions: a "drop" will not appear on your transcript, as the class simply "disappears." After the 14th calendar day period, students may withdraw from a course through MyAkron until the 49th calendar day of a semester or proportionately equivalent dates during other sessions: a "WD" will appear on your transcript. *A withdrawal may affect your financial aid, eligibility for on-campus employment and eligibility for insurance, so speak with your advisor for details.* Questions regarding registration can be addressed by the Office of the Registrar, 330-972-5400. Read more about the official University Withdrawal Policy.

Incompletes

Incompletes indicate that the student has completed passing work but that some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to make up the omitted work satisfactorily by the end of the following term, not including summer sessions, converts the "I" to an "F." When the work is satisfactorily completed within the allotted time the "I" is converted to the grade that the student has earned.