

# Sociology of Gender

## SOCI-3603

Spring 2021 Section 01 3 Credits 01/09/2021 to 05/11/2021 Modified 01/07/2021

### Description

This course focuses on gender as a social construction, exploring how gender inequality is reproduced and maintained in everyday life.

#### Requisites

Prerequisites:

SOCI 1101 or SOC 105

Corequisites:

### Contact Information

Professor: Dr. Elroi J. Windsor

Email: [ewindsor@westga.edu](mailto:ewindsor@westga.edu)

Phone: 678-839-0612

Office: Melson 123A

Campus Mailbox: Melson Mailroom

Office Hours: Wednesday 1:30pm-3:00pm, and by appointment, virtual meetings available

### Meeting Times

3:30pm-4:45pm Wednesdays Ed Ctr - EDUCATION CENTER, room 5

In-person meetings on WEDNESDAYS ONLY -- remaining portion of our hybrid course is on CourseDen

### Materials

Valentine, Catherine G., Mary Nell Trautner, Joan Z. Spade. 2019. *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities, Sixth Edition*. Los Angeles, CA: Sage. ISBN: 9781506389103

- Readings from this book are indicated by "K" on the Schedule

Bornstein, Kate and S. Bear Bergman. 2010. *Gender Outlaws: The Next Generation*. Berkeley, CA: Seal Press. ISBN: 9781580053082

- Much of this book is readable online via Google books.
- Readings from this book are indicated by "G" on the Schedule

Additional readings beyond these two books will be posted on CourseDen, and indicated by "C" on the Schedule

# Outcomes

This course examines sociological aspects of gender. In this course, we will explore gender as socially constructed with meanings that vary historically and across cultures. We will contemplate how we categorize gender, deconstructing many taken-for-granted assumptions. Through this critical lens, we will recognize the intersections of gender with other social markers, connecting concepts to our own experiences. We will trace the marks of gender on our bodies, and interrogate how gendered embodiment conveys arbitrary meanings of masculinities and femininities. We will examine how sexuality is gendered. We will understand the ways gender is socially controlled, and consider gendered violence as an extreme form of controlling gender. We will study gender in the social institutions of media, education, and work. Finally, we will conclude by conceiving of ways to transgress gender inequalities and gender oppressions.

By the end of this course, students will be able to practice sociological research methods and use critical thinking skills to analyze how gender is socially constructed and controlled.

## ✓ Evaluation

### COURSE EVALUATION & GRADING

Evaluation Criteria	Grading Scale
<ul style="list-style-type: none"><li>• 20% Reading Responses</li></ul>	<ul style="list-style-type: none"><li>• A = 90-100</li></ul>
<ul style="list-style-type: none"><li>• 20% Engaged Participation</li></ul>	<ul style="list-style-type: none"><li>• B = 80-89</li></ul>
<ul style="list-style-type: none"><li>• 15% Paper 1</li></ul>	<ul style="list-style-type: none"><li>• C = 70-79</li></ul>
<ul style="list-style-type: none"><li>• 20% Paper 2</li></ul>	<ul style="list-style-type: none"><li>• D = 60-69</li></ul>
<ul style="list-style-type: none"><li>• 25% Paper 3</li></ul>	<ul style="list-style-type: none"><li>• F = 0-59</li></ul>

**NOTE:** Final grades are FINAL. I do not offer extra credit and do not change final course grades because doing so is unfair to other students. Please see me early in the semester if you need assistance.

## Breakdown

### Reading Responses – 20%

To encourage responsiveness to the diverse issues addressed in the readings, I require that you email directly to me (ewindsor@westga.edu) a one-page reading response each week by Monday at 11:59pm for that week's assigned readings. For example, if you want to turn in a Reading Response for Week 2 (1/18 and 1/20), you would email it to me by 11:59pm on Monday, January 18. You need to complete 10 responses throughout the term for full credit and can only turn in one per week (not multiple RRs for the same week's readings), so there are a few weeks when you may skip the RR. Your response must refer to something specific in at least two of the readings assigned for that week only. This one-page response should be typed, double-spaced, and include a one-line header with your name and date on that line. Reflect on something in at least two of the required readings for that week by focusing on a specific concept or interesting point. Do not summarize the articles. Your reading responses will not be graded, but they must include sufficient, thoughtful comments that demonstrate your understanding of the reading in order to receive credit. If I determine that your response should not get credit, I will return it to you with feedback. Usually, uncredited responses are too vague, too short, or refer to readings assigned for a different week. Each credited reading response is worth 2% of your final course grade (maximum of 20%).

### Engaged Participation – 20%

To facilitate your engagement with the course, I will implement 10 in-class/virtual activities throughout the term. Engaged participation will be based on activities such as writing reflections, video responses, small group work, class surveys, and reading

quizzes. Consequently, you should come to class having read all the assigned readings. If you participate in the activity fully, you will receive 2 percentage points toward your final grade for satisfactory participation. Being absent or skipping the activity will result in 0 points and being present but not participating fully (e.g., insufficient writing, evidence of not reading, etc.) will result in 1 percentage point. Each activity is worth 2% of your final course grade (maximum of 20%).

### Papers – 60%

This semester I will assign 3 papers (~5 pages each). The papers are designed to stimulate your thinking on core course topics and require you to *apply* sociological concepts to real life using social research methods. Issue dates and due dates are noted in the syllabus, and specific instructions will be posted to CourseDen on the issue dates. I will grade papers using the conventional numerical system. Paper 1 will be worth 15%, Paper 2 will be worth 20%, and Paper 3 will be worth 25% of your final course grade. Please use the [University Writing Center](#) to help you communicate your ideas effectively.

## Schedule

KEY: K = *Kaleidoscope of Gender*, G = *Gender Outlaws*; C = CourseDen

When	Topic	Notes
WEEK 1 1/11 and 1/13	Introductions and Class Orientation	No assigned readings for Week 1
WEEK 2 1/18 (MLK holiday) and 1/20	Genders, Sexes, and Social Construction	K "Introduction" Valentine, Troutner, and Spade xv-xxiv K "The Prism of Gender" Valentine 3-9 <a href="https://www.gla.ac.uk/0t4/crcees/files/summerschool/readings/WestZim">C "Doing Gender" West and Zimmerman 125-151 (https://www.gla.ac.uk/0t4/crcees/files/summerschool/readings/WestZim</a> G "The Voice" Ladin 247-54 K "Athletes in the Pool, Girls and Boys on Deck: The Contextual Construction of Gender in Coed Youth Swimming" Musto 188
WEEK 3 1/25 and 1/27	Deconstructing Gender	<b>January 25: Paper 1 Issued</b> K "Reflecting on Intersex: 25 Years of Activism, Mobilization, and Change" Davis and Preves 25-36 G "I am the 'I'" Wall 107-11 G "Cisgender Privilege: On the Privilege of Performing Normative Gender" Taylor 268-72 K "What It Means to Be Gendered Me" Lucal 15-24 G "Are You a Boy or a Girl?" Alexander 72 <a href="https://www.researchgate.net/publication/318509001_Doing_Gender_Beyond_the_Binary_A_Virtual_Ethnography?enrichId=d552b83a97618b7a04950a232410b7ce-XXX&amp;enrichSource=Y292ZXJQYWdlOzMxODUwOTAwMTtBUzo1ODI3NzYyNzAxNDc1ODRAMTUxNTk1NjA5ODY1MQ%3D%3">C "Doing Gender Beyond the Binary: A Virtual Ethnography" Darwin 1-18 (https://www.researchgate.net/publication/318509001_Doing_Gender_Beyond_the_Binary_A_Virtual_Ethnography?enrichId=d552b83a97618b7a04950a232410b7ce-XXX&amp;enrichSource=Y292ZXJQYWdlOzMxODUwOTAwMTtBUzo1ODI3NzYyNzAxNDc1ODRAMTUxNTk1NjA5ODY1MQ%3D%3</a> G "Performance Piece" Serano 85-8 G "Trancension" Diamond and Blazes 170-81 G "Identity, Schmididentity" Kusalik 54-9 G "Transliteration" Fernández 128-33 G "The Wrong Body" Schofield 83-4

When	Topic	Notes
WEEK 4 2/1 and 2/3	Intersections	<p>Special Event 2/3 6pm: Virtual Screening of <i>PORTRAIT DE LA JEUNE FILLE EN FEU (PORTRAIT OF A LADY ON FIRE)</i>(2019) an</p> <p>K "Conceptualizing Thai Genderscapes: Transformation and Continuity in the Thai Sex/Gender System" Käng 133-43</p> <p>K "Multiple Genders among Native Americans" Nanda 64-70</p> <p>K "Native American Men-Women, Lesbians, and Two-Spirits: Contemporary and Historical Perspectives" Lang 153-64</p> <p>K "Intersectionality: A Transformative Paradigm in Feminist Theory and Social Justice" Thornton Dill and Kohlman 77-84</p> <p>K "Intersectionality in a Transnational World" Purkayastha 111-115</p> <p>G "Why You Don't Have to Choose a White Boy Name to be a Man in This World" Tokawa 207-12</p> <p>G "Jihad" Arsanjani 70-71</p>
WEEK 5 2/8 and 2/10	Gendered Embodiment	<p><b>DUE February 10: Paper 1</b></p> <p>K "'Malu': Coloring Shame and Shaming the Color of Beauty in Transnational Indonesia" Saraswati 310-19</p> <p>K "Embodied Inequality: The Experience of Domestic Work in Urban Ecuador" 263-73</p> <p>G "Taking Up Space" Lukoff 122-7</p> <p>G "Trans-ing Gender: The Surgical Option" Allen 101-6</p> <p>G "The Manly Art of Pregnancy" wallace 188-94</p>
WEEK 6 2/15 and 2/17	Masculinities	<p><a href="https://content.ucpress.edu/chapters/106710">C "Making Masculinity: Adolescence, Identity, and High School" Pascoe 1-24(https://content.ucpress.edu/chapters/106710)</a></p> <p>K "Masculinities in Global Perspective: Hegemony, Contestation, and Changing Structures of Power" Connell 54-64</p> <p>K "Marketing Manhood in a 'Post-Feminist' Age" Barber and Bridges 231-35</p> <p><a href="https://drive.google.com/file/d/19S9bqvJvkXuFLbzw0XYuyC8yk-bQJ_t_/view?usp=sharing">C "Seeing Privilege Where It Isn't: Marginalized Masculinities and the Intersectionality of Privilege" Coston and Kimmel 97-1'(https://drive.google.com/file/d/19S9bqvJvkXuFLbzw0XYuyC8yk-bQJ_t_/view?usp=sharing)</a></p> <p><a href="https://drive.google.com/file/d/1nXXTPBrI38Gg0A9oBwDmSgqz6PRd1Vme/view?usp=sharing">C "Getting Angry to Get Ahead: Black College Men, Emotional Performance, and Encouraging Respectable Masculinity" Jack(https://drive.google.com/file/d/1nXXTPBrI38Gg0A9oBwDmSgqz6PRd1Vme/view?usp=sharing)</a></p> <p>G "Proof" Luengsuraswat 242-6</p>
WEEK 7 2/22 and 2/24	Femininities	<p><b>February 22: Paper 2 Issued</b></p> <p><a href="https://drive.google.com/file/d/1a6IGqBk-Z-hDbEzdd2UVgOoR">C "Putting the Feminine Back into Feminism" Serano 319-43(https://drive.google.com/file/d/1a6IGqBk-Z-hDbEzdd2UVgOoR)</a></p> <p>K "Performing Third World Poverty: Racialized Femininities in Sex Work" Hoang 240-46</p> <p>K "Asian American Women and Racialized Femininities: 'Doing' Gender Across Cultural Worlds" Pyke and Johnson 92-101</p> <p><a href="https://drive.google.com/file/d/1zINdLRkusp=sharing">C "'Punk Will Never Diet': Beth Ditto and the (Queer) Revaluation of Fat" Nault 1-14(https://drive.google.com/file/d/1zINdLRkusp=sharing)</a></p> <p>G "Glitter, Glitter, on the Wall, Who's the Queerest of Them All?" Rodríguez 163-8</p> <p>G "Today's New Name May Be Tomorrow's Old" Lowrey 198-203</p> <p>K "Carrying Guns, Contesting Gender" Carlson 236-39</p>

When	Topic	Notes
WEEK 8 3/1 and 3/3	Sexualities	<p>K "Gendered Sexuality in Young Adulthood: Double Binds and Flawed Options" Hamilton and Armstrong 470-80</p> <p>K "'Freedom to' and 'Freedom from': A New Vision for Sex-Positive Politics" Fahs 288-300</p> <p>G "The Role of Culture in Cleansing Gender Outlaws: The Lamal Ceremony of the Maasai, Kenya" Gichoya and Maina 255-9</p> <p>K "'I Like the Way You Move': Theorizing Fat, Black and Sexy" Patterson-Faye 301-09</p> <p>K "Straight Girls Kissing" Rupp and Taylor 415-31</p> <p>K "Mothers, Fathers, and 'Mathers': Negotiating a Lesbian Co-Parental Identity" Padavic and Butterfield 453-61</p> <p>K "Nocturnal Queers: Rent Boys' Masculinity in Istanbul" Özbay 143-52</p> <p>G "In Our Skin" Andre and Gutierrez-Mock 157-62</p> <p>G "Dear Austin Special Needs Bathroom" Florez 52-53</p>
WEEK 9 3/8 and 3/10	Controlling Gender	<p><b>DUE March 10: Paper 2</b></p> <p>K "The Gender Binary Meets the Gender-Variant Child: Parents' Negotiations with Childhood Gender Variance" Rahilly 180-87</p> <p>K "Negotiating Courtship: Reconciling Egalitarian Ideals with Traditional Gender Norms" Lamont 406-15</p> <p>K "Punctuating Accountability: How Discursive Aggression Regulates Transgender People" Shuster 521-29</p> <p>K "Firming the Floppy Penis: Age, Class, and Gender Relations in the Lives of Old Men" Calasanti and King 246-55</p> <p>G "Pilgrimage" Al-Walid 261-67</p> <p>K "The Deadly Challenges of Raising African American Boys: Navigating the Controlling Image of the 'Thug'" Dow 431-43</p>
WEEK 10 3/22 and 3/24	Gendered Violence	<p><a href="https://drive.google.com/file/d/1iZ3BTHSQK73hV4WR656-96jx6J5ajyua/view?usp=sharing">C "Male Perpetrators of Heterosexual-Partner-Violence: The Role of Threats to Masculinity" Peralta and Tuttle 255-76</a></p> <p><a href="https://drive.google.com/file/d/1Zce6SWOXh5wXzsm0E4kbhBi6mcSrP9Pb/view?usp=sharing">C "Who Gets Out? Gender as Structure and the Dissolution of Violent Heterosexual Relationships" Anderson 173-201</a></p> <p>G "Marsha P. Johnson : : ten suns the transformer : : " Beyer 224-8</p> <p>K "On Violence, Intersectionality and Transversal Politics" Collins 85-91</p> <p><a href="https://www.consensual-sex-can-still-be-bad.html">C "The Game Is Rigged: Why Sex That's Consensual Can Still Be Bad. And Why We're Not Talking About It" Traiste</a></p> <p>K "Digitizing Rape Culture: Online Sexual Violence and the Power of the Digital Photograph" Dodge 481-91</p>

When	Topic	Notes
WEEK 11 3/29 and 3/31	Gendered Violence	<p>K "Who's the Slut, Who's the Whore?: Street Harassment in the Workplace Among Female Sex Workers in New Zealand" Arn</p> <p>C "Good Guys Don't Rape: Gender, Domination, and Mobilizing Rape" Pascoe and Hollander 67-79 (<a href="https://drive.google.com/file/d/15Teyz0rQWU_4M89NiYuY9XsrBqdnGCWT/view?usp=sharing">https://drive.google.com/file/d/15Teyz0rQWU_4M89NiYuY9XsrBqdnGCWT/view?usp=sharing</a>)</p> <p>C "The Rape Prone Culture of Academic Contexts: Fraternities and Athletics" Martin 30-43(<a href="https://drive.google.com/file/d/1dkv0cEtLrxNRnmEcZu5/view?usp=sharing">https://drive.google.com/file/d/1dkv0cEtLrxNRnmEcZu5/view?usp=sharing</a>)</p> <p>C "Hooking Up with Healthy Sexuality: The Lessons Boys Learn (and Don't Learn) about Sexuality and Why a Sex Positive Rap Everyone Involved" Perry 303-309 (<a href="https://drive.google.com/file/d/1bLZpHi5r92crkZEn1zblJu00EF02KppF/view?usp=sharing">https://drive.google.com/file/d/1bLZpHi5r92crkZEn1zblJu00EF02KppF/view?usp=sharing</a>)</p> <p>C "Suicide by Mass Murder: Masculinity, Aggrieved Entitlement, and Rampage School Shootings" Kalish and Kimmel 451-64 (<a href="https://drive.google.com/file/d/1ARaR-GQHjiQO_DRTHUrVZTu-YVl6vvxU/view?usp=sharing">https://drive.google.com/file/d/1ARaR-GQHjiQO_DRTHUrVZTu-YVl6vvxU/view?usp=sharing</a>)</p> <p>C "The Man Box: The Link between Emotional Suppression and Male Violence" Greene(<a href="https://goodmenproject.com/feature-between-emotional-suppression-and-male-violence/#!pxOKR">https://goodmenproject.com/feature-between-emotional-suppression-and-male-violence/#!pxOKR</a>)</p> <p>K "It's Only a Penis': Rape, Feminism, and Difference" Helliwell 123-32</p> <p>G "SHOT, STABBED, CHOKED, STRANGLER, BROKEN: a ritual for November 20<sup>th</sup>" Kaveney 239-41</p>
WEEK 12 4/5 and 4/7	Gender and #blacklivesmatter	<p><b>April 5: Paper 3 Issued</b></p> <p>K "Gender-Based Violence Against Men and Boys in Darfur: The Gender-Genocide Nexus" Ferrale, Brehm, and McElrath 492-1</p> <p>C "After Ferguson, Black Men Still Face the Highest Risk of Being Killed by Police" Santhanam (<a href="https://www.pbs.org/newsho-and-boys-still-face-the-highest-risk-of-being-killed-by-police">https://www.pbs.org/newsho-and-boys-still-face-the-highest-risk-of-being-killed-by-police</a>)</p> <p>C "Do the Ladies Run This Mutha? The Relationship between Political Rap and Black Feminist Attitudes" Bonnette-Bailey and (<a href="https://drive.google.com/file/d/1tpukNmEDMdbq3RqMzlk4-cblL3_f9j7/view?usp=sharing">https://drive.google.com/file/d/1tpukNmEDMdbq3RqMzlk4-cblL3_f9j7/view?usp=sharing</a>)</p> <p>C "From Jay-Z to Dead Prez: Examining Representations of Black Masculinity in Mainstream versus Underground Hip-hop M (<a href="https://genderandmasculinities.files.wordpress.com/2017/03/belle-2014-black-masculinity-in-mainstream-vs-underground">https://genderandmasculinities.files.wordpress.com/2017/03/belle-2014-black-masculinity-in-mainstream-vs-underground</a>)</p>
WEEK 13 4/12 and 4/14	Gender in Media, School, and Work	<p>K "Gender in Twentieth-Century Children's Books: Patterns of Disparity in Titles and Central Characters" McCabe, Fairchild, C <b>201</b></p> <p>K "'Cowboy Up!' Non-Hegemonic Representations of Masculinity in Children's Television Programming" Myers <b>196-201</b></p> <p>C "From 'Brute' to 'Thug': The Demonization and Criminalization of Unarmed Black Male Victims in America" Smiley and Faki (<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5004736/pdf/nihms779615.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5004736/pdf/nihms779615.pdf</a>)</p> <p>C "The Startling Thing that Happens to Black Girls in Preschool" Laughlin(<a href="https://www.washingtonpost.com/news/wonk/wp-pushout/">https://www.washingtonpost.com/news/wonk/wp-pushout/</a>)</p> <p>K "What Gender is Science?" Charles 214-18</p> <p>C "Racial and Gender Microaggressions on a Predominantly-White Campus: Experiences of Black, Latina/o and White Under (<a href="https://drive.google.com/file/d/10ild1h2ysjUVSG4SKD8vL_dv0jKdtvVi/view?usp=sharing">https://drive.google.com/file/d/10ild1h2ysjUVSG4SKD8vL_dv0jKdtvVi/view?usp=sharing</a>)</p> <p>K "Gendered Organizations in the New Economy" Williams, Muller, and Kilanski 339-48</p> <p>K "When Dad Stays Home Too: Paternity Leave, Gender, and Parenting" Rehel 443-52</p>

When	Topic	Notes
WEEK 14 4/19 and 4/21	Gender at Work	<p>K "(Un)Changing Institutions: Work, Family, and Gender in the New Economy" Wharton 389-98</p> <p>K "Inequality Regimes: Gender, Class, and Race in Organizations" Acker 329-38</p> <p>K "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work" Wingfield 349-57</p> <p>K "Embracing, Passing, Revealing, and the Ideal Worker Image: How People Navigate Expected and Experienced Professionalism" Schilt 374-89</p> <p>K "Just One of the Guys? How Transmen Make Gender Visible at Work" Schilt 374-89</p> <p>K "Gendered Homophobia and the Contradictions of Workplace Discrimination for Women in the Building Trades" Denissen et al. 31-37</p> <p>G "Trans-Corporation: A Benefit Analysis of a Transgender Man in a Corporate Setting" Whitley 31-37</p>
WEEK 15 4/26 and 4/28	Students' Choices: Topic TBD	Readings TBD
WEEK 16 5/3	Possibilities	<p><b>May 3: Last Day of Class</b></p> <p><b>DUE May 10: Paper 3</b></p> <p>K "Nothing is Forever" Valentine 533-37</p> <p>K "#FemFuture: Online Revolution" Martin and Valenti 549-57</p> <p>K "Forks in the Road of Men's Gender Politics: Men's Rights vs. Feminist Allies" Messner 574-83</p> <p>G "We're All Someone's Freak" Smith 26-30</p> <p>K "Gender and Power" Lepowsky 165-70</p> <p>K "Making a Choice or Taking a Stand? Choice Feminism, Political Engagement and the Contemporary Feminist Movement" ...</p> <p>K "Ask a Feminist: A Conversation with Cathy J. Cohen on Black Lives Matter, Feminism, and Contemporary Activism" Coher</p> <p>G "On Living Well and Coming Free" Aoki 143-52</p> <p>G "Endnote" Dopp 276-7</p>

## \* Course Policies and Resources

Please review the common Institutional Policies in the syllabus section below. In addition to these UWG-wide policies, please note the following policies that are applicable to this course:

### CourseDen

You are required to regularly check our CourseDen page. This site will include virtual content relevant to all students, including announcements, readings, assignments, Turnitin links, and grades.

### Hybrid Modality and Attendance

- *Hybrid Modality*

This course uses a hybrid modality format, which means that we will have face-to-face meetings on Wednesdays and online content on CourseDen. I will be uploading content to CourseDen that everyone is expected to access, including important course material. All students are expected to have reliable access to the internet to access the online components.

- *Attendance*

Attendance during both in-person and online portions of the class is expected for all students. You will get the most out of this class if

you access all the content: completing readings for each week, attending the Wednesday in-person classes, and completing CourseDen modules. Please note that CourseDen allows instructors to monitor students' access. So, if you have questions about content and I notice that you didn't complete the online module on that content, I will first ask you to complete that on CourseDen. Due to the ongoing pandemic and likelihood that students may have to quarantine during this semester, I plan to video-record the Wednesday in-person classes for students who are not in class that day.

### Academic Honesty

UWG students are expected to adhere to the honor code and maintain academic honesty. Acts of academic dishonesty—including, but not limited to, cheating, plagiarism, excessive collaboration, and resubmitting work from another class—result in an "F" on the assignment and can result in an "F" in the course. Honor code violations are reported to the Office of Community Standards. Trust that I treat academic dishonesty as a serious offense.

### Missed and Late Assignments

- *Reading Responses* – Due by 11:59pm on Mondays of each class week.
- *Engaged Participation* – Due on the posted due dates for each EP.
- *Papers* – Upload a paper to Turnitin on CourseDen on the due dates by 11:59pm. For each day that you turn in any paper *late*, I will deduct 10 points.
- If class meets on a holy day of your faith, please inform me by January 20 so that we can make arrangements for missed assignments.

### Classroom Environment

Controversial topics are inherent to this class. Many of us hold personal opinions and have experiences relevant to the diverse issues that we will explore. Some of the materials and discussions in this course deal with sensitive issues and contain graphic content including, but not limited to, profanity, nude and sexual imagery, and violence. This content may challenge your ideologies, morals, values, politics, or comfort zones. If you think your discomfort could impede your engagement with class, please come see me—this class may not be appropriate for you.

Please keep in mind that the student body is diverse and refrain from making assumptions about who is or is not around you. I trust that you will remain respectful in class. We all have opinions, and it is okay to *respectfully disagree* with other people's comments. It is also okay to engage in passionate discussion using claims based on evidence. It is not okay to engage in actions that are hostile or derogatory. Please monitor the amount of talking you do during class and in the online discussion boards. I encourage participation from a variety of students. When posting content online, check out [this netiquette guide](#) for online classrooms. The online classroom should reflect the same norms as the in-person one.

## Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses



UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#) ([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php> (<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).

## Additional Items

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*Gender is...like a lens through which we've always seen*

*and can't remember how the world looked before.*

*And this lens is strictly bifocal.*

*It strangely shows us only black and white in a Technicolor world.*

– Riki Wilchins